

# DIRECTIONS

The purpose of this graphic organizer is to guide you as you engage in extending your knowledge of how the Effective Schools Correlates manifest themselves in the practices, policies, and procedures of a school. Upon completion of the activities described below, you will be better able to assess the current levels of the correlates and the steps you might need to take to work with key stakeholders toward making your school more effective.

## OVERVIEW OF PROCESS

### **STEP I —PROFESSIONAL LEARNING COMMUNITY ORGANIZES FOR THE TASK (5 minutes)**

- a. Assemble with your pre-assigned small professional learning community (PLC) of seven participants and select a group leader/recorder.

### **STEP II----PROGRAMMATIC GROUP DISCUSSION ON THE CORRELATES (10 minutes)**

- a. Programmatic leaders/Critical Friends will lead a large group discussion around the questions below:  
In the context of the previous general session, why must a correlate be “consistent and pervasive” in order to significantly impact student achievement in a school?  
What kinds of things does the principal control or influence that determines whether or not a correlate becomes “consistent and pervasive?”

### **STEP III---REVIEW KENMORE MIDDLE SCHOOL PROFILE AND BEGIN ARCHIOLOGICAL DIG (20 minutes)**

- a. Participants will find the following information in their “Effective Schools” handout and the “Kenmore Middle School Profile and Staff Directory.” Take a few minutes to familiarize yourself with Kenmore Middle School.
- b. Each PLC has been given a box containing a series of artifacts from Kenmore Middle School that could be observed, read, or heard in a school or school community. The artifacts are pictures, memos, letters to parents, meeting agendas, newspaper articles, data summaries, etc.
- c. There are seven manila folders in the box—one for each of the correlates. Group leaders will distribute one folder to each participant. (If there are more or less than seven participants in your small group, adjust accordingly. Please make sure that the artifacts in all seven boxes are assessed.) The artifacts contained in the folder represent examples of the presence (or absence) of that correlate in the school.

### **STEP III—INDIVIDUAL PARTICIPANTS ASSESS THE ARTIFACTS (30 minutes)**

- a. Each participant will assess the artifacts in his/her folder, reading or skimming the content. Decide how the artifact depicts the correlate. Determine if the artifact is a positive or negative example of the correlate and why. Note: some artifacts may contain both negative and positive elements.
- b. Record conclusions on the Advance Organizer that is paper clipped to the front of the folder.
- c. If you finish early assist a colleague who may need it.

#### **STEP IV—PLC HAS GROUP DISCUSSION ON CORRELATES (35 minutes)**

- a. Each participant will take five minutes to briefly define the correlate represented by their folder.
- b. Next, summarize for your small group the artifacts by negatives and positives explaining how they reflect the .
- c. Finally, share the conclusion reached about the overall strength or weakness of the correlate at

Kenmore Middle

The reporter for each PLC needs to make two copies of their PLC's Staff Opinionnaire consensus chart completed in STEPS V AND VI to use in the closing activity in Bright. One copy will be given to Mary Jane Albin who will be in the front of Bright.

The reporter will use the other to guide them as they create a data display of their group's rating of each of the correlates.

#### **STEP V—GROUP REACHES CONSENSUS ON THE STAFF OPINIONNAIRE (10 minutes)**

Each participant will complete the Staff Opinionnaire that is attached to the back of the graphic organizer. As a group based on the discussion in STEP IV, complete the Staff Opinionnaire, reaching consensus on how to rate the items. Average the scores for each correlate, giving it a total rating.

#### **STEP VI—GROUP DETERMINES PRIORITIES FOR SCHOOL IMPROVEMENT (10 minutes)**

Make a short list of prioritized recommendations to the principal of Kenmore Middle School regarding where he might focus his efforts to improve the presence of the correlates in this school. Base such recommendations on the group's rating of the correlates on the Staff Opinionnaire.

#### **STEP VII—STAFF INTRODUCES REALITY CHECK© (10 minutes)**

Return to the large Programmatic Group. Programmatic Leaders will introduce the group to the availability of an on-line tool that could be used in their school to assess the relative strength or weakness of the presence of the correlates based on the perceptions of various stakeholder groups.

#### **4:25 PLC REPORTERS WILL BRING DATA TO BRIGHT.**

**4:30-5:00**

#### **STEP VIII----CLOSING ACTIVITY ALL PARTICIPANTS IN BRIGHT**

- PLC's will return to Bright for a closing activity demonstrating how the PLC ratings of correlates compare to one another. In addition, participants will be encouraged to explore how problem base learning activities such as this have direct application to both staff and students in their own school using 21<sup>st</sup> Century Learning.
- The reporter will post the data from their group on the charts lined up at the front of Bright for each correlate.

After the display data has been completed, a pre-designed reporter will be asked to speak for one minute on one correlate **PER PROGRAMMATIC GROUP** (at the front of the room). The reporter should tell how their group rated the correlate and why. The reporter may also wish to comment on any recommendations the group felt might be helpful to the principal at KMS in increasing the effectiveness of the school through that correlate. The process will be repeated for each correlate.

A brief discussion of the aggregated results of the survey will follow. Aggregated PLC results will be projected in electronic form on the screen. Jerry Valentine will offer closing comments on the use of this type of problem-based learning activity to problem solve and work toward continuous improvement with all learners in a school setting. Graphics (Data on Display, Line Chart, and Bar Graph) will be used to demonstrate individual ratings. Individual ratings and consensus will be used to demonstrate individual ratings. Individual ratings and consensus will be determined through these graphics

**CLARIFICATION:** The artifacts included here are intended to give the investigators a snapshot of the school. Use the artifacts to make judgments about the relative strengths or weaknesses of each correlate. The artifacts in this activity reflect only the status of correlates in the school near or at the end of the first quarter of the 2005-2006 school year.

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## KENMORE MIDDLE SCHOOL PROFILE

The official enrollment of Kenmore Middle School for the 2005-06 school year was 658. Kenmore is located in Polk (17,226—according to the 2000 census.) Polk is the county seat of Buck County which enrolls 4211 students in four preK-4 elementary schools, two middle schools, and two high schools.

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The racial makeup of Buck County was 94.1% White, 4.3% African American, 0.1% Asian. Hispanic or Latino of any race were 1.5% of the population.

There were 8,058 households in Buck County out of which 19.8% had children under the age of 18 living with them, 51.4% were married couples living together, 12.6% had a female householder with no husband present, and 34.3% were non-families. 15.9% had someone living alone who was 65 years of age or older. The average household size was 2.25 and the average family size was 2.79.

The median income for a household in the county was \$28,212, and the median income for a family was \$40,466. Males had a median income of \$37,129 versus \$19,745 for females. The per capita income for the county was \$18,853. About 16.0% of families and 22.3% of the population were below the poverty line, including 18.0% of those under age 18 and 7.9% of those age 65 or over.

The attendance area for Kenmore Middle School has a higher than average rate of poverty. Nearly half the school's students qualify for free or reduced meals.

There are 50 professional and service personnel at the school. There are 33 teachers, one principal, one assistant principal, one guidance counselor, and one media specialist at the school. Teachers average 21.5 years experience. Almost 70% of the teachers hold at least a Masters Degree.

<b>Correlate</b>	<b>First Generation Definition</b>	<b>Second Generation Definition</b>
<b>1. Safe and Orderly Environment</b>	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.	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.
<b>2. Climate of High Expectations for Success</b>	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.	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 <u>organization</u> 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.
<b>3. Instructional Leadership</b>	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.	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.

<p><b>4. Clear and Focused Mission</b></p>	<p>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.</p>	<p>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.</p> <p>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 <b>Learning for All</b>. In the second generation the advocated mission will be <b>Learning for All</b>. 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 <b>Learning for All</b> opens the door to the continued learning of the educators as well as the students.</p>
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**5. 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 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 will have to 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 be able 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

		challenge indeed!
<p><b>6. Frequent Monitoring of Student Progress</b></p>	<p>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.</p>	<p>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.</p> <p><b>The Second Generation:</b>  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."</p> <p>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.</p>

<p><b>7. Home-School Relations</b></p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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!</p>
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# KENMORE MIDDLE SCHOOL

## Staff Directory

Ms. Wilda Adkins, Fifth Grade  
Mr. Mark Allis, Seventh Grade Social Studies  
Mr. Morris Blackwell, Seventh Grade Math  
Ms. Kendra Brickey, LD, BD  
Mr. John Camp, Sixth Grade  
Ms. Mykala Chapman, LD/BD  
Mr. John Cox, Related Arts  
Ms. Lynda Cox, Media Specialist  
Ms. Adele Davis, Assistant Principal  
Ms. Tamara Doss, Eighth Grade Language Arts/World Language  
Ms. Beulah Ebert, MI  
Ms. Donetta Gilliam, Secretary  
Ms. Sheri Goode, Sixth Grade  
Mr. Ellis Hamm, Vocal Music  
Mr. Eric Hudnall, Eighth Grade Social Studies  
Ms. Shirley Hudnall, Cafeteria  
Ms. Kimberly Holmes, Fifth Grade  
Mr. Raymond Hughes, Custodian  
Mr. Joseph Isner, Seventh Grade Language Arts  
Ms. Barbara Ingraham, MI  
Ms. Beverly Jacobs, Cafeteria  
Ms. Cora Jones, Eighth Grade Language Arts  
Ms. Karen Keller, Guidance Counselor  
Mr. James Lantz, Principal  
Ms. Jill Linch, Head Cook  
Ms. Mildred Little, Sixth Grade  
Mr. Robert Mayne, Custodian  
Ms. Kathi McKee, Secretary  
Mr. David Miller, Fifth Grade  
Ms. Eilene Minser, Health/PE  
Ms. Alexa Mumme, LD/BD  
Mr. Samuel Peoples, Sixth Grade  
Ms. Myra Rogers, World Languages  
Ms. Tammie Sargent, Fifth Grade  
Ms. Marilyn Schauck, Eighth Grade Science  
Ms. Ellen Scott, Seventh Grade Science  
Ms. Ruth Shively, Seventh/Eighth Grade Reading  
Mr. Roy Sigman, Eighth Grade Math  
Ms. Esther Taylor, Art  
Ms. Rose Marie Thompson, MI  
Ms. Mary Toler, Cafeteria  
Ms. Janice Wickline, Related Arts  
Mr. Gary Wilson, Health/PE  
Ms. Marvella Woods, Sixth Grade  
Mr. Artie Yoder, Instrumental Music

**STAFF OPINIONAIRE**  
**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 dispersed 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)**

**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.