Instructional Quality Survey (IQS)
School Self-Rating Form

General Directions:

Name of School: *This Elementary/Secondary 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

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 with which they are most familiar, and administrators should think about the "typical classroom" in the school.

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

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

CONTINUE ON NEXT PAGE.

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

CONTINUE ON NEXT PAGE.

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

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

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

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

CONTINUE ON NEXT PAGE.

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

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

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

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

CONTINUE ON NEXT PAGE.

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

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

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

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.

Instructional Quality Survey (IQS)
Sample Printouts & Graph

The **Instructional Quality Survey (IQS)** assesses the staff's perception of how well the school stacks up against *13 traits of "effective schools"*, including program goals and objectives, expectations for students, coordination among programs, parent and community involvement, staff development, leadership, instruction, academic learning time, monitoring student progress, feedback and reinforcement, school and classroom climate, recognizing excellence and using evaluation results.

A computer program analyzes IQS data and prints out summary results for four groups: total school, teachers, classified staff, and administration. Each group's printout displays both "standard" and "rank order" lists of ratings for the 13 traits identified with "effective schools." The computer program also generates lists of category mean scores and item mean scores showing the results for all four groups side by side. *Four different sample printouts for the IQS are listed below*...

Printout #1 of 4: General Scoring Information for the IQS

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=====================================================================
INSTRUCTIONAL QUALITY SURVEY (IQS)
RURAL MIDDLE SCHOOL
=====================================================================

Scoring Notes . . .

1. Survey results are reported as MEAN SCORES.
2. A MEAN is computed for each item.
3. A category MEAN is the mean of the applicable item MEANs.
4. The total MEAN is the mean of the thirteen category MEANs.
5. The scoring procedure conforms to that suggested by the
   Rural Technical Assistance Center of the RMC Research Corp.,
   developers of the original instrument.

Printouts . . .

1. ERC-IQS.EXE makes four one-page group printouts (Sample#2) each
   showing standard order and rank order lists for one group, namely
   a. Total Staff
   b. Teacher/Certified
   c. Support/Classified
   d. Administration

2. ERC-IQS.EXE prints a one-page list of mean category scores
   (Sample#3)in standard order for all groups side-by-side.

3. ERC-IQS.EXE prints a one-page list of mean item scores
   (Sample#4)for all four groups side-by-side.

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Printout #2 of 4: The sample printout that appears below shows mean category scores for the Total Staff both in "standard order" and in "rank order." Similar printouts are also generated for the Certificated Staff, the Classified Staff and the Administrators.

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INSTRUCTIONAL QUALITY SURVEY (IQS)                    Category Mean Scores
School: RURAL MIDDLE SCHOOL
Group:  Total Staff (N=27)


==========================================================================
Standard List
                                        MEAN
 1. Program Goals and Objectives        4.00
 2. Expectations for Students           4.19
 3. Coordination among Programs         3.95
 4. Parent/Community Involvement        3.58
 5. Staff Development                   3.97
 6. Leadership                          4.36
 7. Instruction (Materials/Methods)     4.09
 8. Academic Learning Time              4.14
 9. Monitoring Student Progress         3.95
10. Feedback and Reinforcement          4.22
11. School/Classroom Climate            4.44
12. Excellence Recognized               3.70
13. Use of Evaluation Results           4.13
14. TOTAL (Mean of IQS Categories)      4.05     (IQS's 13 Categories)


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Rank Order List
                                        MEAN    Total Staff
 1. School/Classroom Climate            4.44
 2. Leadership                          4.36
 3. Feedback and Reinforcement          4.22
 4. Expectations for Students           4.19
 5. Academic Learning Time              4.14
 6. Use of Evaluation Results           4.13
 7. Instruction (Materials/Methods)     4.09
 8. TOTAL (Mean of IQS Categories)      4.05
 9. Program Goals and Objectives        4.00
10. Staff Development                   3.97
11. Monitoring Student Progress         3.95
12. Coordination among Programs         3.95
13. Excellence Recognized               3.70
14. Parent/Community Involvement        3.58
==========================================================================
  UNLIKE EFFECTIVE SCHOOLS  1 - 2 - 3 - 4 - 5  LIKE EFFECTIVE SCHOOLS
==========================================================================

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Printout #3 of 4: Category mean scores for each survey group listed side-by-side.

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INSTRUCTIONAL QUALITY SURVEY (IQS)                  Category Mean Scores
School: RURAL MIDDLE SCHOOL
Group:  All Group Summary


=======================================================================
  Standard List
                                      Total School and Roles
                                  ----------------------------
                                  TOTL    CERT    CLAS    ADMN
    1.  Program Goals and Objectives    4.00    4.26    3.68    3.71
    2.  Expectations for Students       4.19    4.52    3.78    3.60
    3.  Coordination among Programs     3.95    4.05    3.80    4.20
    4.  Parent/Community Involvement    3.58    3.79    3.24    4.00
    5.  Staff Development               3.97    3.88    4.04    4.40
    6.  Leadership                      4.36    4.28    4.50    3.17
    7.  Instruction (Materials/Methods) 4.09    4.33    3.75    4.00
    8.  Academic Learning Time          4.14    4.38    3.82    4.00
    9.  Monitoring Student Progress     3.95    4.41    3.25    3.20
   10.  Feedback and Reinforcement      4.22    4.72    3.60    3.33
   11.  School/Classroom Climate        4.44    4.69    4.16    3.80
   12.  Excellence Recognized           3.70    3.94    3.38    3.00
   13.  Use of Evaluation Results       4.13    4.44    3.84    3.20
   14.  TOTAL (Mean of IQS Categories)  4.05    4.28    3.76    3.66
=======================================================================
 UNLIKE EFFECTIVE SCHOOLS  1 - 2 - 3 - 4 - 5  LIKE EFFECTIVE SCHOOLS
=======================================================================

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Printout #4 of 4: Item mean scores are listed side-by-side for each survey group.

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INSTRUCTIONAL QUALITY SURVEY (IQS)                        Item Mean Scores
School: RURAL MIDDLE SCHOOL
Group:  All Group Summary


=============================================================================
   ITEM  TOTL  CERT  CLAS  ADMN        ITEM  TOTL  CERT  CLAS  ADMN
    1.   4.07  4.27  3.82  4.00         37.  4.22  4.73  3.64  3.00
    2.   4.30  4.53  4.00  4.00         38.  4.33  4.80  3.73  4.00
    3.   4.41  4.73  4.00  4.00         39.  4.26  4.53  4.00  3.00
    4.   4.12  4.36  3.82  4.00         40.  4.67  4.80  4.55  4.00
    5.   3.29  3.43  3.11  3.00         41.  4.52  4.80  4.18  4.00
    6.   3.52  3.93  2.90  4.00         42.  4.44  4.67  4.18  4.00
    7.   4.08  3.79  4.50  4.00         43.  4.33  4.67  3.91  4.00
    8.   4.54  4.80  4.20  4.00         44.  4.15  4.60  3.55  4.00
    9.   4.56  4.87  4.18  4.00         45.  4.27  4.53  3.90  4.00
   10.   4.15  4.40  3.82  4.00         46.  4.15  4.53  3.64  4.00
   11.   4.19  4.53  3.73  4.00         47.  3.65  4.13  2.90  4.00
   12.   3.81  4.20  3.36  3.00         48.  3.76  4.27  3.00  3.00
   13.   4.22  4.60  3.82  3.00         49.  4.26  4.55  4.09  3.00
   14.   3.54  3.73  3.20  4.00         50.  4.73  4.80  4.73  4.00
   15.   3.52  3.57  3.40  4.00         51.  4.69  4.60  4.82  1.00
   16.   3.58  3.93  3.10  3.00         52.  2.57  2.25  2.91  1.00
   17.   3.36  3.64  3.00  3.00         53.  2.96  2.92  3.00  1.00
   18.   4.08  4.13  3.88  5.00         54.  3.60  3.92  3.27  3.00
   19.   3.85  4.13  3.40  4.00         55.  4.26  4.60  3.91  3.00
   20.   3.89  4.07  3.64  4.00         56.  4.04  3.71  4.55  3.00
   21.   4.00  4.07  3.91  4.00         57.  4.24  4.54  4.00  3.00
   22.   4.33  4.73  3.82  4.00         58.  4.32  4.54  4.18  3.00
   23.   4.37  4.67  4.00  4.00         59.  4.06  4.00  4.22  3.00
   24.   3.93  4.00  3.82  4.00         60.  3.88  4.29  3.67  3.00
   25.   4.11  4.47  3.64  4.00         61.  4.46  4.57  4.36  4.00
   26.   4.15  4.53  3.64  4.00         62.  4.40  4.31  4.45  5.00
   27.   4.16  4.29  4.00  4.00         63.  4.31  4.29  4.45  3.00
   28.   4.33  4.60  4.00  4.00         64.  3.50  3.43  3.55  4.00
   29.   4.19  4.60  3.60  4.00         65.  3.54  3.92  3.00  4.00
   30.   4.22  4.67  3.64  4.00         66.  4.00  4.29  3.55  5.00
   31.   3.81  4.40  2.90  4.00         67.  3.38  3.85  2.70  4.00
   32.   3.96  4.47  3.00  1.00         68.  4.69  4.71  4.64  5.00
   33.   4.22  4.73  3.64  3.00         69.  3.92  3.62  4.27  4.00
   34.   4.31  4.73  3.70  4.00         70.  4.19  4.11  4.18  5.00
   35.   4.07  4.67  3.36  3.00         71.  3.69  3.64  3.73  4.00
   36.   4.15  4.67  3.55  3.00         72.  3.36  3.31  3.36  4.00
             -------------------------------------------------
               Refer to "Instructional Quality Survey" (IQS)
                  for the content of individual items.
=============================================================================
  UNLIKE EFFECTIVE SCHOOLS  1 - 2 - 3 - 4 - 5  LIKE EFFECTIVE SCHOOLS
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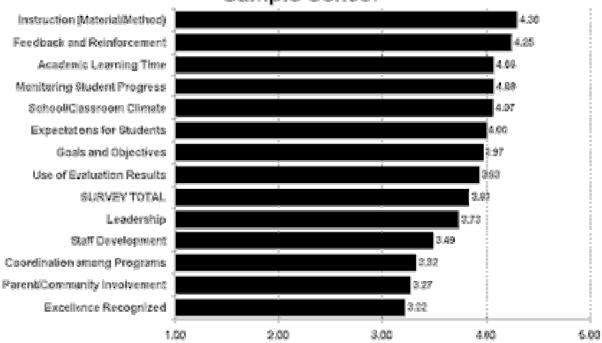
Sample "Ordered Mean Score" Graph for IQS Results

Instructional Quality Survey
Sample School

Category	Score
Instruction (Material/Method)	4.20
Feedback and Reinforcement	4.25
Academic Learning Time	4.09
Monitoring Student Progress	4.08
School/Classroom Climate	4.07
Expectations for Students	4.00
Goals and Objectives	3.97
Use of Evaluation Results	3.93
SURVEY TOTAL	3.92
Leadership	3.73
Staff Development	3.49
Coordination among Programs	3.32
Parent/Community Involvement	3.27
Excellence Recognized	3.22

#   #   #