



International Alliance for Invitational Education

MANUAL

for the

INVITING SCHOOL SURVEY - REVISED (ISS-R[©]) (including the Inviting Higher Education Survey (IHES[©]))

A survey for measuring the invitational qualities of school climate

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Introduction

Current research have shown that school climate is one of the most important contributors to student achievement, success, and psychological wellbeing (Cohen, McCabe, Michelli, & Pickeral, 2009; Fan, Williams, & Corkin, 2011; Zullig, Koopman, Patton, & Ubbes, 2010). School climate also heavily influences healthy development as well as effective risk prevention, positive youth development, and increased teacher and student retention (Cohen et al., 2009; Huebner & Diener, 2008).

Essentially, school climate reflects the perceptions of the social, emotional, and academic experiences of school life by students, administrators, teachers, parents, support staff, and the wider community. School climate reflects a personal evaluation of the school (Cohen, 2006; Freiberg, 1999).

School administrators wanting to gather such perceptions from the school community, need reliable and valid instruments that measure school climate. The *Inviting School Survey-Revised (ISS-R)*, grounded on Invitational Theory and Practice, seeks to meet this need.

Invitational Theory and Practice is a model designed to create, sustain, and enhance human environments that cordially summon people to realize their potential in all areas of worthwhile human endeavor (Purkey & Novak, 2016). It seeks to explain the nature of signal systems that summon forth the realization of human potential, and to identify and change those forces that defeat and destroy potential. Invitational Theory and Practice supports and encourages inviting practices in all areas of school functioning. The ultimate goal of the model is to assist in the development of the individual student's potential in the intellectual, psychological, social, moral, and physical realms. An environment that is both human and humane is best for realizing this potential (Novak, Rocca, & DiBiase, 2006; Novak, 1992, 2002; Purkey & Schmidt, 1987).

There are five factors that Invitational Theory and Practice addresses, the five powerful "P's" that make up any school: People, Places, Policies, Programs, and Processes (refer to Figure 1).

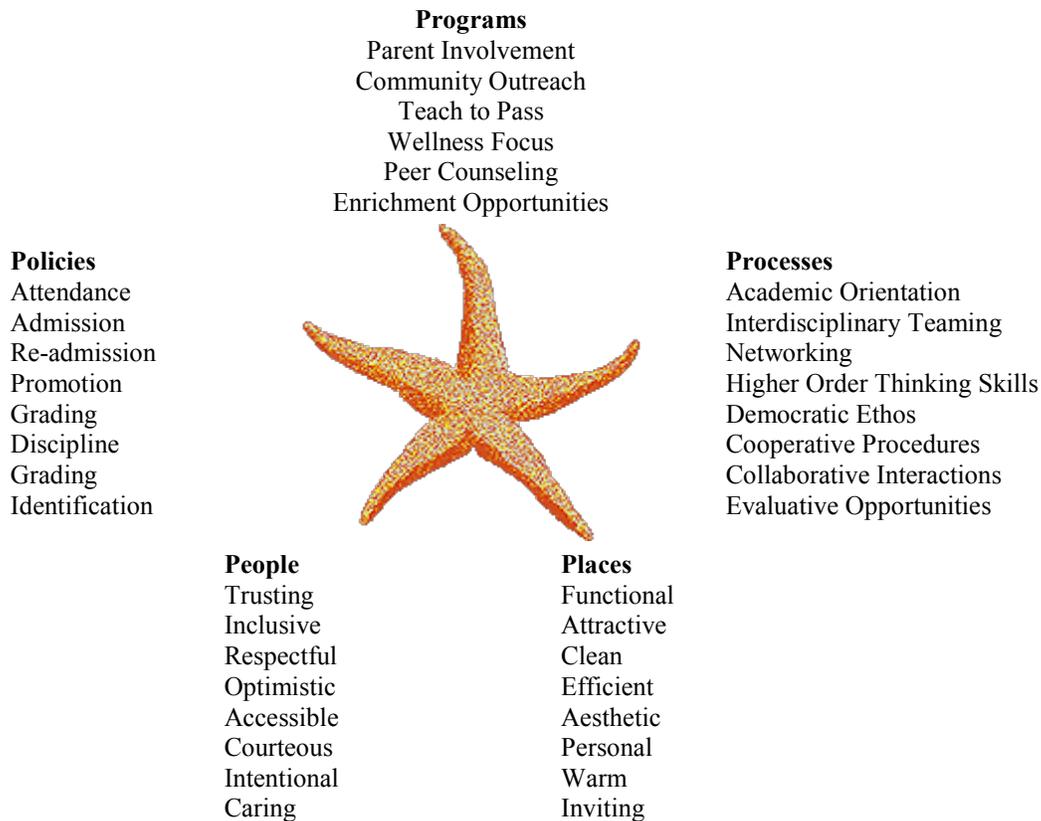


Figure 1. Starfish analogy (Purkey & Novak, 2016).

Application of the "P's" in the context of schools' climate it is analogous to how the starfish conquers oysters.

. . . While one arm of the starfish pulls, the others rest. The single oyster muscle, while incredibly powerful, gets no rest. Irresistibly and inevitably, the oyster shell opens and the starfish has its meal. Steady and continuous pressure from a number of points can overcome the biggest muscles of oysters . . . (Purkey & Novak, 2016, pp 19-20).

Purkey and Novak contextualized the 'Starfish analogy' to the school setting by stating:

“ . . . focusing on the five powerful 'P's that make up every school, educators can apply steady and persistent pressure to overcome the biggest challenges” like the actions of a starfish, steady and continuous pressure from a number of points can work to overcome the toughest school challenges (2016, p. 19).

Ideally, the five factors identified in Invitational Theory and Practice should be so intentionally inviting as to create a world in which each individual is cordially summoned to develop intellectually, emotionally, socially, physically, and morally (Purkey & Novak, 2016). Identifying and measuring the five factors is the purpose of the *Inviting School Survey-Revised*. The basic idea behind the *ISS-R* is that everything counts in a student's education, from the overall physical facility to the way each individual child is treated in each individual classroom. In addition to helping assess the invitational quality of schools, the *ISS-R* can also assist school personnel in identifying weaknesses in the system that could be corrected.

The original *Inviting School Survey (ISS)* was designed to assess the total school climate and the five environmental factors as outlined by Invitational theory and Practice: People, Places, Policies, Programs, and Processes (Purkey & Novak, 1996, 2016; Purkey & Schmidt, 1990) with People being the most critical single factor. People consist not only of the individuals interacting together on a daily basis to operate a school but also, they work together in all areas to fulfill the mission of the school. This mission includes policy-making, program development, and long-range planning both in the areas of physical space usage (places) and usage of mental and emotional resources (curricula, counseling, policy concerning visitors, etc.). It also determines how all these different plans and policies will be implemented.

History of the Inviting School Survey

The *ISS* was a product of the Invitational Theory and Practice; a model developed by William W. Purkey and colleagues (Purkey, 1978; Purkey & Stanley, 1991; Purkey & Novak, 1996; Purkey & Schmidt, 1987, 1990, 1996) and was developed to determine which specific parts of schools affect the total gestalt of particular schools under examination. Observations, discussions, and surveys were used to collect information in order to develop items for the *ISS*. The discussions were of critical importance to gain the insights of those people closest to the school situation. Such people included school officials and faculty (principals, counselors, and teachers), parents, students, and researchers.

Aspects of schools that could impact the learning and personal growth environment were delineated and then formulated into behaviorally anchored questions that assess the invitational climate of the school.

Originally, the *ISS* was a 100-item, Likert scale, hand-scored instrument that was utilized by few schools (Purkey & Fuller, 1995). Since there was no systematic collection of data, no psychometrics, such as norms, reliability, and validity indices, supporting the instrument were collected or published. However, in 2004 a detailed psychometric study of the original 100-item *ISS*, was undertaken by Smith and Bernard (Smith & Bernard, 2004). One of the aims of the study was to determine whether the 100-item instrument could be shortened without compromising its psychometric properties. Utilizing Rasch measurement modeling (Rasch, 1980; Bond & Fox, 2001), the focus of the item analysis was to identify mis-fitting items in sequential calibrations, remove the identified item(s) and repeat the computations. The ‘infit mean square statistic’ was used as a criterion to develop for uni-dimensionality and to investigate whether the subgroups of items hang together, which is also a check of validity. The results of this study and further analyses, such as factor and reliability analyses, have shown that reducing the present 100-item *ISS* to 50 items did not compromise its reliability significantly (Smith & Bernard, 2004). A shorter version of the *ISS*, the *Inviting School Survey-Revised (ISS-R)* lends itself to be used more often by schools to assess their culture as perceived by the major stakeholders: students, teachers, parents, and administrators.

Like the *ISS*, the *ISS-R* is designed for use by everyone in the school, including students (ages 8 and above), parents, teachers, school administrators, support staff, and volunteers. By choosing to have the *ISS-R* completed by several groups, it is possible to disaggregate the resulting data for comparison purposes, for example, comparing student survey results with those of teachers, parents, or administrators.

Invitational Education supports and encourages inviting practices in all areas of school functioning. The ultimate goal of the model and the *ISS-R* is to assist in the development of the

individual student's potential in the intellectual, psychological, social, moral, and physical realms. An environment that is both human and humane is best for realizing this potential (Novak, Rocca, & DiBiase, 2006; Novak, 1992, 2002; Purkey & Schmidt, 1987).

Description of the Inviting School Survey-Revised

The *ISS-R* (Smith, 2005) is a behaviorally-anchored 50 item scale. It is based upon the tenets of Invitational Theory and Practice, and is designed to empirically identify areas in a school that are inviting and disinviting. Invitational Theory and Practice is strongly grounded on well-established psychological paradigms such as Perceptual Psychology (Combs, 1962; Combs, Richards, & Richards, 1976), Cognitive-Behavior (Ellis, 1962, 1970; Meichenbaum, 1974, 1977), and Self-Concept (Jourard, 1968; Purkey, 1970, 2000; Rogers, 1969). The overriding perspective of Invitational Theory and Practice is that beliefs have a direct and powerful influence on behavior.

The *ISS-R* (Appendix A), based on the theoretically five-factor model (refer to Figure 1) is comprised of 50 items: 1. People (16 items), 2. Program (7 items), 3. Process (8 items), 4. Policy (7 items), 5. Place (12 items). Placed together on a 50-item Likert scale, the Inviting School Survey (*ISS-R*) presents a global picture of life in school as inviting or disinviting.

People

Although all parts of a school are vital to its operation, from the standpoint of the invitational model, people are the most important part. People create and maintain the invitational climate. It is important in a school to know how the people who make up a school community are contributing to or detracting from human existence and development. The invitational model requires unconditional respect for all people. The *ISS-R* identifies the extent to which respect is manifested in the school environment. Respect is defined as the caring and appropriate behaviors that people exhibit towards themselves and others. It is the quality of life reflected in the **places** they create and inhabit, by the **policies** and **programs** they establish and support, and through the **processes** employed to sustain their organization and environment.

Places

When seeking to change an environment, the physical setting is normally the first aspect to investigate. Any part of the physical environment that is unpleasant, unattractive, confusing, littered, grimy, dusty, or dingy is disinviting. The *ISS-R* assists in identifying factors that can be altered, adjusted, or improved to create a more inviting physical place. Creating a pleasant physical environment is a major way that professionals demonstrate their concern for the people they seek to serve.

Programs

As in the other factors, programs can be helpful or harmful to individuals and groups. Some programs are not inviting because they focus on narrow goals and neglect the wide scope of human concerns (for example, tracking or labeling students). People are not labels, and programs that label individuals can have negative effects. The *ISS-R* can assist in determining the inviting nature of school programs and in delineating programs that should be altered. The goal is to enhance the personal and professional growth and development of everyone in the school.

Policies

Policies refer to guidelines, rules, procedures, codes, directives, and so forth that regulate the ongoing functions of the school. This includes discipline, promotion, attendance, and other policies. It is not the policy itself as much as what the policy communicates that is vital to the invitational model (i.e., trust or distrust, respect or disrespect, optimism or pessimism, intentionality or unintentionality). Policies reveal the perceptual orientations of the policy-makers. The *ISS-R* is designed to point out areas where schools might move away from "rule fixation" to personal responsibility.

Processes

The *ISS-R* assesses the processes undertaken by a school. Process represents not only the content of what is offered, but also the context. The context of the invitational model is that there is always time for caring, civility, politeness, ethical behavior, and courtesy. Any school that operates

under a situation where the processes are negative (lack of concern, rudeness, insults, authoritarianism, dictatorial) is likely to achieve poor results in the areas of academics and human development. Process is the factor that indicates how the school is operating, the manner in which the people are acting, rather than what is being done. Examples might be a democratic style of leadership, a cooperative spirit in the teaching/learning process, and interdisciplinary teaming among faculty.

Rationale

Smith (2005) revised the original 100-item instrument to become a 50-item, on-line, computer-scored instrument, the *Inviting School Survey-Revised (ISS-R)*. The *ISS-R* provides school communities with a user-friendly, theoretical-grounded, empirical-based instrument that assists in evaluating schools for future development, as the *ISS-R* identifies areas of strength and weakness in a school's climate.

Following its revision, the *ISS-R* has been utilized Australia, New Zealand, North America, Asia, and Africa. In 2006, 18 schools (596) participants completed the *ISS-R*. In 2010, as a result of the huge increase in use of the *ISS-R*, particularly in Hong Kong and mainland China, to the *ISS-R* was adapted and translated into Traditional and Simplified Chinese (Smith, 2011). In 2014 the *ISS-R* was translated in Spanish and in 2016 the Inviting Higher Education Survey (IHES) was developed.

The *ISS-R* is meant to be used in the following ways:

1. To assess how administrators, teachers, pupils, parents, and the community perceive their school.
2. To identify areas of strength or weakness in a school's climate.
3. To compare school climate of one school with other schools.
4. To compare and contrast the perceptions of various groups within the school regarding the emotional climate of the institution.
5. To use as a pre-post measure by educators who are implementing a plan to improve or transform their total school.
6. To assist in identifying schools that are eligible to receive the *Inviting School Award*, presented by the International Alliance for Invitational Education. The purpose of the Inviting School Award program is to recognize schools, districts, and universities throughout the world who exhibit the philosophy of Invitational Education. Awards are presented at the bi-annual World Conference.

7. To assist in identifying schools that are eligible to receive the *Paula Helen Stanley Fidelity Award*, presented by the International Alliance for Invitational Education. This award recognizes global schools that for two years in a row have kept the spirit and practice of Invitational Theory and Practice alive and well in their schools.

The following are recommended books to further develop invitational qualities within the school community:

Novak, J., Rocca, W., & DiBiase, A. (Eds.) (2006). *Creating inviting schools*. San Francisco, CA: Caddo Gap.

Purkey, W., & Novak, J. (2016). *Fundamentals of invitational education* (2nd ed.). Kennesaw, GA: International Alliance for Invitational Education.

Purkey, W., & Stanley, P. (1997). *The inviting school treasury: 1001 ways to invite student success*. Greenville, NC: Brookcliff.

Purkey, W., & Novak, J. (1996). *Inviting school success*. Belmont, CA: Wadsworth.

Information regarding the International Alliance for Invitational Education privacy statement and mission statement can be found in Appendices C and D respectively.

For detailed information pertaining to the *ISS-R* please go to the International Alliance for Invitational Education website at invitationaleducation.net or contact the author at ken.smith@acu.edu.au.

Administration and Scoring

The *ISS-R* is designed for electronic, self-administration through the IAIE website. Individuals completing the *ISS-R* are asked to respond to all 50 items. Members of a school or participants in a research study take the *ISS-R* individually and their results are compiled for their assigned school or group. While it is unrealistic to expect all members of the school community to complete the *ISS-R*, it is strongly recommended that a representative sample group is obtained. Ideally, 30% Students, 30% Teachers, 30% Parents, and 10% comprised of School Staff (e.g. Principals, Counselors, Support Staff).

The responses consist of Likert scales with anchors ranging from 1 = Strongly Disagree to 5 = Strongly Agree (0 = Not Applicable is treated as missing if a question is not relevant to the

participant's school context). **If there are less than six missing or 'N/A' responses these items' scores are replaced by the participant's subscale item mean.** As such, the *ISS-R* total scale score can range from 50 to 250. **Surveys with more than 5 missing responses are not scored.**

Although there are no time limits, most respondents complete the instrument within 20 minutes. Most participants do not need prompting to complete the *ISS-R*; however, if a participant asks about skipping an item, he/she should be encouraged to respond to all items.

When administering the *ISS-R* to groups, the administrator reads the directions aloud while the participants read them silently. If questions arise during the testing session, the administrator's response should be supportive but noncommittal, for example, "Just give the answer that best describes how you generally feel".

Scores for schools or other groups are compiled in spreadsheets. Inviting School Award and Paula Helen Stanley Fidelity Award applicants will receive a detailed report for each participating school. Researchers and other interested persons may request reports for an additional charge.

Research Data

While there is limited research on the *concurrent and predictive validity* of the *ISS-R*, *face and content* validity certainly exist. The instrument's items represent and measure major school climate factors as judged by experts and practitioners in the field of Invitational Education. The validity and reliability of the *ISS-R* have been shown to be statistically significant (Smith, 2011, 2005).

Graphical descriptive statistics, means, correlations, and alpha coefficients can be found in the *ISS-R* Manual (Appendix B). These statistics are based on *ISS-R* participants between the years 2005-2010. During this period of time, 6,038 participants from 78 schools (32 schools from USA, 46 international schools) completed the *ISS-R* (some schools participated more than once during this time period). As of 2012, over 10,000 participants have completed the *ISS-R* from over 100 schools in Asia, North America, Africa, and Australasia.

In order to gain a comprehensive understanding of the psychometrics of the *ISS-R*, further research is required. In particular, there is a need to examine the stability and factorial structure of the instrument across age, gender, country, and other school-environment demographics.

In summary, the *ISS-R* is a valuable and informative instrument for use by schools in assessing school climate (invitational qualities). It is a constructive descriptive-purpose instrument that is grounded in theory, user- friendly, supplements other types of evaluations (e.g., focus groups, interviews, document analysis), and can be used in pre-post analyses of intervention programs.

To obtain an extensive annotated bibliography of research studies on invitational theory and practice, please contact Dr. Jenny Edwards at Fielding Graduate University, jedwards@fielding.edu.

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Appendix A:

The *Inviting School Survey-Revised (ISS-R®)*: English, Spanish, Traditional and Simplified Chinese

PEOPLE ITEMS

3. The principal involves everyone in the decision-making process.
6. Teachers in this school show respect for students.
9. Teachers are easy to talk with.
12. Teachers take time to talk with students about students' out-of-class activities.
15. Teachers are generally prepared for class.
18. Teachers exhibit a sense of humor.
21. People in this school are polite to one another.
24. Teachers work to encourage students' self-confidence.
27. The principal treats people as though they are responsible.
30. Students work cooperatively with each other.
33. People in this school want to be here.
36. People in this school try to stop vandalism when they see it happening.
39. Teachers appear to enjoy life.
42. School pride is evident among students.
45. Teachers share out-of-class experiences with students.
48. Teachers spend time after school with those who need extra help.

PROGRAM ITEMS

2. Everyone is encouraged to participate in athletic (sports) programs.
10. There is a wellness (health) program in this school.
17. School programs involve out of school experience.
23. Good health practices are encouraged in this school.
31. Interruptions to classroom academic activities are kept to a minimum.
38. The school sponsors extracurricular activities apart from sports.
46. Mini courses are available to students.

PROCESS ITEMS

1. Student discipline is approached from a positive standpoint.
7. Grades are assigned by means of fair and comprehensive assessment of work and effort.
14. All telephone calls to this school are answered promptly and politely.
22. Everyone arrives on time for school.
29. People often feel welcome when they enter the school.
35. Many people in this school are involved in making decisions.
43. Daily attendance by students and staff is high.
50. Classes get started quickly.

POLICY ITEMS

5. Teachers are willing to help students who have special problems.
11. Students have the opportunity to talk to one another during class activities.
19. School policy encourages freedom of expression by everyone.
26. The messages and notes sent home are positive.
34. A high percentage of students pass in this school.
41. School buses wait for late students.
47. The grading practices in this school are fair.

PLACE ITEMS

4. Furniture is pleasant and comfortable.
8. The air smells fresh in this school.
13. The school grounds are clean and well-maintained.
16. The restrooms in this school are clean and properly maintained.
20. The principal's office is attractive.
25. Bulletin boards are attractive and up-to-date.
28. Space is available for student independent study.
32. Fire alarm instructions are well posted and seem reasonable.
37. Classrooms offer a variety of furniture arrangements.
40. Clocks and water fountains are in good repair.
44. There are comfortable chairs for visitors.
49. The lighting in this school is more than adequate.

Appendix B:

The Inviting Higher Education Survey (IHES®)

PEOPLE ITEMS

3. Students are involved in the decision-making process on campus.
6. Faculty shows respect for students.
9. Faculty are easy to talk with.
12. Faculty take the time to talk with students about campus activities.
15. Faculty are prepared for class.
18. Faculty exhibit a sense of humor.
21. People in this University/College are polite to one another.
24. Faculty work to encourage students' self-confidence.
27. All members of the campus community treat each other as though they are responsible.
30. Students have multiple opportunities to work cooperatively with each other.
33. People in this University/College want to be there.
36. Safety and security are a priority for all members of the campus community.
39. Faculty appear to enjoy life.
42. University/College pride is evident among students.
45. Faculty share out-of-class experiences with students.
48. Faculty spend time after class with those students who need extra help.

PROGRAM ITEMS

2. Students are encouraged to participate in student life (campus activities and programs).
10. There is a wellness (health program) in the University.
17. University/College programs involve off-campus experiences for students.
23. Good health practices are encouraged in this University/College.
31. Faculty maintain maximize time spent on quality instruction.
38. The University/College sponsors many extracurricular activities apart from sports.
46. Mini courses are available to students during the calendar year.

PROCESS ITEMS

1. Most students review the University/College policy on Academic Conduct, Integrity, and Plagiarism.
7. Grades are assigned by means of fair assessment.
14. The communications within the University/College are effective.
22. Faculty arrive on time for class.
29. People often feel welcome when they enter the University/College campus.
35. Many people in this University/College are involved in making decisions.
43. Daily attendance by students and staff is high.
50. Classes get started on time.

POLICY ITEMS

5. Faculty are willing to help students who need extra academic assistance.
11. The Faculty offers opportunity for students to engage with one another in activities during class.
19. University/College policy encourages freedom of expression by everyone.
26. The University/College promotes positive communications to students.
34. A high percentage of students do well in the University/College.
41. Special efforts are made to recognize the cultural contributions of minority groups.
47. The grading practices in the University/College are fair.

PLACE ITEMS

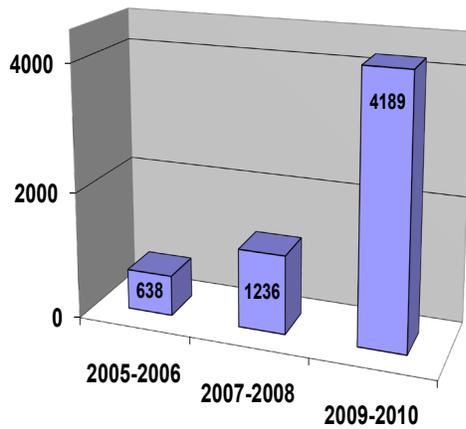
4. Furniture is pleasant and comfortable.
8. The physical climate of the campus is fresh and clean.
13. The University/College grounds are well maintained.
16. The toilets in the University/College are clean and properly maintained.
20. Classrooms are attractive.
25. Message boards are attractive and up-to-date.
28. Space is available for student's independent study.
32. Instructions about campus safety monitors are well posted throughout the University/College.
37. Classrooms offer a variety of appropriate furniture arrangements.
40. Clocks, technology, and water fountains are in good repair.
44. There are comfortable chairs for visitors.
49. The lighting in the University/College is more than adequate.

Appendix C: 2005-2010 Graphic *ISS-R* Descriptive Statistics

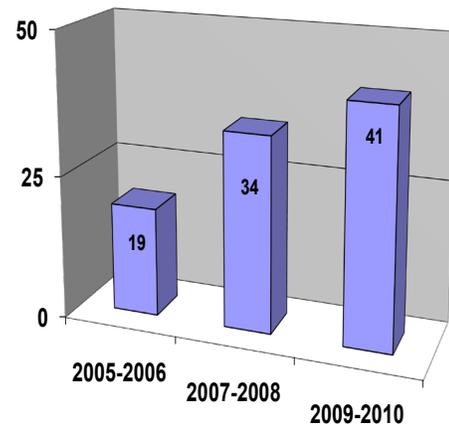
Of the 6,038 participants, 5,850 satisfactorily completed the *ISS-R* (96.49%):

	Admin	Teachers	Students	Parents	Others	Total
Male	90	293	1,076	305	67	1,831
Female	117	976	1,343	1,322	261	4,019
Total	207	1,269	2,419	1,627	328	5,850

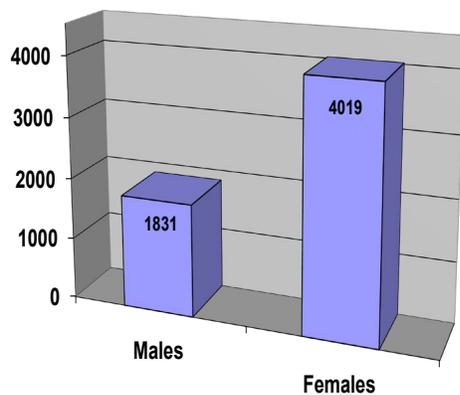
Participants by Year



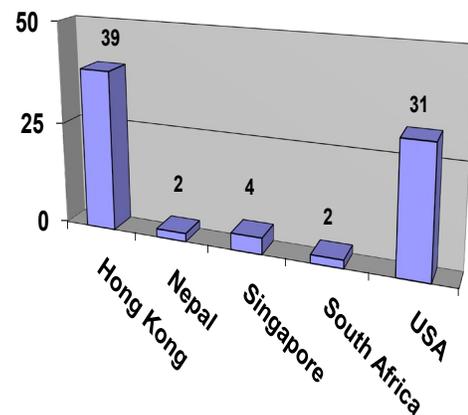
Schools by Year



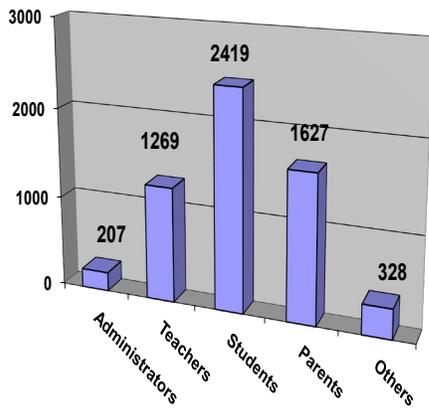
Participants by Gender



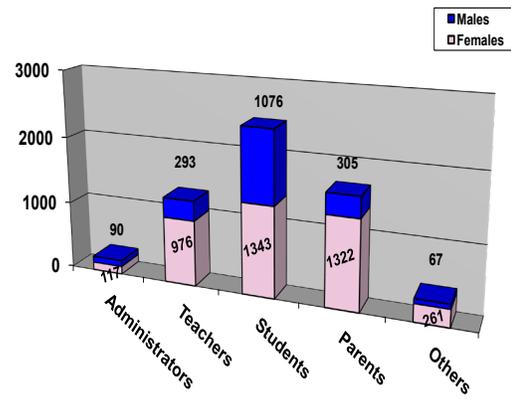
Schools by Country



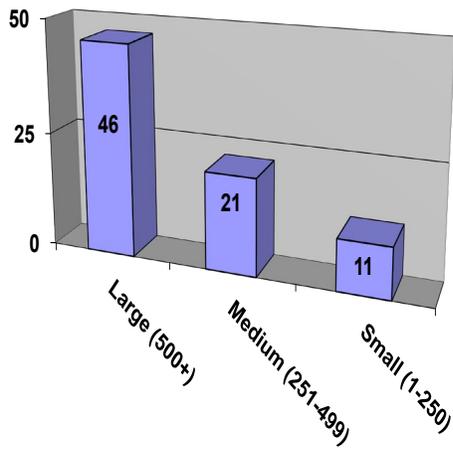
Participants by Position



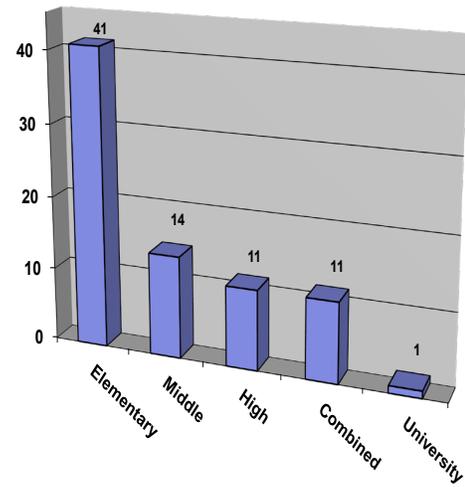
Participants by Position/Gender



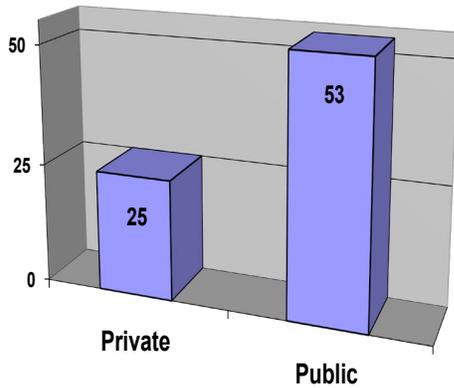
Schools by Size



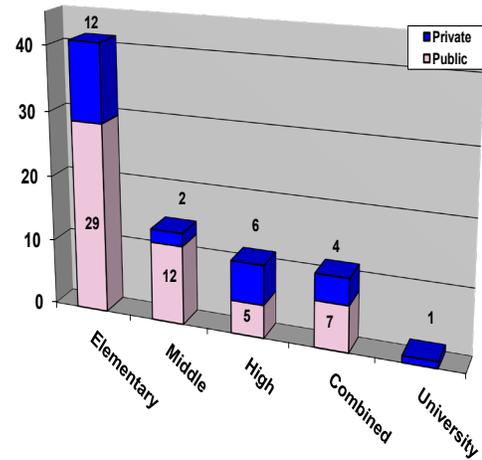
Schools by Grade Level



Schools by Type



Schools by Grade Level/School Type



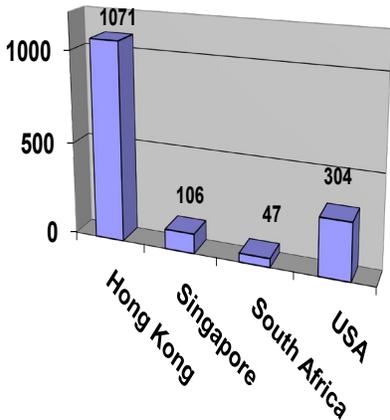
The following are the 2010 statistics delimited by the following criteria:

1. Only the 2010 Inviting School Award or Fidelity Award winners (3,979 participants / 37 schools); and then
2. Participants who completed the *ISS-R* satisfactory (3,797 participants / 37 schools); and finally
3. Schools that had less than 100 participants (1,528 participants / 32 schools).

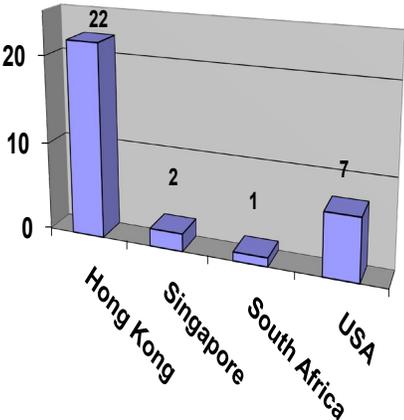
Based on the above criteria, the final 2010 sample used to develop primary descriptive statistics was 1, 528 participants from 32 schools with the following participant distribution:

	Admin	Teachers	Students	Parents	Others	Total
Male	35	109	277	49	31	501
Female	48	286	403	210	80	1,027
Total	83	395	680	259	111	1,528

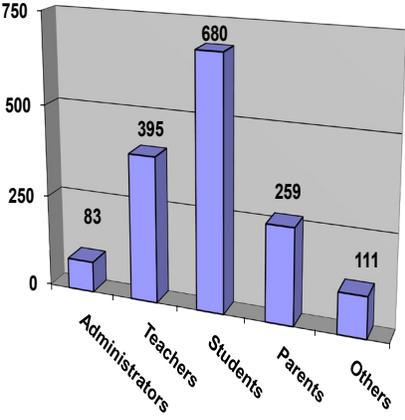
Participants by Country



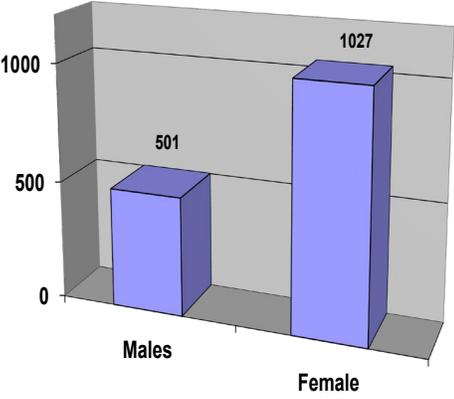
Schools by Country



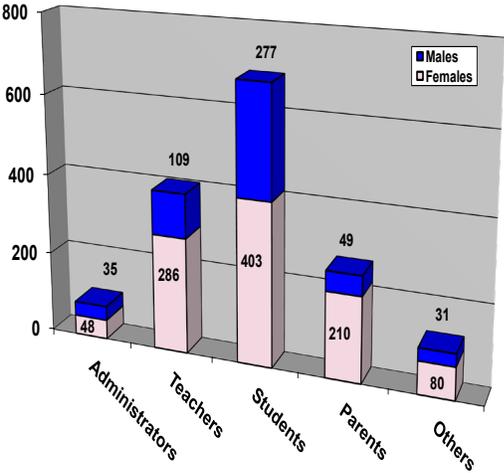
Participants by Position



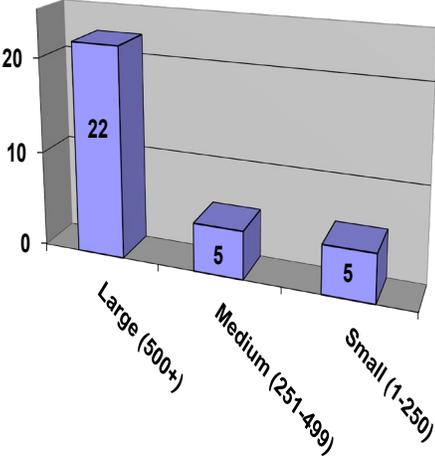
Participants by Gender



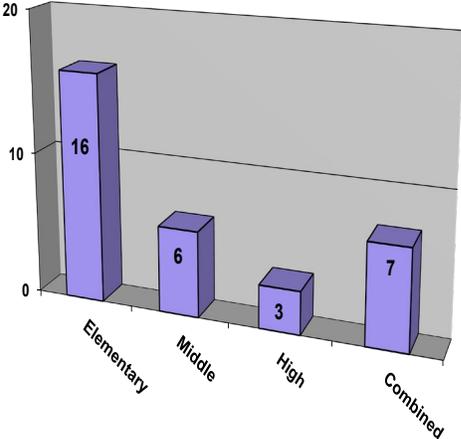
Participants by Position/Gender



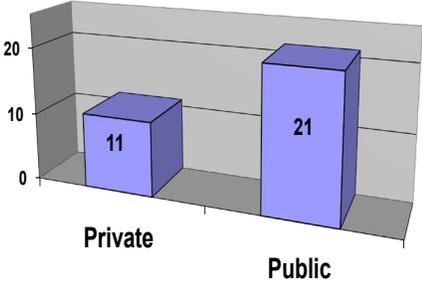
Schools by Size



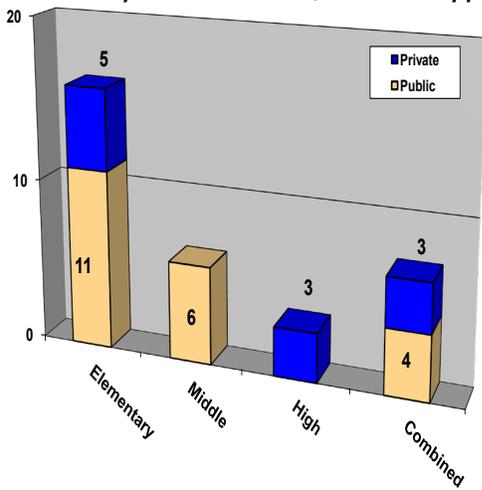
Schools by Grade Level



Schools by Type



Schools by Grade Level/School Type



ISS-R Total and Subscale Statistics

Subscale	Mean	SD	Min	Max
People	86.66%	9.64%	35.00%	100%
Programs	87.73%	9.70%	42.86%	100%
Processes	85.54%	10.16%	37.50%	100%
Policies	87.11%	9.70%	31.43%	100%
Places	84.91%	10.47%	33.33%	100%
Total	86.27%	9.26%	36.00%	100%

N = 1,528

ISS-R Subscale Correlations

	Programs	Processes	Policies	Places
People	.80*	.89*	.89*	.83*
Programs		.76*	.78*	.76*
Processes			.85*	.83*
Policies				.80*
Places				----

N = 1,528; *p < .001

ISS-R Reliability

Subscale	N _{items}	Alpha
People	16	.93
Programs	7	.82
Processes	8	.85
Policies	7	.81
Places	12	.89
Total	50	.97

N = 1,528

As can be determined from the above psychometrics, it is expected that schools should attempt to achieve approximately 85% on each of the *ISS-R* subscales and the total scale.

Appendix D: International Alliance for Invitational Education Privacy Statement

The International Alliance for Invitational Education (IAIE) is committed to ensuring the privacy of all information it collects. Organizational and personal information supplied to IAIE will only be used for administrative and educational purposes of the IAIE. Organizational and personal information collected by the IAIE will only be disclosed to third parties with the written consent of the organization or person concerned, unless otherwise prescribed by law.

Appendix E: International Alliance for Invitational Education Mission Statement

The International Alliance for Invitational Education is chartered by the State of North Carolina as a not-for-profit organization. Members consist of an international network of professional helpers who seek to apply the concepts of invitational theory and practice to their personal and professional lives. A democratic society is ethically committed to seeing all people as able, valuable, and responsible, to valuing cooperation and collaboration, to viewing process as product in the making, and to developing untapped possibilities in all worthwhile areas of human endeavor.

Because the International Alliance for Invitational Education is dedicated to democratic principles, its mission is to enhance life-long learning, promote positive change in organizations, cultivate the personal and professional growth and satisfaction of educators and allied professionals, and enrich the lives of human beings personally and professionally.

Invitational theory and practice maintains that every person and everything in and around schools and other organizations adds to, or subtracts from, the process of being a beneficial presence in the lives of human beings. Ideally, the factors of people, places, policies, programs and processes should be so intentionally inviting as to create a world in which each individual is cordially summoned to develop intellectually, emotionally, socially, physically, and morally.

How the Alliance began

On a summer afternoon in 1982, a group of 12 educators and related helping professionals from throughout the United States and Canada met on the campus of Lehigh University and founded the Alliance for Invitational Education. From these twelve charter members, the Alliance membership has grown to over 1,000 professionals representing 13 countries.

*As we head into the wind and follow the stars to the new century,
we can enter in our log, as did Christopher Columbus, "This day we sailed on."*