

# List of effective schooling conditions developed

The task force confronted the question of classroom conditions and school conditions and practices necessary for instruction to take place and for students to learn. In developing the list, the specific items were separated into primary and indirect conditions. Primary conditions are those which have a direct impact upon the day-to-day learning of students. Indirect, or supportive, conditions are those which affect learning in a broad sense, but over which the school system has either limited control or no control.

## Primary conditions

1. There is a warm, acceptant climate in the school and the classroom in which students are valued and respected.
2. Students are regarded as being able to achieve and to learn, and they receive positive encouragement to do so. Each student is challenged and expected to develop to the fullest of his or her capacity.
3. Feedback to students is prompt as a means of reinforcing desired behaviors and as a means of minimizing student errors. The student is rewarded for good behavior, serious classroom effort, and achievement.
4. Skills learned in one subject are applied in other subject areas. Spelling, for example, is incorporated into other work; mathematics is used in science.
5. Formal parent-teacher conferences are scheduled, and sufficient time is provided for the conferences.
6. There is a minimum of student waiting time between the completion of one task and the beginning of the next.
7. Understanding and respect for various cultures are demonstrated by students and educators.
8. Instruction contains a strong emphasis on applying knowledge to real life problems.
9. The content of instruction is well defined and balanced on a grade by grade or year by year basis.
10. Instruction is based upon information in the student record system, which contains complete records identifying portions of the curriculum which each student has mastered.
11. There is a positive system of staff evaluation in which it is assumed that teachers are proficient when employed and that even the best teacher can improve. Emphasis is upon continuous professional growth and improvement of instruction.
12. Staff inservice training is directly related to assisting teachers and other staff in providing for effective schooling.
13. The school staff makes a determined effort to communicate effectively with parents or guardians and utilizes parent and community resources in the instructional program.
14. Strengths and weaknesses of the school are determined and reported to the community.
15. Facilities and staff are provided which support the curriculum and school programs.
16. Instruction is well managed and school resources are effectively and efficiently administered.

17. Discipline is maintained and students are expected to assume responsibility for their own behavior. Disruptive student behavior is approached from the perspective of changing the behavior so that the student can stay in the school if possible.

18. District policies are supportive of effective schooling.

## Indirect conditions

1. Citizens regard schooling as being important and effective.
2. Appropriate research and assessment instruments are available for evaluating the effectiveness of schooling.
3. There are teacher training programs which provide talented and effective teachers.
4. Adequate funding is provided to meet both general operating and capital needs.
5. State Board of Education policies and regulations, as well as Department of Education practices, are supportive of effective schooling.
6. Students are reasonably healthy and have adequate nutrition.
7. Students see themselves as being loved and accepted by parents or guardians, peers and significant others apart from school.
8. The parents or guardians of students encourage daily study and daily attendance.
9. Teachers and other staff are afforded the needed amenities, including housing, that enable them to provide effective instruction.