

Elements of Effective Schools

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- Researchers have identified several elements common to effective schools (Good & Brophy, 1994, Linny & Seidman, 1989, Wohlstetter & Smyer, 1994)
 - Leadership Behaviors
 - Academic Emphasis
 - Teacher and Staff factors
 - Student Involvement
 - Community Support
 - Social Capital

McWhirter, McWhirter, McWhirter,
McWhirter (1998)

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- Leadership behaviors:
 - schools deemed effective tend to have autonomous management at the school site. That is, the school staff is able to make many decisions about programs and program implementation without the need to seek the school board's approval.
 - Effective schools also place an emphasis on strong instructional leadership

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- Academic emphasis:
 - Effective schools provide a curriculum that emphasizes academics.
 - They recognize academic achievement on a schoolwide basis
 - They frequently monitor students' performance

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- Teacher and staff factors:
 - Effective schools are characterized by collegial relationships among the staff, encouragement of collaborative planning, and low turnover among the faculty.
 - Further, staff development is provided on a schoolwide basis.

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- Student Involvement:
 - Students at effective schools tend to have a sense of community, a feeling of belongingness.
 - They also are likely to have clear goals.
 - Student discipline at effective schools is fair, clear, and consistent and is not oppressive or punitive

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- Community support:
 - The communities in which effective schools are located have high expectations of the schools and their students.
 - Further, district support and supportive parental involvement are evident.

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- Social Capital:
 - Coleman and Hoffer (1987) contend that one of the major reasons some schools perform significantly better than others is that they are so rich in social capital.
- Social capital is the network of relationships that surround an individual child and are important for his or her development (web of microcosms)