

DOCUMENT RESUME

ED 239 406

EA 016 370

TITLE Indicators of Quality Schools: Instrument to Assess the Educational Quality of Your School.

INSTITUTION Colorado State Dept. of Education, Denver. School Improvement and Leadership Services Unit.

SPONS AGENCY Department of Education, Washington, DC. Basic Skills Improvement Program.; National Study of School Evaluation, Falls Church, VA.

PUB DATE May 82

NOTE 30p.; For parts I, II, and III of Indicators of Quality Schools, see EA 016 367-372.

PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academic Achievement; *Administration; Curriculum; *Educational Assessment; *Educational Environment; Elementary Secondary Education; Expectation; Leadership; Local Norms; *Measurement Techniques; Outcomes of Education; Parent School Relationship; *Planning; Time on Task

IDENTIFIERS Indicators of Quality Schools

ABSTRACT

This document is the complete Indicators of Quality Schools assessment instrument. The instrument is a series of checklists of school practices found in schools known to have an effective instructional program organized under 12 topic areas (with subitems listed under each area): curricular congruence; assessment; leadership of the principal; high expectations; school-wide norms; values, practices and policies; school climate factors; monitoring and feedback of student progress; time on task; organization and management of the instructional setting; instructional effectiveness; parent and community involvement and accountability/accreditation/planning process. The rating scale is 1-3 and includes two scales: (a) what is and (b) impact potential. The user will find brief explanations of category areas under each of the 12 topics. (MD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

INDICATORS OF QUALITY SCHOOLS

INSTRUMENT TO ASSESS THE EDUCATIONAL QUALITY OF YOUR SCHOOL

ED239406

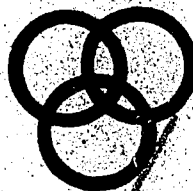
COLORADO DEPARTMENT OF EDUCATION
School Improvement and Leadership Services Unit

May, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D. Bassett

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Calvin M. Frazier, Commissioner of Education
201 E. Colfax Avenue
Denver, Colorado 80203

EA 016 370

Acknowledgements:

The material presented here has been developed over a period of time since 1979. The project was funded in part initially by a Title II-Basic Skills grant to the Colorado Department of Education. The 1981-82 development was in part funded by a grant from the National Study of School Evaluation, Falls Church, Virginia, Dr. Donald Manlove, University of Indiana, Executive Director.

The quality indicators development has taken place in the School Improvement and Leadership Services Unit of the Colorado Department of Education. No single author can be cited. Those primarily responsible for its development include:

William C. Dean, Assistant Commissioner
Eugene R. Howard, Unit Director
Kathryn De Pew
Robert Ewy
Joan Harrigan (deceased)
James Hennes
Thomas Knauer
Sister Alan Thomas
Gerald Villars

COLORADO STATE BOARD OF EDUCATION

Dorothy Gottlieb, Chairman Denver
(First Congressional District)
Jacquie Haughton, Vice-Chairman Lakewood
(Second Congressional District)
Donald D. Ament Iliff
(Fourth Congressional District)
J. David Huskin Englewood
(Fifth Congressional District)
Frank Ricotta Pueblo
(Third Congressional District)

INDICATORS OF QUALITY SCHOOLS

I. Overview

II. Users' Guide

III. Review of the Literature on Effective Schools

Instrument to Assess the Educational Quality of Your School

INDICATORS OF QUALITY SCHOOLS

Developed by the Colorado Department of Education
School Improvement and Leadership Services Unit
May, 1982

Background

This instrument is a series of checklists of school-wide practices or conditions found in schools known to have an effective instructional program. The INDICATORS OF QUALITY SCHOOLS is designed to assist a school in identifying areas of strength and areas where efforts could lead to significant improvement in the quality of the school.

Directions

Read through each item and its sub-items. The sub-items are effective practices, taken from literature, which delineate the item under consideration. The same rating scale is applied throughout, but ONLY numbered items are used in determining AVERAGE SCORE.

The instrument rating scale is 0 to 3.

- a. WHAT IS - the extent to which this practice/condition is present in your school.
- b. IMPACT POTENTIAL - the extent to which human and/or material resources invested in the implementation of this practice/condition, is positively impacting or could positively impact the effectiveness of your school.

Note: This scale is different from a "What ought to be" response in that it emphasizes not only what you value but what you believe would have, if implemented, the greatest impact on school improvement.

Leave blank any item or sub-item, you cannot respond to or which does not apply to your school. If you feel you do not know whether a practice/condition exists in the school beyond your own classroom, answer the best you can or leave it blank.

General Data:

I am a(n) ___	1) Teacher, Counselor or Specialist	This school is ___	1) Elementary
___	2) Administrator	___	2) Middle/JHS
___	3) Student	___	3) Senior High
___	4) Parent	___	4) K-12
___	5) Other	___	5) Other

INDICATORS OF QUALITY SCHOOLS

1. CURRICULAR CONGRUENCE

to manage a curriculum well means effecting a "match" between (1) what the teacher teaches, (2) what the teacher should teach, and (3) what students actually learn. Good quality control enables a school district, school, or teacher to narrow the gap between desired and actual pupil learning.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 = Is not present
- 1 = It is just beginning. It operates only on a very limited basis
- 2 = It is present and operating but only in certain programs or departments
- 3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 = No impact potential for school effectiveness
- 1 = Very limited impact potential
- 2 = Some impact potential
- 3 = Very positive impact potential for school effectiveness

List below the subject level or grade levels you are considering as you rate the following: _____

WHAT IS

IMPACT POTENTIAL

1. LEARNER OBJECTIVES EXIST WHICH ARE CLEAR, VALID, AND SEQUENCED. 1. _____
 - a. There is a written document which clearly defines specific objectives that students are expected to accomplish. _____
 - b. The specific objectives indicate standards of acceptable performance. _____
 - c. Teachers, students, and parents are given opportunities to provide input into the curriculum development process. _____
 - d. Relevant knowledge, skills, and attitudes are sequenced and specified. _____
 - e. A written curriculum development plan exists which indicates specific time lines for evaluation and revision of the curriculum. _____
 - f. Other evidence: _____
2. THERE IS A MATCH BETWEEN THE WRITTEN CURRICULUM AND ASSESSMENT, i.e., THE TESTS REFLECT THE CURRICULUM. 2. _____
 - a. Tests give administrators and teachers clear information about student achievement related to objectives. _____
 - b. Tests have been analyzed and selected to match the school's objectives. _____
 - c. Test items are identified which do not match curriculum objectives. _____
 - d. Curriculum objectives not included in tests are assessed by some other means. _____
 - e. Other evidence: _____

CURRICULAR CONGRUENCE (Cont.)

WHAT IS

IMPACT
POTENTIAL

___ 3. THERE IS A MATCH BETWEEN INSTRUCTION AND THE WRITTEN CURRICULUM. 3. ___

- ___ a. The curriculum document is easy for teachers to use in day
day planning for instruction. ___
- ___ b. Textbooks and other materials reflect the objectives of
the school. ___
- ___ c. Topics actually used in instruction have been linked (mapped)
to the written curriculum and objectives. ___
- ___ d. The curriculum documents are actually used and the objectives
taught in day-to-day instruction. ___
- ___ e. Other evidence: _____

___ Average score for Curricular Congruence ___

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

2. ASSESSMENT

To be accountable means that educational goals and learner outcomes are developed, programs carried out, and results reported. Assessment of programs and outcomes is essential for school improvement.

WHAT IS
The extent to which this practice/condition is present in your school.
0 = Is not present
1 = It is just beginning. It operates only on a very limited basis
2 = It is present and operating but only in certain programs or departments
3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL
The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.
0 = No impact potential for school effectiveness
1 = Very limited impact potential
2 = Some impact potential
3 = Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

- | | |
|--|----------|
| 1. THE SCHOOL (OR DISTRICT) HAS ESTABLISHED EVALUATION AND ASSESSMENT PURPOSES AND PRIORITIES. | 1. _____ |
| <input type="checkbox"/> a. There is a written statement of evaluation purposes. | _____ |
| <input type="checkbox"/> b. Purposes of assessment and evaluation in school include consideration of student outcome assessment, program evaluation and evaluation of progress on the school improvement priorities. | _____ |
| <input type="checkbox"/> c. There is a schedule for testing. | _____ |
| <input type="checkbox"/> d. Other evidence: _____ | _____ |
| | |
| 2. A VARIETY OF MEASURES OR INDICATORS ARE USED WHICH ARE APPROPRIATE FOR THE OBJECTIVES. | 2. _____ |
| <input type="checkbox"/> a. Tests are used which allow comparison on at least some items with national performance. | _____ |
| <input type="checkbox"/> b. Criterion tests based on the school's learner objectives are used to assess student performance. | _____ |
| <input type="checkbox"/> c. Test scores are compared with expected scores appropriate to the students. | _____ |
| <input type="checkbox"/> d. Assessment data allows the school to report change over time. | _____ |
| <input type="checkbox"/> e. Information on instructional effectiveness is obtained from students after they leave school as graduates or dropouts. | _____ |
| <input type="checkbox"/> f. Feedback is obtained from the public, parents, colleges, and employees on the quality of students' and graduates' job performance. | _____ |
| <input type="checkbox"/> g. Achievement is assessed in a variety of ways, e.g., tests, teacher logs, competency standards, performance reports. | _____ |
| <input type="checkbox"/> h. Affective objectives are assessed in various ways, e.g., through attitude scales, self-concept measures, discipline reports and observed pupil behaviors. | _____ |
| <input type="checkbox"/> i. Other evidence: _____ | _____ |

ASSESSMENT (Cont.)

WHAT IS

IMPACT
POTENTIAL

___ 3. STUDENT OUTCOME RESULTS AND OTHER EVALUATIONS ARE REPORTED TO
APPROPRIATE PUBLICS AND INDIVIDUALS, AND THE RESULTS USED
TO MAKE DECISIONS FOR PROGRAM IMPROVEMENT.

3. ___

- ___ a. The teaching staff receives evaluation results. ___
- ___ b. The principal or central staff works with school
staff to interpret evaluations and apply results for
individual student and program effectiveness. ___
- ___ c. Specific program changes, i.e., adjustments, improvements or
terminations, have been made based on student and/or
program evaluations. ___
- ___ d. Student outcome results for the school or district are
reported to parents, the school board, and the general public. ___
- ___ e. Curriculum improvement priorities have been set, based in
part on assessment results. ___
- ___ f. Other evidence: _____

___ Average score for Assessment ___

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

3. LEADERSHIP OF THE PRINCIPAL

Research in student achievement and school climate has consistently shown the principal to be a significant factor in effecting positive changes at the building level. The principal sets the tone for all improvement efforts and provides positive reinforcement for improvement activities of both staff and students. Conversely, in the absence of effective leadership practices on the part of the principal, school improvement efforts tend to be fragmented, lacking clarity of purpose or continuity. The principal is instrumental in establishing a climate within the school which is supportive of new and relevant ideas and encourages collaborative inquiry on the part of the staff and students.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 • Is not present
- 1 • It is just beginning. It operates only on a very limited basis
- 2 • It is present and operating but only in certain programs or departments
- 3 • It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 • No impact potential for school effectiveness
- 1 • Very limited impact potential
- 2 • Some impact potential
- 3 • Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

1. THE PRINCIPAL MAINTAINS AN ONGOING, EFFECTIVE STAFF DEVELOPMENT PROGRAM, AWARE THAT THE STAFF REGULARLY NEEDS NEW SKILLS AND KNOWLEDGE IN ORDER TO ACHIEVE AND MAINTAIN EXCELLENCE IN THE EDUCATIONAL PROGRAM.

1. _____

- _____ a. The principal plans for appropriate inservice training.
- _____ b. The principal uses the results of program evaluation to help the staff improve its teaching.
- _____ c. The principal engages in research with the staff to improve teaching practice.
- _____ d. The leadership of the principal stimulates quality teaching.
- _____ e. Other evidence: _____

2. THE PRINCIPAL SUPPORTS AND ENCOURAGES THE STAFF, IS SEEN AS AN AGENT OF CHANGE, i.e., IMPROVEMENT, AND AS A STRONG EDUCATIONAL LEADER.

2. _____

- _____ a. The principal recognizes the collegial nature of teaching and supports cooperative teaching efforts.
- _____ b. The principal encourages teachers to try out new ideas.
- _____ c. The principal arranges release time, financial support, and inservice training for teachers willing to enter into creative teaching activities.
- _____ d. The principal is accessible and responsive to teachers.
- _____ e. The principal maintains open lines of communication with the staff and the public.
- _____ f. Other evidence: _____

LEADERSHIP OF THE PRINCIPAL (Cont.)

WHAT IS

IMPACT
POTENTIAL

3. THE PRINCIPAL IS SEEN AS A PERSON WHO INVOLVES THE STAFF AND STUDENTS IN REACHING DECISIONS. 3. _____
- _____ a. Curriculum outcomes for each grade level and course are agreed to and supported by the principal and staff. _____
- _____ b. Rules and discipline codes for the building have been developed by and are supported by the principal, staff, and students. _____
- _____ c. School improvement priorities and plans have been developed cooperatively by the principal, staff, and students. _____
- _____ d. Other evidence: _____
4. THE PRINCIPAL KNOWS WHAT THE COMMUNITY EXPECTS OF THE SCHOOL, AND ACTIVELY SEEKS PARENTAL INVOLVEMENT IN THEIR STUDENTS' EDUCATION. 4. _____
- _____ a. The principal encourages parent involvement through accountability/advisory groups. _____
- _____ b. The principal has a comprehensive sense of the school's direction as it relates to the district and to the school's community. _____
- _____ c. The principal embodies to the community a positive view of the school and its program, staff and student body. _____
- _____ d. The principal works through an informed budget committee to assure program success. _____
- _____ e. Other evidence: _____
5. THE PRINCIPAL SETS HIGH BUT REALISTIC STANDARDS FOR PERFORMANCE AND LETS THE STAFF, STUDENTS AND PARENTS KNOW WHAT THESE STANDARDS ARE. 5. _____
- _____ a. The principal takes a position on issues and is not seen as being unfairly influenced by others. _____
- _____ b. The principal recognizes and rewards teachers who practice well-focused instruction, interactive teaching, and effective use of instructional time. _____
- _____ c. Other evidence: _____

_____ Average score for Leadership of the Principal _____

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

4. HIGH EXPECTATIONS

An extremely important factor contributing to student achievement is that involving the expectations of teachers for quality student performance. Teachers who hold high, but realistic expectations for students' find that students perform better, stay in school longer and attend more regularly. A student's confidence in his/her ability to learn may serve as a taproot for a number of positive, growth-producing behaviors which exert a powerful influence throughout life.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 • Is not present
- 1 • It is just beginning. It operates only on a very limited basis
- 2 • It is present and operating but only in certain programs or departments
- 3 • It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 • No impact potential for school effectiveness
- 1 • Very limited impact potential
- 2 • Some impact potential
- 3 • Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

- | | |
|--|--|
| <p>1. THIS SCHOOL HAS HIGH EXPECTATIONS OF ACHIEVEMENT FOR <u>ALL</u> STUDENTS.</p> <p>a. High learning standards are communicated to all students and parents by administrators and teachers as an important goal in this school.</p> <p>b. Teachers believe the instructional effectiveness of the school determines student achievement levels far more than family background or ethnicity.</p> <p>c. Teachers expect high proportions of their students to do well on tests used in the district and on SAT or ACT Tests.</p> <p>d. Teachers' expectations of students include clear goals for student achievement.</p> <p>e. Teachers' expectations include students being instructed in an atmosphere of confidence that they can and will succeed.</p> <p>f. When a student fails at a task, information regarding the cause of failure is used to help the student succeed.</p> <p>g. Other evidence: _____</p> | <p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|

HIGH EXPECTATIONS (Cont.)

WHAT IS

IMPACT
POTENTIAL

___ 2. TEACHERS GIVE REWARDS, PRAISE AND RECOGNITION TO STUDENTS FOR
THEIR PERFORMANCE.

2. ___

- ___ a. There is ample use of rewards, praise and appreciation of
all students. ___
- ___ b. The teaching staff takes opportunities to praise all
pupils for success during instruction. ___
- ___ c. There are current displays of student work on bulletin boards,
in halls and in learning areas. ___
- ___ d. Student projects are featured in school newspapers and/or
newsletters. ___
- ___ e. Teachers treat students in ways which emphasize success
and potential rather than those which focus on failures
and shortcomings. ___
- ___ f. Low achieving students receive as much praise as high
achievers. ___
- ___ g. The staff shares ideas for recognizing student performance. ___
- ___ h. Other evidence: _____

___ Average score for High Expectations ___

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

5. SCHOOL-WIDE NORMS, VALUES, PRACTICES AND POLICIES

School improvement efforts that focus on student achievement recognize the relationship between effective instruction and uniform school-wide policies, practices, norms, and values. Analyzing the connection between building level policies and effective instruction is a very important relationship which is often overlooked in diagnosing instructional effectiveness. Of critical importance to school policy analysis is that many policies and practices can be changed to some degree by administrators and staff.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 = Is not present
- 1 = It is just beginning. It operates only on a very limited basis
- 2 = It is present and operating but only in certain programs or departments
- 3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 = No impact potential for school effectiveness
- 1 = Very limited impact potential
- 2 = Some impact potential
- 3 = Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

___ 1. VALUES AND NORMS ARE CONSISTENT THROUGHOUT THE SCHOOL AND ARE ACCEPTED BY STAFF AND STUDENTS.

1. ___

- ___ a. Both the curriculum and the approaches to discipline are developed and supported by the staff. ___
- ___ b. Decisions in this school are reached through a process in which staff members feel their views are considered. ___
- ___ c. School achievement and discipline values and norms are accepted by the general body of students. ___
- ___ d. Students have input into the development and evaluation of school practices and policies. ___
- ___ e. Other evidence: _____

BEST COPY AVAILABLE

SCHOOL-WIDE NORMS, VALUES, PRACTICES AND POLICIES (Cont.)

WHAT IS

IMPACT
POTENTIAL

- | | |
|---|--|
| <p>2. SCHOOL POLICIES WHICH AFFECT STUDENT ACHIEVEMENT GAINS ARE CLEAR AND HAVE STUDENT AND STAFF SUPPORT.</p> <p>a. There is a stated school policy regarding absenteeism and tardiness which has penalties for non-compliance that are clear to students, parents, and staff.</p> <p>b. Administrators and staff enforce the school absenteeism and tardiness policy and consistently follow-up on non-compliance.</p> <p>c. There is a variable grading policy established for remedial classes based on individual progress, improvement or variable credit.</p> <p>d. There is a school policy and process which allows teachers easy access to needed information about students reading problems and their reading level at the time students are assigned to classes.</p> <p>e. The administrative staff convenes cross-department meetings to discuss and clarify policies regarding reading in the content areas.</p> <p>f. Other evidence: _____</p> | <p>2. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|

<p>_____ Average score for School-wide Norms, Values, Practices and Policies _____</p>
--

INDICATORS OF QUALITY SCHOOLS

6. SCHOOL CLIMATE FACTORS

School climate may be defined as those qualities of the school, and of the people in the school, which affect people's attitudes, behaviors, and achievements. The following items have been designed to measure the extent to which selected climate factors (descriptors) and symptoms are perceived as being positive in the school.*

NOTE: The school climate category is different from the other Indicators of Quality Schools categories in that climate indicators are not practices. Instead the factors included are measures of the school's climate. If climate becomes a priority for school improvement, other assessments should be run to focus on which specific practices to improve.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 = Is not present
- 1 = It is just beginning. It operates only on a very limited basis
- 2 = It is present and operating but only in certain programs or departments
- 3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 = No impact potential for school effectiveness
- 1 = Very limited impact potential
- 2 = Some impact potential
- 3 = Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

1. RESPECT.

1. _____

- ___ a. Students are respected regardless of their achievement level.
- ___ b. Teachers treat students as persons.
- ___ c. Parents are considered by this school as important collaborators.
- ___ d. Teachers from one subject area or grade level respect those from other subject areas.
- ___ e. Other evidence _____

2. TRUST.

2. _____

- ___ a. Students feel that teachers are "on their side".
- ___ b. While we don't always agree, we can share our concerns with each other openly.
- ___ c. Our principal is a good spokesperson before the superintendent and the board for our interests and needs.
- ___ d. Students can count on teachers to listen to their side of the story and to be fair.
- ___ e. Teachers trust students to use good judgment.
- ___ f. Other evidence _____

* Many of the items in this instrument were developed by Dr. Robert Fox for The CFK Ltd. School Climate Profile, published by Phi Delta Kappa's School Climate Improvement: A Challenge to the School Administrator, Bloomington, IN 1976.

SCHOOL CLIMATE FACTORS (Cont.)

WHAT IS

IMPACT
POTENTIAL

___ 3. HIGH MORALE.

3. ___

- ___ a. This school makes students enthusiastic about learning. ___
- ___ b. Teachers feel pride in this school and in its students. ___
- ___ c. Teachers in this school are "out in front", seeking better ways of teaching and learning. ___
- ___ d. Parents, teachers, and students would rise to the defense of this school's program if it were challenged. ___
- ___ e. I like working in this school. ___
- ___ f. Other evidence _____

___ 4. COHESIVENESS.

4. ___

- ___ a. Students would rather attend this school than transfer to another. ___
- ___ b. There is a "we" spirit in this school. ___
- ___ c. Administration and teachers collaborate toward making the school run effectively; there is little administrator-teacher tension. ___
- ___ d. Differences between individuals and groups, both among faculty and students, are considered as contributing to the richness of the school, and are not seen as divisive influences. ___
- ___ e. New students and faculty members are made to feel welcome and part of the group. ___
- ___ f. Other evidence _____

___ 5. CARING.

5. ___

- ___ a. There is someone in this school that I can always count on. ___
- ___ b. The principal really cares about students. ___
- ___ c. People in this school care about me as a person. They are concerned about more than just how well I perform my job at school as student, teacher, parent, etc.. ___
- ___ d. School is a nice place because I feel wanted and needed here. ___
- ___ e. Most people at this school are kind. ___
- ___ f. Other evidence _____

SCHOOL CLIMATE FACTORS (Cont.)

WHAT IS

IMPACT
POTENTIAL

- | | |
|--|---|
| <p>___ 6. CONDITIONS IN THIS SCHOOL SUPPORT A PLEASANT AND COMFORTABLE ENVIRONMENT FOR STUDENTS.</p> <p>___ a. Students in this school are willing to approach the staff for advice or help.</p> <p>___ b. Student perceive this school as a pleasant and rewarding place in which to work.</p> <p>___ c. Students feel that administrators and staff understand and respond to their personal needs.</p> <p>___ d. Students in this school would say that teachers are not hostile or authoritarian towards them.</p> <p>___ e. There are opportunities for students to take positions of responsibility in this school and to participate in the running of their school lives.</p> <p>___ f. There is a general expectation in this school that students will take care of their own property and the property of others.</p> <p>___ g. Other evidence _____</p> | <p>6. ___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> |
| <p>___ 7. SPECIFIC SYMPTOMS OR INDICATORS OF POSITIVE CLIMATE ARE GENERALLY HIGH.</p> <p>___ a. The daily attendance rate of students is high.</p> <p>___ b. There are few failing grades. This indicates student mastery of material.</p> <p>___ c. Disciplinary problems leading to suspensions are few.</p> <p>___ d. Various student groups and cliques talk with one another and work together.</p> <p>___ e. School events such as athletic contests, musical and dramatic events, and social events are well attended by the faculty and students.</p> <p>___ f. The school drop-out rate is low.</p> <p>___ g. Student involvement in the school's extra-curricular activities program is high.</p> <p>___ h. The buildings and grounds are in good repair and show evidence of upkeep.</p> <p>___ i. Vandalism is minimal and students and staff feel safe and secure in the buildings.</p> <p>___ j. Other evidence: _____</p> | <p>7. ___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> |

___ Average score for School Climate Factors ___
--

INDICATORS OF QUALITY SCHOOLS

7. MONITORING AND FEEDBACK OF STUDENT PROGRESS

Prompt, on-going review and evaluation of a student's work with feedback given by the teacher is related to student engagement rate and to achievement and improves attitudes toward learning. The effective teacher will teach, then test for learning and provide extra help as appropriate until each student comes up to mastery.

WHAT IS
The extent to which this practice/condition is present in your school.
0 • Is not present
1 • It is just beginning. It operates only on a very limited basis
2 • It is present and operating but only in certain programs or departments
3 • It is present and operating well on a school-wide basis

IMPACT POTENTIAL
The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.
0 • No impact potential for school effectiveness
1 • Very limited impact potential
2 • Some impact potential
3 • Very positive impact potential for school effectiveness

WHAT IS

IMPACT
POTENTIAL

___ 1. THE SCHOOL HAS AN EVALUATION PROGRAM THAT MONITORS AND REPORTS STUDENT PROGRESS.

1. ___

- ___ a. Item results from national, normed tests are reported to teachers in a manner which allows them to see the test results as related to instructional objectives. ___
- ___ b. The curriculum is defined in useful units or "chunks" and the progress of students in mastering these units is reported to students and parents. ___
- ___ c. Student evaluations are based on specific achievements in ways that are clear to the student. ___
- ___ d. Achievement data is used to change and improve the curricula on a regular basis. ___
- ___ e. Other evidence: _____

___ 2. EACH STUDENT IS MONITORED FREQUENTLY AND RECEIVES INFORMATION REGARDING HIS/HER PERFORMANCE.

2. ___

- ___ a. Assigned student work is promptly reviewed so teachers can give helpful feedback to students. ___
- ___ b. Frequent progress checks (formative testing) are made of each student's work, leading to modifications in assignments where this is necessary. ___
- ___ c. Teachers provide to students a variety of methods for recording progress and mastery of instructional objectives. ___
- ___ d. The proportion of instructional time during which students receive feedback on learning is high. ___
- ___ e. Teachers are responsive to students' need for help. ___
- ___ f. Other evidence: _____

BEST COPY AVAILABLE

MONITORING AND FEEDBACK OF STUDENT PROGRESS (Cont.)

WHAT IS

IMPACT
POTENTIAL

___ 3. TEACHERS, PRINCIPALS AND PARENTS ARE KEPT AWARE OF PUPIL PROGRESS 3. ___
RELATIVE TO OBJECTIVES.

___ a. Parents are kept aware of learning objectives for each ___
course.

___ b. Pupil progress is reported to parents at conferences, etc., ___
using course objectives.

___ c. Other evidence: _____

___ Average score for Monitoring and Feedback of Student Progress ___

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

8. TIME ON TASK

Both the quality as well as the quantity of time on task are acknowledged to be important in improving student learning. While the research suggests, in general, that those areas of learning which provide engaged learning time will result in higher student achievement, the fact of individual student differences may suggest as well that scheduled time on task be flexible and responsive to widely varying needs of students. Appropriateness of the task itself in terms of its relationship to the student's level of intellectual development, his/her particular learning style and the learning objective(s) to be reached are elements which must be considered in assuring that optimal learning will result.

WHAT IS
The extent to which this practice/condition is present in your school.
0 = Is not present
1 = It is just beginning. It operates only on a very limited basis
2 = It is present and operating but only in certain programs or departments
3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL
The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.
0 = No impact potential for school effectiveness
1 = Very limited impact potential
2 = Some impact potential
3 = Very positive impact potential for school effectiveness

DEFINITIONS OF TERMS

ENGAGED TIME OR TIME-ON-TASK is the amount of instructional time that students spend actively involved in, or attending, to learning tasks.

HIGH RATE OF SUCCESS indicates that students are achieving their learning objectives between 60-90 percent of the time.

WHAT IS

IMPACT
POTENTIAL

___ 1. THE AMOUNTS OF TIME ALL STUDENTS SPEND ENGAGED OR ON TASK IS HIGH (A MINIMUM OF 70% OF THE INSTRUCTIONAL PERIOD).

1. ___

- ___ a. Teachers diagnose which teaching techniques promote or detract from high rates of student engagement and success. ___
- ___ b. Teachers diagnose the engagement and success rates of low, middle and high achievers. ___
- ___ c. Teachers monitor engaged or on-task behavior during the instructional period and provide correctives where engaged and success rates are low. ___
- ___ d. Teachers have control of engaged or on-task time, including maximum time spent on tasks at a level at which students can perform with a high rate of success. ___
- ___ e. Students' scheduled time on-task is variable, based upon differences in their learning needs. ___
- ___ f. Students each day are engaged in learning tasks which bring success to them. ___
- ___ g. Other evidence: _____

BEST COPY AVAILABLE

TIME ON TASK (Cont.)

WHAT IS

IMPACT
POTENTIAL

- ___ 2. ADMINISTRATORS, TEACHERS, AND SUPPORT STAFF ENFORCE A POLICY THAT NO ONE DISTURBS A TEACHER DURING INSTRUCTION. 2. ___
- ___ a. Disruptive noise levels in the hall are low. ___
- ___ b. Attendance slips, lunch money collections and other administrative procedures are handled in an efficient, non-disruptive way. ___
- ___ c. Announcements are handled so as to minimize disruptions. ___
- ___ d. Arrangements for excusing students for special programming or counseling are handled smoothly so that unnecessary disruptions do not occur. ___
- ___ e. Special events are planned to fit into and enhance the total instructional program. ___
- ___ f. Other evidence: _____

___ Average score for Time on Task ___

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

9. ORGANIZATION AND MANAGEMENT OF THE INSTRUCTIONAL SETTING

The managerial skills of teachers relate positively to student effectiveness. Such skills include teacher behaviors that lead to high level student involvement in learning activities, that minimize disruptive student behavior, and that make efficient use of academic learning time. While such skills are not sufficient for instructional effectiveness they are fundamental and necessary for student progress in the basic skills.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 • Is not present
- 1 • It is just beginning. It operates only on a very limited basis
- 2 • It is present and operating but only in certain programs or departments
- 3 • It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 • No impact potential for school effectiveness
- 1 • Very limited impact potential
- 2 • Some impact potential
- 3 • Very positive impact potential for school effectiveness

WHAT IS

IMPACT-
POTENTIAL

1. TEACHERS BEGIN THE YEAR EFFECTIVELY BY SETTING THE STAGE FOR LEARNING.

1. _____

- _____ a. Teachers are in charge of the instructional setting from the moment the first students arrive. _____
- _____ b. Teachers systematically explain the rules, have them modeled, give standards for acceptable behavior, give students an opportunity to practice the desired behavior, and indicate the consequences of not following the rules. _____
- _____ c. Teachers introduce the students to all of the major instructional arrangements to be used during the year; e.g., grouping arrangements, types of tests to be used, how the books are organized, homework procedures, etc. _____
- _____ d. A system of student responsibility and accountability for work is established on the first day. This system is perceived by students as fair and clear. _____
- _____ e. Teachers continuously monitor students and follow through with consequences for those who do not comply with rules and procedures. _____
- _____ f. Other evidence: _____

BEST COPY AVAILABLE

ORGANIZATION AND MANAGEMENT OF THE INSTRUCTIONAL SETTING (Cont.)

WHAT IS

IMPACT
POTENTIAL

2. THE ORGANIZATION OF THE INSTRUCTIONAL SETTING IS SUCH THAT ALL STUDENTS HAVE AN OPPORTUNITY FOR SUCCESS.

2. _____

- ___ a. Varieties of learning environments are provided to meet the needs of individual learners. _____
- ___ b. Diagnostic procedures for assigning students to groups are based upon the content to be learned. _____
- ___ c. Assignments of students to fixed groups are made for short periods of time, e.g., less than a semester. _____
- ___ d. Heterogeneous grouping rather than homogeneous grouping is used whenever possible. _____
- ___ e. Other evidence: _____

3. TEACHERS PREPARE STUDENTS FOR INDEPENDENT INQUIRY AND STUDY.

3. _____

- ___ a. Teachers diagnose students' ability to do independent work. _____
- ___ b. Teachers evaluate and discuss, as a regular part of instructional management activities, the students' ability to work independently. _____
- ___ c. Teachers indicate what the outcome or end product of individualized work will be. _____
- ___ d. Teachers help students anticipate and solve problems they will face when working independently. _____
- ___ e. Teachers help students decide which resources will be needed for independent work and monitor student timelines. _____
- ___ f. Students are encouraged to work independently or with others with a minimum of direct adult supervision. _____
- ___ g. Other evidence: _____

4. THERE IS WIDESPREAD SUPPORT FROM THE SCHOOL STAFF, PARENTS AND STUDENTS REGARDING THE SCHOOL'S NORMS FOR STUDENT BEHAVIOR.

4. _____

- ___ a. Students receive consistent feedback from administrators and staff on what is acceptable behavior in this school. _____
- ___ b. The principal, staff and other relevant parties have developed a coherent discipline policy. _____
- ___ c. Students help reinforce compliance on the part of their peers with school norms of behavior. _____
- ___ d. The staff takes an active role in consistently enforcing agreed upon discipline policies throughout the school. _____
- ___ e. Other evidence: _____

ORGANIZATION AND MANAGEMENT OF THE INSTRUCTIONAL SETTING (Cont.)

WHAT IS

IMPACT
POTENTIAL

___ 5. TEACHERS HAVE AND USE A VARIETY OF DISCIPLINE STRATEGIES FOR
MANAGING DISRUPTIVE STUDENTS.

5. ___

- ___ a. Discipline in the instructional setting is unobtrusive, with
quiet reprimands rather than shouting, with a focus on good
behavior rather than disruptive acts, but with swift action
to deal with disruption when this is necessary. ___
- ___ b. Teachers routinely plan for misbehaviors by defining the be-
haviors they want to stop, keeping logs of disruptions, and ___
accepting successive approximations of the behavior they
want rather than expecting instant perfection.
- ___ c. Teachers make it clear that it is the student's behavior, ___
not the student, which is unacceptable.
- ___ d. Students demonstrating severe behavior disorientation are ___
the focus of specific plans for improvement involving the
student, members of the staff and parents.
- ___ e. Other evidence: _____

___ Average score for Organization and Management of the Instructional
Setting ___

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

10. INSTRUCTIONAL EFFECTIVENESS

The quality of instruction is enhanced when teachers utilize high levels of engaged time and student-teacher interaction as major instructional modes. The kinds of reinforcement patterns used by the teachers and the level of competition among students are likewise keys to effective instruction.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 = Is not present
- 1 = It is just beginning. It operates only on a very limited basis
- 2 = It is present and operating but only in certain programs or departments
- 3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 = No impact potential for school effectiveness
- 1 = Very limited impact potential
- 2 = Some impact potential
- 3 = Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

1. TEACHERS CREATE AN ENVIRONMENT THAT MODELS HIGH LEARNING EXPECTATIONS.

1. _____

- _____ a. Teachers model high learning expectations by starting sessions on time and continuing with planned activity until the end of the period. _____
- _____ b. Teachers model high learning expectations about the use of instructional time by not spending unnecessary time distributing resources or organizing materials after the students are assembled. _____
- _____ c. Teachers are efficient in making assignments and allocating materials during instruction. _____
- _____ d. Appropriate homework assignments are made and teachers emphasize the need to effectively complete all such work. _____
- _____ e. Teachers have a uniform policy, clear to both students and parents, for defining homework expectations. _____
- _____ f. Teachers provide prompt feedback to students regarding the quality of homework and work accomplished in school. _____
- _____ g. Teachers communicate explicit objectives of the course content in a manner which allows students to monitor their own progress. _____
- _____ h. Teachers make subject matter relevant, thus motivating students to learn. _____
- _____ i. Other evidence: _____

BEST COPY AVAILABLE

INSTRUCTIONAL EFFECTIVENESS (Cont.)

WHAT IS

IMPACT
POTENTIAL

2. TEACHERS CHOOSE INSTRUCTIONAL ACTIVITIES WHICH PROVIDE GREATER AMOUNTS OF TIME FOR STUDENT-TEACHER INTERACTION.

2. _____

- _____ a. Learning activities in this school demand active student participation. _____
- _____ b. The predominant amount of instructional time is spent on student-teacher interaction with high engaged time, not in doing individual seatwork assignments. _____
- _____ c. Teachers believe and practice the principle that if students, especially low achievers, are more involved with student-teacher interaction, greater achievement occurs. _____
- _____ d. Other evidence: _____

3. TEACHERS USE APPROPRIATE DISCUSSION TECHNIQUES TO PROMOTE HIGH SUCCESS AND ACHIEVEMENT LEVELS FOR ALL STUDENTS.

3. _____

- _____ a. Teachers constantly monitor instruction so all students are included during discussion and review. _____
- _____ b. During discussions and reviews, teachers call on individual students by name rather than soliciting responses from volunteers only. _____
- _____ c. Teachers ask questions at a level where the student addressed is challenged yet likely to be successful. _____
- _____ d. If a student gives an incorrect response, the teacher stays with the student and rephrases the question or gives a clue so the student can succeed. _____
- _____ e. Teachers respond to incorrect answers in a manner that does not demean the student. _____
- _____ f. Teachers provide immediate feedback to student responses. _____
- _____ g. Teachers ask questions that encourage productive, divergent thinking abilities of the students. _____
- _____ h. Other evidence: _____

<p>_____ Average score for Instructional Effectiveness _____</p>
--

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

11. PARENT AND COMMUNITY INVOLVEMENT

When parents show a strong interest in their child's schooling, they promote the development of attitudes that are key to achievement. The different roles parents can play are important, and the more comprehensive and longer lasting the parent involvement is the greater the impact on their child's learning and on the quality of the school's program.

WHAT IS

The extent to which this practice/condition is present in your school.

- 0 = Is not present
- 1 = It is just beginning. It operates only on a very limited basis
- 2 = It is present and operating but only in certain programs or departments
- 3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 = No impact potential for school effectiveness
- 1 = Very limited impact potential
- 2 = Some impact potential
- 3 = Very positive impact potential for school effectiveness

WHAT IS

IMPACT, POTENTIAL

1. PARENTS OF OUR STUDENTS WORK WITH THEM AT HOME IN SUPPORT OF THE SCHOOL'S PROGRAM. 1.
 - a. Teachers organize materials and provide instructions to parents for their use in improving their child's performance.
 - b. Parent training programs are offered in the school which teach parents how to assist in their child's learning.
 - c. Teachers inform parents of their child's educational progress and indicate areas where improvement may be needed.
 - d. Programs exist in which some school staff go to students' homes.
 - e. Other evidence:
2. THERE IS A STRONG PROGRAM OF PARENT SUPPORT AND PARTICIPATION IN THE SCHOOL. 2.
 - a. Many teachers use parent volunteers in the instructional setting.
 - b. Parents are involved in decision-reaching through advisory and accountability committees.
 - c. Parents are actively involved in working on school improvement tasks with staff and students.
 - d. Policies or procedures exist which encourage teachers to seek parent support for their child's education.
 - e. Teachers and principals make parents feel welcome at the school by being accessible and responsive to them.
 - f. Other evidence:

BEST COPY AVAILABLE

PARENT AND COMMUNITY INVOLVEMENT (Cont.)

WHAT IS

IMPACT
POTENTIAL

___ 3. THE COMMUNITY AS A WHOLE INCLUDING BUSINESS, OTHER INSTITUTIONS
AND CITIZENS WITHOUT CHILDREN IN THE SCHOOL, IS INVOLVED IN
SUPPORTING THE SCHOOL.

3. ___

___ a. The school sends students into community settings to gain
a variety of experiences.

___ b. Community people are invited into the school to give
presentations.

___ c. Citizens participate in planning for school improvement.

___ d. Business/education councils or adopt-a-school programs
exist.

___ e. Community participation at school events is good.

___ f. Other evidence: _____

___ Average score for Parent and Community Involvement ___

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

12. ACCOUNTABILITY/ACCREDITATION/ PLANNING PROCESS

Effective schools do not simply "happen". Effective schools are the result of thoughtful planning by those who are most directly involved in decisions that are reached and who take ownership for the products resulting from the planning process. Quality student outcomes, quality leadership and effective instructional practices are significant products coming from the use of a well-defined accountability/ accreditation/planning process.

WHAT IS

The extent to which this practice/ condition is present in your school.

- 0 = Is not present
- 1 = It is just beginning. It operates only on a very limited basis
- 2 = It is present and operating but only in certain programs or departments
- 3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.

- 0 = No impact potential for school effectiveness
- 1 = Very limited impact potential
- 2 = Some impact potential
- 3 = Very positive impact potential for school effectiveness

WHAT IS

IMPACT POTENTIAL

1. THE SCHOOL AND DISTRICT HAVE ASSESSED THEIR NEEDS AND STRENGTHS AND IDENTIFIED PRIORITIES FOR SCHOOL IMPROVEMENT. 1. _____
 - a. A plan for assessing community and school feelings on program strengths and needs exists and is used at the district level. _____
 - b. A plan for assessing community and school feelings on program strengths and needs exists and is used when appropriate at the individual school level. _____
 - c. Assessment information is used by the school to set improvement priorities. _____
 - d. Priority setting occurs at both the district and individual school level. _____
 - e. Individual school priorities are used by the Board to help set district priorities. _____
 - f. Other evidence: _____ _____
2. PLANS HAVE BEEN DEVELOPED FOR EACH IMPROVEMENT PRIORITY. 2. _____
 - a. The district has a written action plan for program improvement based on priorities. _____
 - b. The school has written plans for program improvement based on the district's and school's priorities. _____
 - c. The school's action plan identifies anticipated results in program improvement as they are implemented. _____
 - d. A linkage of priorities exists between the individual school's and the district's plans. _____
 - e. Other evidence: _____ _____

WHAT IS

IMPACT
POTENTIAL

___ 3. IMPROVEMENT PROGRAMS AND INSTRUCTIONAL PROGRAMS ARE IMPLEMENTED, EVALUATED AND MODIFIED. 3. ___

- ___ a. The written improvement plans are being implemented in this school ___
- ___ b. Information resulting from the activities in the individual school action plans are used to modify or update those plans. ___
- ___ c. The district has a written program evaluation procedure which is used in the plan for program improvement. ___
- ___ d. The school has a written program evaluation procedure which is used in the improvement process. ___
- ___ e. Student outcome results and program improvement results are ___ where most appropriate for modification of programs. ___
- ___ f. Other evidence: _____

___ 4. EFFECTIVE COMMUNICATIONS EXIST TO REPORT STUDENT OUTCOMES AND IMPROVEMENT EFFORTS TO THE STAFF AND PUBLIC. 4. ___

- ___ a. School leaders sponsor activities such as open meetings, news releases etc., to inform parents and other community persons of the school's and district's priorities. ___
- ___ b. A procedure for reporting on the progress of the school's plan for improvement exists and is used. Reporting is both formal and informal. ___
- ___ c. Student achievement of learner goals is reported to the staff, students, parents and public. ___
- ___ d. The staff is knowledgeable about the school's and district's priorities. The staff can describe what it is doing to support priorities and can give results that occurred or are anticipated in program improvement. ___
- ___ e. Other evidence: _____

___ Average Score for Accountability/Accreditation/Planning ___

Colorado Department of Education
May, 1982

_____ school by being accessible and responsive to them. _____
_____ f. Other evidence: _____

BEST COPY AVAILABLE

23

27

- ____ d. A linkage of priorities exists between the individual _____
school's and the district's plans.
- ____ e. Other evidence: _____
