<table>
<thead>
<tr>
<th>Correlate</th>
<th>First Generation Definition</th>
<th>Second Generation Definition</th>
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<tbody>
<tr>
<td>1. Safe and Orderly Environment</td>
<td>In the effective school there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.</td>
<td>The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.</td>
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<td>2. Climate of High Expectations for Success</td>
<td>In the effective school there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.</td>
<td>Equal opportunity to learn is not enough. Teachers must implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.</td>
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<td>3. Instructional Leadership</td>
<td>In the effective school the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.</td>
<td>In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school.</td>
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### 4. Clear and Focused Mission

In the effective school there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures and accountability. Staff accept responsibility for students' learning of the school's essential curricular goals.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the “end in mind.” They will have to know and be comfortable with the concept of “backward mapping,” and they will need to know “task analysis.” These “tools of the trade” are essential for an efficient and effective “results-oriented” school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for **Learning for All**. In the second generation the advocated mission will be **Learning for All**. The rationale for this change is that the “teaching for” portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on “teaching” rather than “learning.” This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of **Learning for All** opens the door to the continued learning of the educators as well as the students.
In the effective school, teachers allocate a significant amount of class or large group, teacher-directed, planned learning time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole-class or large-group, teacher-directed, planned learning activities.

In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed-up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They must be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to have enough time dedicated to those areas that are valued the most. The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real problem for the teacher.

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<th>6. Frequent Monitoring of Student Progress</th>
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<td>In the effective school student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.</td>
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**The Second Generation:**
Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students’ progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available “tools for assuring student learning.”

A second major change that will become more apparent in the second generation is already under way. In the area of assessment the emphasis will continue to shift away from standardized norm-referenced paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize “more authentic assessments” of curriculum mastery. This generally means that there will be less emphasis on the paper/pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.
| 7. Home-School Relations | In the effective school parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission. | During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave “lip service” to having parents more actively involved in the schooling of their children.

Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches.

The best hope for effectively confronting the problem—and not each other—is to build enough trust and enough communication to realize that both teachers and parents have the same goal—an effective school and home for all children! |
STAFF OPPINIONAIRE
Effective Schools Correlate Perception Survey
Buck County Schools

SCHOOL: Kenmore Middle School

Directions: Thank you for being part of Buck County’s effort to improve the overall effectiveness of our schools. Your opinion as a member of the professional staff of your school is greatly valued. The information gleaned from this survey will be shared with the entire staff at the beginning of the next school year as an important part of the strategic planning process. The results of this survey will help the staff determine if its improvement efforts are working. Please read each of the items and rate your degree of agreement or disagreement using the following scale:

4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

I. Safe and Orderly Environment Conducive to Learning for All
(1) 4 3 2 1 The school has a well-organized and purposeful learning environment.
(2) 4 3 2 1 Students are safe, well behaved and show respect for each other and the staff.
(3) 4 3 2 1 Teachers value collaboration and work well together to improve the school for students.
(4) 4 3 2 1 The staff is dedicated to “learning for all” and assures that all students are valued and feel a part of the “Rocket Team.”

II. Climate of High Expectations for Success
(5) 4 3 2 1 The staff consistently sets high expectations for student academic and personal success.
(6) 4 3 2 1 The principal models high expectations and communicates high expectations for the staff.
(7) 4 3 2 1 The staff takes responsibility for achievement of all students despite student background, race or gender.
(8) 4 3 2 1 The staff has a “whatever it takes” attitude about student learning, differentiating strategies and time to assure high levels of achievement.

III. Strong Instructional Leadership
(9) 4 3 2 1 The principal’s actions show that student achievement is the top priority of the school.
(10) 4 3 2 1 The principal articulates and models the mission and core values of the school.
(11) 4 3 2 1 The principal encourages collaboration and creates structures for disbursed leadership among staff.
(12) 4 3 2 1 The principal is knowledgeable of practices and processes that promote student achievement and the principal supports the staff with implementation.

IV. Clear and Focused Mission
(13) 4 3 2 1 There is a written mission statement that is publicly displayed and guides organizational decision-making.
(14) 4 3 2 1 Staff understands the mission and acts in ways that move the school toward its accomplishment.
(15) 4 3 2 1 The mission statement focuses on “learning for all” including ALL students and ALL staff.
(16) 4 3 2 1 The mission includes a focus on proficiency in a rigorous curriculum; one that goes beyond minimal mastery of the basics.

(over)
Effective Schools Correlate Perception Survey

V. Opportunity to Learn/Time on Task
(17) 4 3 2 1 The school has practices that protect instructional time from internal and external interruptions.
(18) 4 3 2 1 Classroom teachers use allocated instructional time effectively and efficiently.
(19) 4 3 2 1 There are effective classroom/school-wide practices that vary instructional time to meet learner needs.
(20) 4 3 2 1 There are classroom/school-wide practices and programs that assure all students (despite background, race or gender) equitably benefit from the school’s academic program.

VI. Frequent Monitoring of Student Progress
(21) 4 3 2 1 There are effective school-wide processes for monitoring achievement of all students.
(22) 4 3 2 1 School-wide monitoring processes are conducted in a timely fashion so that curriculum and instruction can be modified before students fail.
(23) 4 3 2 1 Classroom assessments are an integral part of the instructional process and are used as much to guide the learning process as they are to award grades.
(24) 4 3 2 1 Teachers place a priority on authentic forms of assessment that measure high levels of understanding not just memorization of facts.

VII. Home School Relations
(25) 4 3 2 1 Parents understand the mission of the school and are provided opportunities to support it.
(26) 4 3 2 1 The school values the involvement of parents and looks for ways to encourage their participation in the life of the school.
(27) 4 3 2 1 Families feel comfortable and respected when they interact with school personnel.
(28) 4 3 2 1 The school has an effective communication system that promotes two-way communication between the home and the school.