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What Effective Schools Do: Re-Envisioning the Correlates

By Lawrence W. Lezotte and Kathleen McKee Snyder

Study Guide

This study guide is a companion to the book *What Effective Schools Do: Re-Envisioning the Correlates*, by Lawrence W. Lezotte and Kathleen McKee Snyder. *What Effective Schools Do* is designed as a guide to assist educators with activities for implementing a continuous school improvement system through application of the seven correlates of effective schools. The ten chapters provide a comprehensive description of practices that enable educators to build and sustain a school culture that accommodates the learning expectations and needs of all students.

We thank you for your interest in this book, and we hope this guide will be a useful tool for individual teachers or administrators, new or aspiring teachers, or groups of educators working together.

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Introduction

1. What was the important conclusion of the Equal Educational Opportunity (EEO) Study, and what did it prompt?
2. What are the seven correlates of effective schools?
3. The correlates of effective schools can be considered in two ways. What are they?
4. What are some benefits and shortcomings of perceptual surveys, self reports, and third-party direct observations?

PART I: THE CORRELATES OF EFFECTIVE SCHOOLS IN CONTEXT

Chapter 1

Evolution of the Effective Schools Concept

1. How has the mission of public education steadily evolved from education for *some* to education for *all*?
2. Why do researchers stress the importance of disaggregation of student performance data?

3. Describe the three concepts embedded in the definition of an effective school: the learning-for-all mission, the focus on results, and the twin pillars of quality and equity.
4. What are the meanings of the terms *effective*, *efficient*, and *excellent*, according to the authors?
5. What are the meanings of the terms *school effects research*, *school effectiveness research*, and *effective schools research*?
6. What are the meanings of *data disaggregation* and *outliers*?
7. Describe the five phases of effective schools research since 1966.

Chapter 2

A Systems Approach to the Correlates of Effective Schools

1. According to Deming, to be viable, a system must meet what three standards?
2. What are some driving and resisting forces that affect school improvement efforts?

3. Describe teacher-centered versus learner-centered systems as well as leading versus trailing indicators of a system.
4. What two questions usually arise when considering the interdependence of the correlates and decisions about implementing them?

PART II: THE CORRELATES OF EFFECTIVE SCHOOLS DEFINED

Chapter 3

High Expectations for Success

1. What is the difference between high *standards* and high *expectations*?
2. Describe how high expectations have been presented as *unwarranted optimism*.
3. How do mindsets about student ability affect the expectations teachers have for students?
How does poverty affect individual and organizational expectations?
4. How can the beliefs and behaviors of principals and teachers impact a culture of high expectations?

5. Describe the fifteen teacher behaviors for success presented in TESA workshops.
6. List the research-based studies the authors describe that provide evidence that high expectations for success produce positive results for all students.
7. Describe how data collected through perceptual surveys, self reports, and third-party direct observations can help identify the effectiveness of teaching and learning in the school or district.

Chapter 4

Strong Instructional Leadership

1. Why is instructional leadership a nonnegotiable for schools to be effective?
2. How do the authors define leadership as opposed to authority?
3. What four qualities of leaders do followers expect, as identified by Kouzes and Posner (1987)?
4. Axelrod's (2002) engagement paradigm is based on what four key principles? What two approaches to leadership does Sergiovanni (1989) identify?

5. Describe the evolution of leadership in a changing organization presented in figure 4.1.
6. What suggestions did practitioners recommend most frequently for school leadership preparation programs when surveyed?
7. List the research-based studies the authors describe that define the leadership qualities and abilities required to build and maintain an effective school.
8. What three vital domains of leadership should be measured and monitored, according to the authors?

Chapter 5

Clear and Focused Mission

1. Why is a shared sense of mission so important in an effective school?
2. Why do the authors prefer the expression “equity in quality” to describe the mission of public education?

3. What is *mission drift*?
4. Why is it important for educators to be reminded that a mission statement is a description of a preferred future, not a description of current reality?
5. List the research-based studies the authors describe that define strategies for implementing the clear and focused mission correlate.
6. What two interdependent components determine the extent to which a school demonstrates that it has a clear and focused mission?

Chapter 6

Opportunity to Learn/Time on Task

1. What question do all schools struggle with that effective schools have successfully challenged, according to the authors?
2. Describe the importance of the opportunity-to-learn gap in closing the observed learning gap.

3. How does embracing the opportunity to learn/time on task correlate require changing the system in place? Why does the agrarian calendar represent a challenge for today's schools struggling to provide learning for all, according to the authors?
4. What is the “digital divide”?
5. Describe the importance of what Lezotte calls “organized abandonment” as well as the importance of curriculum alignment.
6. List the research-based strategies the authors describe that address opportunity to learn/time on task.
7. What two conditions must be met for intended learning to occur?

Chapter 7

Frequent Monitoring of Student Progress

1. Monitoring student progress can be viewed in what two different ways?
2. Why must effective monitoring include timely corrective feedback?

3. What happens in a just-in-time intervention system?
4. What are the consequences of inadequate monitoring of student progress?
5. Describe the two critical principles of effective schools—the prevention principle and the responsive principle—that are embraced when the frequent monitoring of student progress correlate is in place.
6. How has frequent monitoring of student progress been related to high-stakes testing?
7. How can school leaders initiate and nurture a school culture that embraces data as the way to improve school learning?
8. List the research-based strategies the authors describe that provide criteria for implementing the frequent monitoring of student progress correlate.

Chapter 8

Safe and Orderly Environment

1. The authors describe two essential prerequisites a school's leadership can put in place to establish a safe and orderly school climate. What are they?
2. What does the research say about how many rules a school should have?

3. What are the levels of organizational culture presented in table 8.1?
4. What are the four basic psychological needs gleaned from the research of Glasser and discussed by Sullo (2007), and why are they important for motivating students?
5. What is *academic press*?
6. Horner, Sugai, and Horner (2000) identified what six administrative traps leaders can fall into when trying to create a safe and orderly environment?
7. List the research-based strategies the authors describe that contribute to a school culture that is positive and conducive to effective teaching and learning.

Chapter 9

Positive Home-School Relations

1. What types of challenges do educators often encounter when seeking to build strong home-school relations?

2. What has research shown about the relationship between parental involvement and student outcomes?
3. What are the six types of parental involvement identified by Epstein and her colleagues (2002)?
4. What can financially strapped schools do to help agencies and organizations that serve the most vulnerable children and their families?
5. List the research-based strategies the authors describe that support positive home-school relations.

***PART III: PUTTING THE CORRELATES TO WORK IN AN EFFECTIVE LEARNING
SYSTEM***

Chapter 10

The Correlates in Action: A Continuous School Improvement System

1. The current reform environment demands that schools and districts secure a system that is responsive to six dimensions integral to the correlates of effective schools. What are they?

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2. The effective schools framework is based on several beliefs and assumptions that can be easily aligned with the six new realities of school reform. What are they?

3. Describe the seven components of the continuous school improvement process.

4. What final question about school effectiveness and teacher effectiveness do the authors pose?