

A Primer of the Correlates of Effective Schools

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<p>Instructional Leadership In the effective school, the principal acts as an instructional leader and effectively and persistently communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.</p>	<p>Frequent Monitoring of Student Progress In the effective school, pupil progress over the essential objectives are measured frequently, monitored frequently and the results of those assessments are used to improve the individual student behaviors and performances as well as to improve the curriculum as a whole.</p>
<p>Clear and Focused Mission In the effective school, there is a clearly articulated mission of the school through which the staff shares an understanding of and a commitment to the school's goals, priorities, assessment procedures, and accountability. The staff in the effective school accepts responsibility for the students' learning of the essential curricular goals.</p>	<p>Positive Home-School Relations In the effective school, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission.</p>
<p>Safe and Orderly Environment In the effective school, we say there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.</p>	<p>Opportunity to Learn and Student Time on Task In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential curriculum areas. For a high percentage of this time, students are actively engaged in whole-class or large group, teacher directed, planned learning activities.</p>
<p>Climate of High Expectations In the effective school, there is a climate of high expectations in which the staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. They also believe that they, the staff, have the capability to help all students obtain that mastery</p>	