

The Effective School Correlates

1. INSTRUCTIONAL LEADERSHIP

The principal demonstrates an administrative style indicative of an instructional leader. Instructional leaders (a) spend most of their time in classrooms involved in instructional matters, (b) are sought after by teachers for assistance with instructional problems, (c) rarely criticize the quality of a teacher's instruction without offering alternatives for the teacher's use; and, (d) coordinate all components of the learning-teaching processes to work complementary of each other.

2. HIGH EXPECTATIONS

Teachers identify a school wide, grade by grade, body of knowledge and skills for minimum mastery by all students. Teachers demonstrate their belief that all students are able to master this body of knowledge and skills. All students are aware that they are expected to obtain mastery and are treated in such a way as to accomplish this expectation.

3. SCHOOL CLIMATE

The school is relatively orderly, safe, and clean. The school may have lapses in appropriate school climate, but those problems are dealt with quickly and effectively. The interdependence of school personnel (teachers, custodians, paraprofessionals, administrators) plays a vital role in the creation and maintenance of a climate conducive to effective teaching and learning.

4. INSTRUCTIONAL FOCUS

All members of the school community hold a shared definition as to the major focus and purpose of the school and make day-to-day decisions with that focus in mind. The focus and purpose of the school is defined by the principal, in concert with all significant others. The institutional focus is disseminated to all members of the school community to insure their understanding of the major purposes that motivate all school activities.