

**Cycle 4 Advance Questionnaire - Certificated Faculty
Frequency Distribution Report
CENTRAL ELEM., DEXTER R-XI School District**

| School Guidance Counselor | | |
|----------------------------------|------------------|----------------|
| fac1a | Frequency | Percent |
| NO | 33 | 97.06 |
| YES | 1 | 2.94 |

| Library Media Specialist | | |
|---------------------------------|------------------|----------------|
| fac1b | Frequency | Percent |
| NO | 33 | 97.06 |
| YES | 1 | 2.94 |

| Special Education Teacher | | |
|----------------------------------|------------------|----------------|
| fac1c | Frequency | Percent |
| NO | 30 | 88.24 |
| YES | 4 | 11.76 |

| Classroom Teacher | | |
|--------------------------|------------------|----------------|
| fac1d | Frequency | Percent |
| NO | 8 | 23.53 |
| YES | 26 | 76.47 |

| Administrator | | |
|----------------------|------------------|----------------|
| fac1e | Frequency | Percent |
| NO | 33 | 97.06 |
| YES | 1 | 2.94 |

| Other Certificated Faculty | | |
|-----------------------------------|------------------|----------------|
| fac1f | Frequency | Percent |
| NO | 33 | 97.06 |
| YES | 1 | 2.94 |

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CENTRAL ELEM., DEXTER R-XI School District

| 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 | 13 | 39.4 | 14 | 42.4 | 5 | 15.2 | 1 | 3.0 | 0 | 0.0 | 1 |
| 3 - There are effective supports in place to assist students who are in jeopardy of academic failure | 11 | 32.4 | 16 | 47.1 | 3 | 8.8 | 4 | 11.8 | 0 | 0.0 | 0 |
| 4 - I emphasize the importance of effort with students | 25 | 73.5 | 9 | 26.5 | 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 | 17 | 50.0 | 15 | 44.1 | 1 | 2.9 | 1 | 2.9 | 0 | 0.0 | 0 |
| 6 - There is adequate collaboration between special education staff and classroom teachers in our school | 17 | 50.0 | 16 | 47.1 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 7 - There is adequate professional development for teachers working with special education students in our school | 9 | 26.5 | 12 | 35.3 | 9 | 26.5 | 2 | 5.9 | 2 | 5.9 | 0 |
| 8 - My school's administration protects instructional time available to teachers from interruptions. | 10 | 29.4 | 14 | 41.2 | 3 | 8.8 | 6 | 17.6 | 1 | 2.9 | 0 |
| 9 - Our principal uses classroom management as part of our evaluation | 18 | 54.5 | 13 | 39.4 | 2 | 6.1 | 0 | 0.0 | 0 | 0.0 | 1 |
| 10 - Clear rules that promote good behavior are enforced in our school | 17 | 50.0 | 16 | 47.1 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 11 - Clear rules regarding behavior have been established in my classroom | 24 | 75.0 | 8 | 25.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 |
| 12 - Educators in our school use effective practices to promote positive behavior | 19 | 55.9 | 14 | 41.2 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 13 - Teachers in our school use effective practices to keep all students actively engaged in learning | 18 | 52.9 | 15 | 44.1 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 14 - Educators in our school respond to inappropriate behaviors quickly and effectively | 19 | 55.9 | 11 | 32.4 | 4 | 11.8 | 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 | 10 | 31.3 | 21 | 65.6 | 1 | 3.1 | 0 | 0.0 | 0 | 0.0 | 2 |
| 16 - Teachers in my school are routinely involved in formulating schoolwide decisions and policies | 6 | 18.8 | 15 | 46.9 | 7 | 21.9 | 4 | 12.5 | 0 | 0.0 | 2 |
| 17 - Teachers are routinely engaged in collaborative problem solving around instructional issues | 6 | 18.8 | 22 | 68.8 | 1 | 3.1 | 3 | 9.4 | 0 | 0.0 | 2 |
| 18 - Effective vehicles are in place for parents and community to communicate with the school | 16 | 48.5 | 14 | 42.4 | 3 | 9.1 | 0 | 0.0 | 0 | 0.0 | 1 |
| 19 - In our school we communicate effectively to parents and the community | 19 | 57.6 | 12 | 36.4 | 2 | 6.1 | 0 | 0.0 | 0 | 0.0 | 1 |
| 20 - Parents are encouraged to discuss their child's educational needs with the school | 19 | 57.6 | 13 | 39.4 | 1 | 3.0 | 0 | 0.0 | 0 | 0.0 | 1 |
| 21 - I routinely analyze disaggregated student data and use it to plan my instruction | 10 | 33.3 | 15 | 50.0 | 5 | 16.7 | 0 | 0.0 | 0 | 0.0 | 4 |

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| Question | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Number Missing |
|--|----------------|------|-------|------|---------|------|----------|------|-------------------|------|----------------|
| | 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 | 8 | 25.0 | 23 | 71.9 | 1 | 3.1 | 0 | 0.0 | 0 | 0.0 | 2 |
| 23 - My school administers assessments throughout the school year that are used to guide instruction | 13 | 40.6 | 14 | 43.8 | 4 | 12.5 | 1 | 3.1 | 0 | 0.0 | 2 |
| 24 - My school uses assessment data to evaluate and align the curriculum | 13 | 40.6 | 18 | 56.3 | 1 | 3.1 | 0 | 0.0 | 0 | 0.0 | 2 |
| 25 - Emphasis is placed on valuing and respecting differences among students and their families in our school | 8 | 24.2 | 19 | 57.6 | 4 | 12.1 | 2 | 6.1 | 0 | 0.0 | 1 |
| 26 - Student opinions are valued by teachers and administrators | 6 | 18.2 | 20 | 60.6 | 7 | 21.2 | 0 | 0.0 | 0 | 0.0 | 1 |
| 27 - Faculty and staff solicit input from diverse student groups regarding the improvement of our school | 5 | 17.2 | 12 | 41.4 | 9 | 31.0 | 3 | 10.3 | 0 | 0.0 | 5 |
| 28 - I feel comfortable having discussions regarding racial / ethnic issues with my colleagues | 14 | 43.8 | 12 | 37.5 | 5 | 15.6 | 1 | 3.1 | 0 | 0.0 | 2 |
| 29 - Individual student differences are appreciated at our school | 9 | 26.5 | 18 | 52.9 | 7 | 20.6 | 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 | 2 | 6.3 | 18 | 56.3 | 5 | 15.6 | 7 | 21.9 | 0 | 0.0 | 2 |
| 31 - In our school teachers are encouraged to be instructional leaders | 14 | 41.2 | 19 | 55.9 | 0 | 0.0 | 1 | 2.9 | 0 | 0.0 | 0 |
| 32 - My school's principal fosters shared beliefs and a sense of community and cooperation | 13 | 39.4 | 18 | 54.5 | 2 | 6.1 | 0 | 0.0 | 0 | 0.0 | 1 |
| 33 - My school's principal monitors the effectiveness of school practices and their impact on student learning | 16 | 47.1 | 17 | 50.0 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 34 - Our principal identifies issues in the school that could potentially become problems | 15 | 44.1 | 19 | 55.9 | 0 | 0.0 | 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 | 12 | 36.4 | 16 | 48.5 | 4 | 12.1 | 1 | 3.0 | 0 | 0.0 | 1 |
| 36 - Our school teaches and reinforces student self-discipline and responsibility | 16 | 47.1 | 17 | 50.0 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 37 - Students who are prone to violence are systematically identified | 10 | 29.4 | 19 | 55.9 | 3 | 8.8 | 2 | 5.9 | 0 | 0.0 | 0 |
| 38 - Our school promotes an environment of mutual respect among students | 12 | 35.3 | 20 | 58.8 | 1 | 2.9 | 1 | 2.9 | 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 | 10 | 32.3 | 20 | 64.5 | 1 | 3.2 | 0 | 0.0 | 0 | 0.0 | 3 |
| 40 - My school systematically ensures that teachers address essential content | 12 | 36.4 | 20 | 60.6 | 0 | 0.0 | 1 | 3.0 | 0 | 0.0 | 1 |

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| Question | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Number Missing |
|--|----------------|------|-------|------|---------|------|----------|------|-------------------|------|----------------|
| | 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 | 16 | 50.0 | 6 | 18.8 | 4 | 12.5 | 0 | 0.0 | 2 |
| 42 - The essential content is organized and sequenced in a way that students have ample opportunity to learn it | 5 | 15.2 | 22 | 66.7 | 3 | 9.1 | 3 | 9.1 | 0 | 0.0 | 1 |
| 43 - Our principal promotes innovation | 12 | 36.4 | 17 | 51.5 | 4 | 12.1 | 0 | 0.0 | 0 | 0.0 | 1 |
| 44 - I have the skills necessary to meet the needs of all learners in my classroom | 14 | 43.8 | 15 | 46.9 | 3 | 9.4 | 0 | 0.0 | 0 | 0.0 | 2 |
| 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 | 1 |
| 46 - I have received violence prevention training | 9 | 28.1 | 15 | 46.9 | 1 | 3.1 | 5 | 15.6 | 2 | 6.3 | 2 |
| 47 - Our professional development improves student achievement | 9 | 28.1 | 17 | 53.1 | 5 | 15.6 | 1 | 3.1 | 0 | 0.0 | 2 |
| 48 - I have received adequate training in using computers and other technology to support my work with students | 11 | 32.4 | 9 | 26.5 | 3 | 8.8 | 8 | 23.5 | 3 | 8.8 | 0 |
| 49 - The professional development activities I attend are related to my district's Comprehensive School Improvement Plan | 12 | 38.7 | 13 | 41.9 | 6 | 19.4 | 0 | 0.0 | 0 | 0.0 | 3 |
| 50 - I have received professional development on differentiating instruction for learners | 12 | 37.5 | 15 | 46.9 | 2 | 6.3 | 2 | 6.3 | 1 | 3.1 | 2 |
| 51 - My school adequately prepares all students for post-secondary education, and/or successful entry into the workforce | 9 | 30.0 | 17 | 56.7 | 4 | 13.3 | 0 | 0.0 | 0 | 0.0 | 4 |
| 52 - Students are held accountable for doing quality work | 18 | 52.9 | 15 | 44.1 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 53 - The mission of this school is clearly defined | 18 | 52.9 | 11 | 32.4 | 3 | 8.8 | 2 | 5.9 | 0 | 0.0 | 0 |
| 54 - All staff in our school hold high expectations for student learning | 16 | 47.1 | 18 | 52.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 55 - There are open channels of communication among students, staff and administrators | 14 | 42.4 | 14 | 42.4 | 4 | 12.1 | 1 | 3.0 | 0 | 0.0 | 1 |
| 56 - There are avenues for recognizing and rewarding the accomplishments of all students | 15 | 44.1 | 17 | 50.0 | 2 | 5.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 57 - There are sufficient library media materials to support my program | 17 | 50.0 | 13 | 38.2 | 3 | 8.8 | 1 | 2.9 | 0 | 0.0 | 0 |
| 58 - Career-Technical education is an essential part of the district's program of studies | 6 | 24.0 | 9 | 36.0 | 7 | 28.0 | 3 | 12.0 | 0 | 0.0 | 9 |
| 59 - I feel safe at this school | 16 | 48.5 | 14 | 42.4 | 2 | 6.1 | 1 | 3.0 | 0 | 0.0 | 1 |
| 60 - The library media center materials are current and in good condition | 16 | 48.5 | 12 | 36.4 | 4 | 12.1 | 1 | 3.0 | 0 | 0.0 | 1 |
| 61 - In our community, people tend to trust each other | 4 | 11.8 | 26 | 76.5 | 2 | 5.9 | 2 | 5.9 | 0 | 0.0 | 0 |
| 62 - My professional development has improved the way I teach | 8 | 25.0 | 16 | 50.0 | 7 | 21.9 | 1 | 3.1 | 0 | 0.0 | 2 |

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| Question | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Number Missing |
|---|----------------|------|-------|------|---------|------|----------|------|-------------------|------|----------------|
| | 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 | 11 | 33.3 | 17 | 51.5 | 4 | 12.1 | 1 | 3.0 | 0 | 0.0 | 1 |
| 64 - My school views parents as partners in the educational process | 11 | 32.4 | 21 | 61.8 | 2 | 5.9 | 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 | 27.3 | 16 | 48.5 | 6 | 18.2 | 2 | 6.1 | 0 | 0.0 | 1 |
| 66 - The board has high expectations for student achievement | 17 | 50.0 | 16 | 47.1 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 |
| 67 - Students are treated fairly in this school | 15 | 44.1 | 16 | 47.1 | 3 | 8.8 | 0 | 0.0 | 0 | 0.0 | 0 |
| 68 - The community is proud of this school | 19 | 55.9 | 15 | 44.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 69 - This school makes students feel they belong | 12 | 35.3 | 19 | 55.9 | 3 | 8.8 | 0 | 0.0 | 0 | 0.0 | 0 |
| 70 - If students in this school have a problem, teachers will listen and help | 14 | 41.2 | 20 | 58.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| 71 - I usually look forward to each working day as a teacher | 19 | 59.4 | 13 | 40.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 |
| 72 - Discipline is handled fairly in this school | 16 | 47.1 | 14 | 41.2 | 4 | 11.8 | 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 | 11 | 32.4 | 15 | 44.1 | 6 | 17.6 | 1 | 2.9 | 1 | 2.9 | 0 |
| 74 - The librarian/media specialist requests my input into the selection of resources | 15 | 48.4 | 11 | 35.5 | 3 | 9.7 | 1 | 3.2 | 1 | 3.2 | 3 |
| 75 - There is adequate instruction in the use of library and media resources for classes and individual students | 11 | 33.3 | 19 | 57.6 | 2 | 6.1 | 0 | 0.0 | 1 | 3.0 | 1 |
| 76 - There is systematic collaboration across subject areas in our building | 8 | 27.6 | 18 | 62.1 | 1 | 3.4 | 2 | 6.9 | 0 | 0.0 | 5 |
| 77 - Individual counseling services are available to students | 4 | 11.8 | 17 | 50.0 | 4 | 11.8 | 6 | 17.6 | 3 | 8.8 | 0 |
| 78 - The board establishes policies and permits administrators to implement these policies on a day to day basis | 13 | 39.4 | 18 | 54.5 | 2 | 6.1 | 0 | 0.0 | 0 | 0.0 | 1 |
| 79 - The community provides enough money to adequately provide quality educational programs to children | 16 | 47.1 | 14 | 41.2 | 2 | 5.9 | 2 | 5.9 | 0 | 0.0 | 0 |
| 80 - Overall, my school building is in good condition | 17 | 50.0 | 15 | 44.1 | 1 | 2.9 | 1 | 2.9 | 0 | 0.0 | 0 |
| 81 - If I had a chance to choose all over again, I would still choose teaching as a career | 17 | 51.5 | 13 | 39.4 | 3 | 9.1 | 0 | 0.0 | 0 | 0.0 | 1 |
| 82 - There is systematic collaboration between the academic and career education programs in our district. | 5 | 19.2 | 12 | 46.2 | 8 | 30.8 | 1 | 3.8 | 0 | 0.0 | 8 |

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| How much homework time do you assign your students each day | | |
|--|------------------|----------------|
| fac83 | Frequency | Percent |
| Do not assign | 5 | 16.13 |
| 1/2 hour or less | 22 | 70.97 |
| 1 hour | 4 | 12.90 |

Frequency Missing = 3

| 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. | 1 | 3.6 | 7 | 25.0 | 10 | 35.7 | 8 | 28.6 | 2 | 7.1 | 6 |
| 85 - I assess the level of prior knowledge of all students before initiating instruction. | 14 | 43.8 | 12 | 37.5 | 4 | 12.5 | 1 | 3.1 | 1 | 3.1 | 2 |
| 86 - Organize students into flexible groups based on their understanding of the content and skill level. | 9 | 29.0 | 13 | 41.9 | 8 | 25.8 | 0 | 0.0 | 1 | 3.2 | 3 |
| 87 - Begin instructional units by presenting students with clear learning goals. | 18 | 58.1 | 11 | 35.5 | 0 | 0.0 | 1 | 3.2 | 1 | 3.2 | 3 |
| 88 - Begin instructional units by having students identify personal learning goals that fit within the learning goals presented by the teacher. | 7 | 23.3 | 13 | 43.3 | 5 | 16.7 | 2 | 6.7 | 3 | 10.0 | 4 |
| 89 - Provide students with specific feedback on the extent to which they are accomplishing the learning goals. | 16 | 50.0 | 14 | 43.8 | 1 | 3.1 | 0 | 0.0 | 1 | 3.1 | 2 |
| 90 - Have students keep track of their own performance on the learning goals. | 4 | 13.3 | 9 | 30.0 | 8 | 26.7 | 6 | 20.0 | 3 | 10.0 | 4 |
| 91 - Have students assess themselves relative to their personal learning goals after completing a unit. | 1 | 3.3 | 10 | 33.3 | 10 | 33.3 | 6 | 20.0 | 3 | 10.0 | 4 |
| 92 - Make use of cooperative learning groups. | 11 | 35.5 | 13 | 41.9 | 7 | 22.6 | 0 | 0.0 | 0 | 0.0 | 3 |
| 93 - Have students construct verbal or written summaries of new content. | 6 | 20.0 | 9 | 30.0 | 11 | 36.7 | 2 | 6.7 | 2 | 6.7 | 4 |
| 94 - Have students represent new content in nonlinguistic ways (e.g. mental image, picture, pictograph, graphic organizer, physical model, enactment). | 16 | 50.0 | 9 | 28.1 | 5 | 15.6 | 1 | 3.1 | 1 | 3.1 | 2 |
| 95 - Provide students with opportunities to practice important skills and procedures prior to assessment. | 22 | 68.8 | 8 | 25.0 | 1 | 3.1 | 0 | 0.0 | 1 | 3.1 | 2 |
| 96 - I alter instructional strategies when students are having difficulty learning the material. | 23 | 71.9 | 9 | 28.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 |
| 97 - Model or demonstrate important skills or procedures. | 26 | 81.3 | 5 | 15.6 | 0 | 0.0 | 0 | 0.0 | 1 | 3.1 | 2 |
| 98 - Incorporate contextual/real life learning in the classroom. | 21 | 63.6 | 10 | 30.3 | 1 | 3.0 | 0 | 0.0 | 1 | 3.0 | 1 |
| 99 - Incorporate problem solving instructional activities in the classroom. | 22 | 66.7 | 9 | 27.3 | 1 | 3.0 | 1 | 3.0 | 0 | 0.0 | 1 |

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| Question | Regularly | | Often | | Occasionally | | Rarely | | Not at all | | Number Missing |
|---|-----------|------|-------|------|--------------|------|--------|------|------------|------|----------------|
| | N | Pct. | N | Pct. | N | Pct. | N | Pct. | N | Pct. | |
| 100 - Have students revise and correct errors in their work as a way of reviewing and revising content. | 22 | 71.0 | 8 | 25.8 | 0 | 0.0 | 0 | 0.0 | 1 | 3.2 | 3 |
| 101 - Have students compare and classify content. | 13 | 41.9 | 15 | 48.4 | 1 | 3.2 | 0 | 0.0 | 2 | 6.5 | 3 |
| 102 - Have students construct metaphors and analogies. | 4 | 12.9 | 13 | 41.9 | 7 | 22.6 | 5 | 16.1 | 2 | 6.5 | 3 |
| 103 - Provide specific feedback on the homework assigned to students. | 19 | 61.3 | 8 | 25.8 | 3 | 9.7 | 0 | 0.0 | 1 | 3.2 | 3 |
| 104 - Incorporate information about careers in my instruction. | 5 | 16.7 | 13 | 43.3 | 7 | 23.3 | 5 | 16.7 | 0 | 0.0 | 4 |