



**Seven Correlates**

The Effective School Model: Critical  
Components of Sustainable School  
Reform


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**Ron Edmonds**

We can whenever and wherever we  
choose, successfully teach all children  
whose schooling is of interest to us.  
We already know more than we need  
to do that. Whether or not we do it  
must finally depend on how we feel  
about the fact we haven't so far.


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**Basic Beliefs**

- ✗ All children can learn & come to school  
motivated to do so
- ✗ Schools control enough of the variables to  
assure that virtually all students do learn
- ✗ School should be held accountable for  
measured student achievement


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### Basic Beliefs

- ✘ Schools should disaggregate measured student achievement to be certain that students, regardless of gender, race, ethnicity, or socioeconomic status, are successfully learning the intended school curriculum
- ✘ The internal & external stakeholders are the most qualified & capable people to plan & implement the changes necessary to fulfill the “learning for all” mission.




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### Instructional Leadership

In the effective school the principal:

- ✘ Acts as an instructional leader
- ✘ Communicates the mission of the school to all
- ✘ Understands & applies the characteristics of instructional effectiveness in the management of the instructional program




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### Instructional Leadership

- ✘ Schools, like other complex organizations, suffer from drift with respect to the core mission
- ✘ Leaders must make sure that everyone has a shared sense of purpose & a shared understanding of the mission

**Leaders must prevent drift!**




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### Ron Edmonds

There may be schools out there that have strong instructional leaders, but are not yet effective; however, we have never yet found an effective school that did not have a strong instructional leader as the principal.



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### Discussion/Action Plan

✂ What do you see as your greatest strength as an instructional leader?

✂ Identify an area in which you would like to grow as an instructional leader.



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### Clear & 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.



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Clear & Focused Mission

What does this school care most about?

**Many varied answers denote a lack of a shared sense of mission**



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Discussion/Action Plan

✂ Do you think there is shared common vision in your school?

✂ If so what did you do to nurture that common vision?

✂ If not, what can you do?



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Safe & 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.



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### Safe & Orderly Environment

- ✘ Teachers must accept that they are on duty, all the time, everywhere, during school hours
- ✘ Rules must be enforced with absolute consistency across all teachers and administrators in the school.



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### Discussion/Action Plan

- ✘ What are some of the staff and student behaviors you would expect to see in a safe and orderly environment?
- ✘ How can you nurture and support such behaviors?



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### Climate of High Expectations

In an effective school, there is a climate of high expectations in which the staff believes & 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.



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### Climate of High Expectations

- ✕ High Standards: externalities we ask students to meet
- ✕ Expectations: the internal belief systems of the adults in the schools—teachers believe that kids can and will meet those higher standards.



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### Lawrence W. Lezotte

The finest gift we can give our children is our heartfelt belief that they can succeed.



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### Discussion/Action Plan

- ✕ How would you rate your school in regard to high expectations for themselves and students?
- ✕ What are some observable and measurable indicators of schools having high expectations?



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### 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.



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### Frequent Monitoring of Student Progress

### Monitor More than Standardized Tests!



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### Discussion/Action Plan

- ✕ Identify different kinds of data you can monitor in relation to student behaviors and performance?
- ✕ How often should this data be monitored?
- ✕ Who should monitor and who should this information be shared with?



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### 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 achieve its mission.



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### Discussion/Action Plan

- ✕ Where are parents now involved in your school? Why?
- ✕ Where do you think you can begin to include them in other areas—more pertinent to instruction and these 7 Correlates?



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### Opportunity to Learn & Student Time on Task

In the effective school, teachers allocate a significant amount of time to instruction in the essential curricular areas. For a high percentage of this time, students are actively engaged in whole-class or large group, teacher-directed, planned learning activities.



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### Discussion/Action Plan

- ✕ What are the challenges in allocating the appropriate amount of time to instruction?
- ✕ How can you ensure that staff is maximizing the use of the time allocated?
- ✕ How can you monitor the effective use of time?



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### Effective School

An effective school is a school that can, in measured student achievement terms and reflective of its “learning for all” mission, demonstrate high overall levels of achievement and no gaps in the distribution of that achievement across major subsets of the student population.



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