

**Cycle 4 Advance Questionnaire - Certificated Faculty**  
**Frequency Distribution Report**  
**CLAYTON School District**

<b>School Guidance Counselor</b>		
<b>fac1a</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	204	97.14
<b>YES</b>	6	2.86

<b>Library Media Specialist</b>		
<b>fac1b</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	205	97.62
<b>YES</b>	5	2.38

<b>Special Education Teacher</b>		
<b>fac1c</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	206	98.10
<b>YES</b>	4	1.90

<b>Classroom Teacher</b>		
<b>fac1d</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	67	31.90
<b>YES</b>	143	68.10

<b>Administrator</b>		
<b>fac1e</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	197	93.81
<b>YES</b>	13	6.19

<b>Other Certificated Faculty</b>		
<b>fac1f</b>	<b>Frequency</b>	<b>Percent</b>
<b>NO</b>	163	77.62
<b>YES</b>	47	22.38

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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	72	36.9	92	47.2	24	12.3	6	3.1	1	0.5	15
3 - There are effective supports in place to assist students who are in jeopardy of academic failure	116	55.5	80	38.3	4	1.9	9	4.3	0	0.0	1
4 - I emphasize the importance of effort with students	164	78.8	41	19.7	3	1.4	0	0.0	0	0.0	2
5 - In our school, there is adequate support for classroom teachers to address special education students' IEP goals	75	36.4	97	47.1	13	6.3	18	8.7	3	1.5	4
6 - There is adequate collaboration between special education staff and classroom teachers in our school	66	31.9	100	48.3	21	10.1	17	8.2	3	1.4	3
7 - There is adequate professional development for teachers working with special education students in our school	51	24.9	77	37.6	48	23.4	25	12.2	4	2.0	5
8 - My school's administration protects instructional time available to teachers from interruptions.	59	28.6	103	50.0	21	10.2	19	9.2	4	1.9	4
9 - Our principal uses classroom management as part of our evaluation	68	34.9	97	49.7	22	11.3	5	2.6	3	1.5	15
10 - Clear rules that promote good behavior are enforced in our school	71	34.1	83	39.9	28	13.5	20	9.6	6	2.9	2
11 - Clear rules regarding behavior have been established in my classroom	135	73.4	43	23.4	6	3.3	0	0.0	0	0.0	26
12 - Educators in our school use effective practices to promote positive behavior	95	46.1	84	40.8	21	10.2	6	2.9	0	0.0	4
13 - Teachers in our school use effective practices to keep all students actively engaged in learning	99	47.8	92	44.4	7	3.4	8	3.9	1	0.5	3
14 - Educators in our school respond to inappropriate behaviors quickly and effectively	83	40.5	91	44.4	19	9.3	12	5.9	0	0.0	5
15 - Norms for conduct that foster collegiality and professionalism among professional staff and administrators are clear and routinely followed	78	37.9	84	40.8	28	13.6	14	6.8	2	1.0	4
16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies	83	40.7	89	43.6	20	9.8	10	4.9	2	1.0	6
17 - Teachers are routinely engaged in collaborative problem solving around instructional issues	101	48.6	91	43.8	10	4.8	4	1.9	2	1.0	2
18 - Effective vehicles are in place for parents and community to communicate with the school	124	61.4	73	36.1	3	1.5	2	1.0	0	0.0	8
19 - In our school we communicate effectively to parents and the community	115	56.1	81	39.5	5	2.4	3	1.5	1	0.5	5
20 - Parents are encouraged to discuss their child's educational needs with the school	147	71.0	58	28.0	2	1.0	0	0.0	0	0.0	3
21 - I routinely analyze disaggregated student data and use it to plan my instruction	48	25.5	88	46.8	37	19.7	14	7.4	1	0.5	22

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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	69	35.2	102	52.0	17	8.7	7	3.6	1	0.5	14
23 - My school administers assessments throughout the school year that are used to guide instruction	70	35.9	82	42.1	31	15.9	10	5.1	2	1.0	15
24 - My school uses assessment data to evaluate and align the curriculum	77	38.9	97	49.0	18	9.1	5	2.5	1	0.5	12
25 - Emphasis is placed on valuing and respecting differences among students and their families in our school	143	69.1	57	27.5	4	1.9	2	1.0	1	0.5	3
26 - Student opinions are valued by teachers and administrators	116	56.3	84	40.8	5	2.4	1	0.5	0	0.0	4
27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school	102	51.5	70	35.4	21	10.6	5	2.5	0	0.0	12
28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues	106	50.5	81	38.6	14	6.7	7	3.3	2	1.0	0
29 - Individual student differences are appreciated at our school	140	66.7	60	28.6	7	3.3	3	1.4	0	0.0	0
30 - Students are provided with opportunities to construct and work on long-term projects of their own design	74	38.3	68	35.2	33	17.1	17	8.8	1	0.5	17
31 - In our school teachers are encouraged to be instructional leaders	137	65.9	60	28.8	7	3.4	4	1.9	0	0.0	2
32 - My school's principal fosters shared beliefs and a sense of community and cooperation	123	59.7	62	30.1	9	4.4	8	3.9	4	1.9	4
33 - My school's principal monitors the effectiveness of school practices and their impact on student learning	98	48.5	78	38.6	17	8.4	4	2.0	5	2.5	8
34 - Our principal identifies issues in the school that could potentially become problems	100	48.1	85	40.9	9	4.3	11	5.3	3	1.4	2
35 - My school's principal systematically engages faculty and staff in discussions about current research on teaching and learning	93	45.4	79	38.5	15	7.3	15	7.3	3	1.5	5
36 - Our school teaches and reinforces student self-discipline and responsibility	90	43.5	83	40.1	21	10.1	12	5.8	1	0.5	3
37 - Students who are prone to violence are systematically identified	49	27.5	70	39.3	43	24.2	14	7.9	2	1.1	32
38 - Our school promotes an environment of mutual respect among students	104	50.0	86	41.3	15	7.2	2	1.0	1	0.5	2
39 - The content considered essential for all students to learn versus that considered supplemental has been identified and communicated to teachers	67	34.5	81	41.8	33	17.0	8	4.1	5	2.6	16
40 - My school systematically ensures that teachers address essential content	82	41.4	80	40.4	25	12.6	8	4.0	3	1.5	12

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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	34	17.8	80	41.9	40	20.9	29	15.2	8	4.2	19
42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it	44	23.4	94	50.0	29	15.4	17	9.0	4	2.1	22
43 - Our principal promotes innovation	96	47.3	85	41.9	12	5.9	5	2.5	5	2.5	7
44 - I have the skills necessary to meet the needs of all learners in my classroom	87	45.8	95	50.0	7	3.7	1	0.5	0	0.0	20
45 - I believe that I can positively impact student performance	153	75.7	46	22.8	3	1.5	0	0.0	0	0.0	8
46 - I have received violence prevention training	67	34.2	66	33.7	26	13.3	28	14.3	9	4.6	14
47 - Our professional development improves student achievement	88	43.3	85	41.9	20	9.9	7	3.4	3	1.5	7
48 - I have received adequate training in using computers and other technology to support my work with students	88	43.1	86	42.2	16	7.8	14	6.9	0	0.0	6
49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan	102	50.5	87	43.1	10	5.0	2	1.0	1	0.5	8
50 - I have received professional development on differentiating instruction for learners	99	49.3	88	43.8	8	4.0	5	2.5	1	0.5	9
51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce	95	51.9	68	37.2	14	7.7	5	2.7	1	0.5	27
52 - Students are held accountable for doing quality work	89	44.3	85	42.3	18	9.0	8	4.0	1	0.5	9
53 - The mission of this school is clearly defined	118	56.5	69	33.0	12	5.7	8	3.8	2	1.0	1
54 - All staff in our school hold high expectations for student learning	120	58.5	65	31.7	13	6.3	5	2.4	2	1.0	5
55 - There are open channels of communication among students, staff and administrators	97	47.3	86	42.0	12	5.9	9	4.4	1	0.5	5
56 - There are avenues for recognizing and rewarding the accomplishments of all students	92	45.8	82	40.8	16	8.0	11	5.5	0	0.0	9
57 - There are sufficient library media materials to support my program	98	49.0	75	37.5	12	6.0	12	6.0	3	1.5	10
58 - Career-Technical education is an essential part of the district's program of studies	25	15.2	58	35.2	46	27.9	26	15.8	10	6.1	45
59 - I feel safe at this school	151	72.6	51	24.5	5	2.4	1	0.5	0	0.0	2
60 - The library media center materials are current and in good condition	103	51.0	78	38.6	11	5.4	8	4.0	2	1.0	8
61 - In our community, people tend to trust each other	62	30.0	103	49.8	26	12.6	15	7.2	1	0.5	3
62 - My professional development has improved the way I teach	109	54.0	77	38.1	15	7.4	1	0.5	0	0.0	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	108	52.9	81	39.7	10	4.9	5	2.5	0	0.0	6
64 - My school views parents as partners in the educational process	131	62.7	70	33.5	5	2.4	3	1.4	0	0.0	1
65 - My school has created specific strategies to better involve parents in the education of their child	93	46.7	85	42.7	12	6.0	8	4.0	1	0.5	11
66 - The board has high expectations for student achievement	165	79.7	39	18.8	2	1.0	1	0.5	0	0.0	3
67 - Students are treated fairly in this school	114	54.8	80	38.5	13	6.3	1	0.5	0	0.0	2
68 - The community is proud of this school	155	74.5	46	22.1	6	2.9	1	0.5	0	0.0	2
69 - This school makes students feel they belong	114	54.8	85	40.9	6	2.9	3	1.4	0	0.0	2
70 - If students in this school have a problem, teachers will listen and help	138	66.3	65	31.3	5	2.4	0	0.0	0	0.0	2
71 - I usually look forward to each working day as a teacher	118	59.0	72	36.0	10	5.0	0	0.0	0	0.0	10
72 - Discipline is handled fairly in this school	74	36.6	87	43.1	26	12.9	15	7.4	0	0.0	8
73 - Collaboration with classroom teachers to integrate library and media resources and skills into classroom instruction is adequate	73	37.4	86	44.1	18	9.2	14	7.2	4	2.1	15
74 - The librarian/media specialist requests my input into the selection of resources	90	49.5	65	35.7	20	11.0	5	2.7	2	1.1	28
75 - There is adequate instruction in the use of library and media resources for classes and individual students	82	44.3	71	38.4	15	8.1	14	7.6	3	1.6	25
76 - There is systematic collaboration across subject areas in our building	49	25.5	75	39.1	38	19.8	27	14.1	3	1.6	18
77 - Individual counseling services are available to students	99	50.3	75	38.1	13	6.6	6	3.0	4	2.0	13
78 - The board establishes policies and permits administrators to implement these policies on a day to day basis	72	40.0	83	46.1	22	12.2	1	0.6	2	1.1	30
79 - The community provides enough money to adequately provide quality educational programs to children	133	65.2	60	29.4	8	3.9	3	1.5	0	0.0	6
80 - Overall, my school building is in good condition	91	43.5	77	36.8	17	8.1	20	9.6	4	1.9	1
81 - If I had a chance to choose all over again, I would still choose teaching as a career	137	67.2	52	25.5	9	4.4	6	2.9	0	0.0	6
82 - There is systematic collaboration between the academic and career education programs in our district.	37	24.7	41	27.3	49	32.7	18	12.0	5	3.3	60
105 - I have received adequate training in the prevention of bullying and know how to address this behavior.	101	49.0	92	44.7	10	4.9	1	0.5	2	1.0	4
106 - The assessment methods that I use allow students to demonstrate their learning in a variety of ways.	109	55.9	73	37.4	13	6.7	0	0.0	0	0.0	15

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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>	45	25.57
<b>1/2 hour or less</b>	96	54.55
<b>1 hour</b>	34	19.32
<b>2 hours</b>	1	0.57

*Frequency Missing = 34*

<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.	45	28.0	52	32.3	47	29.2	9	5.6	8	5.0	49
85 - I assess the level of prior knowledge of all students before initiating instruction.	91	50.8	61	34.1	25	14.0	1	0.6	1	0.6	31
86 - Organize students into flexible groups based on their understanding of the content and skill level.	75	43.4	57	32.9	28	16.2	11	6.4	2	1.2	37
87 - Begin instructional units by presenting students with clear learning goals.	104	59.8	59	33.9	10	5.7	0	0.0	1	0.6	36
88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher.	38	22.6	60	35.7	40	23.8	21	12.5	9	5.4	42
89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals.	97	55.7	59	33.9	13	7.5	2	1.1	3	1.7	36
90 - Have students keep track of their own performance on the learning goals.	43	25.6	67	39.9	34	20.2	14	8.3	10	6.0	42
91 - Have students assess themselves relative to their personal learning goals after completing a unit.	48	29.6	49	30.2	30	18.5	23	14.2	12	7.4	48
92 - Make use of cooperative learning groups.	83	47.2	63	35.8	21	11.9	6	3.4	3	1.7	34
93 - Have students construct verbal or written summaries of new content.	72	43.1	54	32.3	29	17.4	7	4.2	5	3.0	43
94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment).	86	49.1	50	28.6	27	15.4	8	4.6	4	2.3	35
95 - Provide students with opportunities to practice important skills and procedures prior to assessment.	133	75.6	35	19.9	7	4.0	0	0.0	1	0.6	34
96 - I alter instructional strategies when students are having difficulty learning the material.	138	76.7	36	20.0	5	2.8	0	0.0	1	0.6	30
97 - Model or demonstrate important skills or procedures.	150	82.0	33	18.0	0	0.0	0	0.0	0	0.0	27
98 - Incorporate contextual/real life learning in the classroom.	134	73.6	41	22.5	5	2.7	1	0.5	1	0.5	28

*Data Collected in Fall, 2007*  
*Tables Generated January 09, 2008*

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Question	Regularly		Often		Occasionally		Rarely		Not at all		Number Missing
	N	Pct.	N	Pct.	N	Pct.	N	Pct.	N	Pct.	
99 - Incorporate problem solving instructional activities in the classroom.	126	69.6	42	23.2	12	6.6	1	0.6	0	0.0	29
100 - Have students revise and correct errors in their work as a way of reviewing and revising content.	98	58.0	51	30.2	16	9.5	3	1.8	1	0.6	41
101 - Have students compare and classify content.	83	49.1	52	30.8	25	14.8	8	4.7	1	0.6	41
102 - Have students construct metaphors and analogies.	47	29.4	39	24.4	40	25.0	21	13.1	13	8.1	50
103 - Provide specific feedback on the homework assigned to students.	78	49.1	53	33.3	17	10.7	5	3.1	6	3.8	51
104 - Incorporate information about careers in my instruction.	28	16.9	42	25.3	62	37.3	24	14.5	10	6.0	44