

# Instructional Quality Survey (IQS)

## School Self-Rating Form

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**General Directions:**

Name of School: \_\_\_\_\_

Check your role in the school: ( )Certificated Staff ( )Classified Staff ( )Administrator

Rate your classroom and school instructional program by scoring each descriptive statement on a scale of 1 (low, or not at all like our program) to 5 (high, or very much like our program). Please score each statement by circling the appropriate number to the right of the statement. If you really don't know what is happening in your classroom or school, it is appropriate to circle the question mark.

LOW = 1 2 3 4 5 = HIGH, ? = I Don't Know

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**Rate questions 1 through 48 as they relate to the classroom.** Teachers should think about their own classroom, classified staff should think about the classroom where they spend most of their time or are most familiar, and administrators should think about the "typical classroom" in the school.

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|---|-----------------|
| 1. The classroom learning goals and objectives are clearly defined.   | 1. ? 1 2 3 4 5  |
| 2. The classroom goals focus on improving student performance.  | 2. ? 1 2 3 4 5  |
| 3. The classroom learning goals and objectives are selected or approved by the teacher.   | 3. ? 1 2 3 4 5  |
| 4. The classroom learning goals and objectives support the school's goals.  | 4. ? 1 2 3 4 5  |
| 5. Most parents are aware of the classroom instructional goals.   | 5. ? 1 2 3 4 5  |
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| 6. The teacher, students and parents share a value system emphasizing academic achievement.                                     | 6. ? 1 2 3 4 5  |
| 7. Feedback from the principal's instructional observations emphasize improving instruction and increasing student achievement. | 7. ? 1 2 3 4 5  |
| 8. The teacher views the principal as having relevant instructional expertise.  | 8. ? 1 2 3 4 5  |
| 9. The standards for learning in this classroom are both challenging and attainable.  | 9. ? 1 2 3 4 5  |
| 10. An orderly, productive working atmosphere is generally maintained, and time spent on classroom management is minimal.       | 10. ? 1 2 3 4 5 |

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**LOW = 1 2 3 4 5 = HIGH,      ? = I Don't Know**

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11. Students are expected to complete their work to recognized standards of quality. 11. ? 1 2 3 4 5
12. All students are given approximately the same number of response opportunities. 12. ? 1 2 3 4 5
13. Positive techniques are the primary means of managing student behavior. 13. ? 1 2 3 4 5
14. The teacher provides parents with information and techniques for helping students to learn. 14. ? 1 2 3 4 5
15. There is frequent two-way communication between the teacher and parents about school programs and student progress. 15. ? 1 2 3 4 5
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16. The teacher encourages parents to keep track of student progress. 16. ? 1 2 3 4 5
17. The procedures for parent involvement in the classroom are clearly communicated to parents and followed consistently. 17. ? 1 2 3 4 5
18. Parents and volunteers have options for becoming involved in classroom activities that support instruction. 18. ? 1 2 3 4 5
19. The teacher knows which goal areas are of highest priority and the prerequisites needed by students to achieve them. 19. ? 1 2 3 4 5
20. The teacher focuses student attention on lesson objectives by stating them plainly and referring to them frequently. 20. ? 1 2 3 4 5
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21. The teacher sets and maintains an appropriate instructional pace for different instructional strategies. 21. ? 1 2 3 4 5
22. The teacher provides students with opportunities for both guided and independent practice in the different content areas. 22. ? 1 2 3 4 5
23. The teacher uses a variety of instructional strategies within the same content area. 23. ? 1 2 3 4 5
24. Classes and other activities start and end on time. 24. ? 1 2 3 4 5
25. Classroom routines are smooth and efficient. 25. ? 1 2 3 4 5
26. The teacher has assignments or activities ready for students when they arrive. 26. ? 1 2 3 4 5

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**LOW = 1   2   3   4   5 = HIGH,   ? = I Don't Know**

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|---|-----------------|
| 27. Very little time is spent on non-learning activities.   | 27. ? 1 2 3 4 5 |
| 28. Students are actively and successfully engaged in learning activities for a significant portion of each day.                                | 28. ? 1 2 3 4 5 |
| 29. Instruction is modified and adapted based on continuous monitoring of student progress.   | 29. ? 1 2 3 4 5 |
| 30. To check understanding, the teacher asks clear questions and make sure all students have a good chance to respond.                          | 30. ? 1 2 3 4 5 |
| 31. Students are aware of their progress and the criteria used to judge it.   | 31. ? 1 2 3 4 5 |
| <hr/>   |                 |
| 32. The teacher uses assessment results for instructional diagnosis and to evaluate his or her own teaching methods.                            | 32. ? 1 2 3 4 5 |
| 33. Assigned work is checked, and students are given quick feed back.   | 33. ? 1 2 3 4 5 |
| 34. Feedback to students is tied to learning objectives.  | 34. ? 1 2 3 4 5 |
| 35. Feedback to students is simple and clear, and it helps them understand and correct errors.  | 35. ? 1 2 3 4 5 |
| 36. Correction or re-teaching occurs in response to student errors.   | 36. ? 1 2 3 4 5 |
| <hr/>   |                 |
| 37. The classroom is characterized by frequent and consistent reinforcement for academic achievement.   | 37. ? 1 2 3 4 5 |
| 38. The classroom is characterized by frequent and consistent reinforcement for good behavior.  | 38. ? 1 2 3 4 5 |
| 39. Classroom behavior reflects explicit standards related to different learning activities (i.e. the behavior and standards fit the activity). | 39. ? 1 2 3 4 5 |
| 40. The classroom is a secure and attractive environment where the emphasis is on academic achievement.   | 40. ? 1 2 3 4 5 |
| 41. Students are allowed and helped to develop a sense of responsibility.   | 41. ? 1 2 3 4 5 |
| 42. The teacher pays attention to student interests, problems and accomplishments both in and out of the classroom.                             | 42. ? 1 2 3 4 5 |

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43. The classroom has a task-oriented but relaxed atmosphere where students find encouragement and little criticism. 43. ? 1 2 3 4 5
44. Classroom awards are set at several levels of performance to provide all students opportunities for success and recognition. 44. ? 1 2 3 4 5
45. Student recognition is based on comparison to standards rather than comparison to peers. 45. ? 1 2 3 4 5
46. Student accomplishments (academic and behavioral) in the special programs (special education, etc.) are also recognized in the regular classroom. 46. ? 1 2 3 4 5
47. Parents are informed about student successes. 47. ? 1 2 3 4 5
48. The teacher follows routines for collecting, summarizing and using student achievement information to focus new instructional efforts. 48. ? 1 2 3 4 5

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**Rate questions 49 through 72 as they relate to the whole school.**

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49. The school's goals focus on improving student performance. 49. ? 1 2 3 4 5
50. The principal has a clear understanding of the school's goals and is able to clearly articulate them. 50. ? 1 2 3 4 5
51. The teachers and other staff view the principal as having relevant management skills. 51. ? 1 2 3 4 5
52. The school has provisions for recognizing excellent teaching. 52. ? 1 2 3 4 5
53. The school has provisions for recognizing excellent support service. 53. ? 1 2 3 4 5
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54. Student accomplishments in the special programs (special education, Title I extended, migrant, etc.) are recognized in schoolwide settings. 54. ? 1 2 3 4 5
55. School awards are set at several levels of performance to provide many students opportunities for success and recognition. 55. ? 1 2 3 4 5
56. The principal initiates organized and systematic school and program improvement procedures. 56. ? 1 2 3 4 5
57. A variety of methods (test results, grade reports, attendance, etc.) are used to spot program strengths and weaknesses. 57. ? 1 2 3 4 5
58. Assessment results are used to evaluate the programs and to target areas for improvement. 58. ? 1 2 3 4 5

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**LOW = 1 2 3 4 5 = HIGH,      ? = I Don't Know**

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59. The principal carefully monitors new practices and the instructional materials adoptions. 59. ? 1 2 3 4 5
60. Program improvement efforts are periodically reviewed, progress is noted, and the focus of improvement is renewed or redirected. 60. ? 1 2 3 4 5
61. Local evaluation results are compared to state and national results as a gage for program effectiveness. 61. ? 1 2 3 4 5
62. The curriculum in the special programs (special education, Title I extended, migrant, etc.) is congruent with the regular school curriculum. 62. ? 1 2 3 4 5
63. Special program teachers know how their instructional objectives fit in with the regular curriculum. 63. ? 1 2 3 4 5
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64. Special attention is focused on building good continuity across grade levels and programs. 64. ? 1 2 3 4 5
65. Specific provisions (time and resources) are outlined for coordination between teachers in the special and regular classrooms. 65. ? 1 2 3 4 5
66. Collaborative curriculum planning and decision making are typical among regular and special program teachers. 66. ? 1 2 3 4 5
67. Parents are aware of opportunities to access community and support services their families may need (school coordination with outside agencies). 67. ? 1 2 3 4 5
68. The principal and staff both value and emphasize staff development and training and teacher skill building. 68. ? 1 2 3 4 5
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69. Staff development opportunities funded by the school are responsive to staff needs. 69. ? 1 2 3 4 5
70. School staff development activities are linked to the school or district improvement plan. 70. ? 1 2 3 4 5
71. Staff development and training are supported with adequate time and other necessary resources. 71. ? 1 2 3 4 5
72. The staff shares and implements the information and skills from staff development opportunities. 72. ? 1 2 3 4 5

***END OF SURVEY.***