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An Examination of Ronald Edmonds' Effective Schools Theory Applied to Various Grades in Two Demographically Different Oklahoma City Elementary Schools

Faluv Tunley

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**AN EXAMINATION OF RONALD EDMONDS' EFFECTIVE SCHOOLS
THEORY APPLIED TO VARIOUS GRADES IN TWO DEMOGRAPHICALLY
DIFFERENT OKLAHOMA CITY ELEMENTARY SCHOOLS**

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**Submitted in partial fulfillment of the requirements of the E. P. McCabe
Honors Program
May 1997**

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From This Room

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INTRODUCTION

Scenario One- The bell rings for students to begin heading for class.

One student in particular walks down the hall and all around him students are using foul language. Further down the hall two more students argue and begin to fight. Another day, another mess. He walks into the restroom and finds some of his counterparts selling drugs. He walks into a stall, but there is no toilet paper. Graffiti covers the walls. The toilet is still dirty from yesterday because the custodian has stopped cleaning up “after a bunch of wild kids.” He tries to wash his hands, but there is no hand washing soap or towels to clean his hands. He leaves the bathroom and heads to his classroom where there are thirty other students talking and throwing paper balls. The bell rings. The students ignore the bell. The teacher sits at the front of the class behind her desk. The classroom walls are blank: the window shades are drawn and as the teacher sits glued to her chair, her monotonous and unmelodious voice begins to drone on.

Scenario Two- The bell rings for students to begin heading to class.

One student in particular walks down the hall. All around him students are laughing and preparing to head to homeroom. He walks

into the restroom and runs into Mr. Johnson, the custodian, who is refilling the hand soap dispenser. He sees one of his counterparts washing his hands, telling his friends about playing kickball during recess. He walks into the stall and smells a sweet clean fragrance coming from the toilet and freshly mopped floor. He washes his hands and dries them. He leaves the bathroom and heads to Mrs. Buchanan's classroom where twenty other students are hanging up their jackets and backpacks on the coat rack in the back of the room. Then he sits at his newly cleaned desk. Mrs. Buchanan does not sit behind her desk. In fact, her desk is in the back corner of the classroom. She has a podium and stool in front of the class. The walls of the classroom are covered with the alphabet, posters, the current week's lesson, pictures the students made for last week's assignment, and colorful, interactive bulletin boards. The window blinds in her classroom are open so the sun can shine in the classroom. Her voice is pleasant; she seems genuinely happy to be there.

Scenario Two seems the most likely place parents may want for their sons or daughters. It seems a more ideal place for a teacher to want

to teach and a principal to want to administrate. Today, we find this scenario is not always the case. In many of today's urban schools more likely, Scenario One will be found. Students are crowded into classrooms with teachers and administrators who have given up on the system. What is wrong in Scenario One? Scenario One does not provide an atmosphere or an opportunity for learning. It kills the spirit of teaching and the communication of knowledge and it definitely does not fall under the category of effective schools research criteria.

Effective schools research has been a key to the improvement of education for many urban school children, especially in large cities such as New York City and Chicago, Illinois. This research has revealed many different ideologies on helping a child learn, helping teachers teach, and giving administrators the tools to handle their schools more efficiently. Effective schools research also addresses parents and their involvement in the school system. One researcher who constantly pushed Effective Schools research is Dr. Ronald R. Edmonds. Edmonds, along with many other researchers helped to restructure the urban area schools in New York City and Michigan School systems. As a result, many school systems across the United

States have adopted a number of the ideas and methods that Edmonds and his counterparts have set into motion. This paper will attempt to examine two Oklahoma City elementary schools and apply the criteria of Edmonds' Effective School research to school in the northeast and northwest Oklahoma City areas. Through interviews and observations of teachers and administrators and the observation of specific grade levels, it will be determined if Edmonds' Effective School research theory is being used in these two demographically different Oklahoma City elementary schools and if the research is being used, to what extent.

The American society is always spouting about how the children are our future, and maybe with the current legislation coming before Congress, possible opportunities for all children will become a reality. Even the United States government is beginning to take our children's education seriously. Special task forces have been and are still being established for promoting effective schools, teachers, and administrators. Effective schools research is necessary to the vitality of American schools.

BACKGROUND/LITERATURE REVIEW

It is not too much to say that an educational philosophy, which professes to be based on the ideas of freedom may become as dogmatic as ever was the traditional education which is reacted. For any theory and set of practices is dogmatic which is not based upon critical examination for its own underlying principles (Dewey 22).

The above excerpt was taken from John Dewey's Experience and Education. It is Dewey's response to the social upheavals that were occurring during his time about education. The argument was between the old traditional approaches and the new progressive plan. Dewey argues that neither the old nor the new is effective in teaching our children because they both disallow the teaching of experience. Dewey believed that educators should find another solution for educating our youth. This philosophy was published more than sixty years before the Effective Schools philosophy. Despite the difference in years and time frames, some believe Ronald Edmonds has found the solution for today's schools that Dewey was searching for.

Effective Schools research has been the focus of many educators and researchers. Ronald Edmonds' ideas have been presented in many educational conferences and meetings and have been used in many teacher training programs such as Teacher Cadet. Edmonds' research and many accomplishments have made him and his ideas the subject of many educational papers and books. Edmonds himself has published many papers explaining his theories.

The ideas of school effectiveness have been broached by many. Robert K. Wimpelburg, Bonnie Seaburg, Daniel Levine, Allan C. Ornstein, and Edmonds' own partner, Lawrence Lezotte are just a few of the educators who have addressed the subject of school effectiveness. Over time, certain questions persist, "What is an effective school?" and "How do we make our schools effective?"

Another man contributing to the throng of effective school researchers is William Glasser. His book, Control Theory in the Classroom, offers an explanation as to why students are not learning in today's schools. The control theory suggests that all human behavior, simple to complex, is our best attempt to control ourselves

to satisfy our needs: belonging, power, freedom, and fun. How does this apply to students?

A very important of effective schools ideology is based on the motivation to learn. Students who are unmotivated will not even begin to try to absorb the information form the teacher. Glasser's Control Theory provides the reason for Edmonds' Effective Schools theory and why it is necessary.

Teaching is a hard job when students make an effort to learn. When they make no effort, it is an impossible one. This simple fact, well know to all teachers, is the reason so many students are so little in school. Despite their hard work, teachers are confronted daily with increasing numbers of students who make little or no effort to learn (Glasser 1).

Theorists are coming to the realization that society is forgetting about the emotional needs of the students. This lapse in memory is causing the breakdown of our students' moral judgments, and in turn, many of our public school systems. Too many students are slipping through the cracks. There are too many students not learning the basic skills they need to survive in the real world. Not only is society failing to

teach basic skills, but they are failing to teach the morals and values of everyday life. Yet still, who would be responsible for teaching these morals? In the article “ Who Should Be Teaching Values to Children? Stakeholders in Moral Education,” Sharon Vincz Andrews attempts to provide an answer to that question.

Who should teach values to children? Parents without question.

The State too, has a responsibility to maintain free and democratic society in our schools. Teachers will assume more and more responsibility for teaching values as curriculum becomes a forum for research, inquiry, and democratic teaching practices. (Andrews 111).

Put simply. “It takes a village to raise a child.” A big part of that village is the school, the administrators, and the teachers, Teaching children everyday values allows for a more effective learning experience for the children and teaching experience for the educators. Many believe that Ron Edmonds found the answers to the question of making schools effective. In Lawrence Lezotte’s paper, “A Tribute to Ron Edmonds: One Perspective on Effective School Research, Lezotte addresses the importance of Ron Edmonds and his contributions to

education. “Improving the effectiveness of New York City Public Schools” by Ronald Edmonds describes the procedure Edmonds and his staff took in restructuring the New York City Public School System. Edmonds describes his ideas of effectiveness and introduces criteria he believes must be met before any state or district can have an effective school.

We began with the premise that we would nominate a school as being effective, if and only if, it could demonstrate for at least two years its ability to deliver basic school skills to the full range of the pupil population. The school populations we were studying had at least 16 percent poor children and ranged all the way to 99.9 percent poor children (Edmonds 1).

Edmonds speaks of the kind of children he was dealing with. It did not matter how well the middle class children, still a great number of the population's children were lacking from the education they needed. Edmonds research consisted chiefly of observations of schools whose students were doing well. He began to notice things that were prevalent in each school. He asked the question of why one school was promoting top-notch students and some were not. It was

concluded that the explanation derived from only five institutional characteristics. Schools that had these five characteristics all together at the same time consistently represented the population of effective schools. The definition of effectiveness is fixed on how well that school performs for that portion of the population is poor.

The controversial question is: What effect is most powerful in the analysis of achievement? Is the teacher effect most powerful, the familial effect most powerful, the school effect most powerful, or the district effect more powerful? We have concluded, pretty firmly, that the most powerful force at work in the issue of achievement is the school effect (Edmonds 5).

In Edmonds' paper, "An Overview of School Improvement," he discussed the criteria of research as applied to the public schools in the Michigan school systems. Edmonds states that schools cannot control external environments affecting students. Instead the school finds a way to work around the barriers that might hinder a student from learning. He also discussed the characteristics of an effective school. These characteristics form the basis for any and all school

improvement programs. The characteristics of an effective school entail:

- 1. strong leadership by the principal, especially regarding instructional quality**
- 2. a pervasive and broadly understood instructional focus**
- 3. an orderly, safe climate conducive to teaching and learning**
- 4. teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery**
- 5. the use of measures of pupil achievement as the basis for program evaluation.**

The paper continues with Edmond stating that students should not be identical in mastery of the lesson, but should be equalized throughout the social classes.

“this measure of school effectiveness serves two broad purposes. First, it permits the middle class to establish the standard of proportionate mastery against which to judge a school’s effectiveness. Second, it permits schools to be easily characterized

as improving or declining as the proportion of the lowest social class demonstrating mastery rises or falls. There is no reason to recommend school improvements programs for schools that annually demonstrate an increase in the proportion of pupils in their lowest social class obtaining minimum academic mastery”(Overview 5).

Stemming from the success of the Effective Schools Research, three types of school improvement programs began to spring up. The three types of programs include:

- 1. programs organized and administered within schools and school districts**
- 2. programs administered by state education agencies that provide incentives and technical assistance to local schools and school districts**
- 3. programs of research, development, and technical assistance, usually located at a university.**

There are more than a score of urban school districts at various stages in the design and implementation of school improvements programs based on the characteristics of school effectiveness.

One current program in particular is the Blue Ribbon Schools program. Through the United States Department of Education, President Bill Clinton has initiated, "GOALS 2000: Educate America." The Blue Ribbon Schools Program falls under this umbrella. The program identifies and gives national recognition to a diverse group of public and private schools that are unusually effective in meeting local, state, and national goals and in educating all of its students. The program seeks to promote school improvement nationwide. Schools that are chosen must meet the following "Conditions of Effective Schooling":

- 1. Leadership**
- 2. Teaching environment**
- 3. Curriculum and instruction**
- 4. Student environment**
- 5. Parent and community support**
- 6. Organizational vitality**

The school is also looked at for "Indicators of Success":

- 1. Student performance on measure of achievement**
- 2. Daily student and teacher attendance rates**

3. Students' postgraduation pursuits

4. School, staff, and student awards

5. High student retention/graduation rates

These programs for improvement give schools an incentive for taking care of their students. These programs were granted fruition by those leaders like Edmonds, who took the initiative and really and truly believe the children are our future.

Edmonds theory on school effectiveness has laid a strong foundation for other researchers. Although many researchers have a different approach to answering the effective school question, Edmonds' beliefs and paradigm have been the basis and structure of those succeeding him.

METHODOLOGY

This study was performed with the assistance of two Oklahoma City elementary schools. For confidentiality purposes they will be referred to as School One and School Two. Both School One and School Two are located in different sections of Oklahoma City. School One is located in the northwest section of Oklahoma City, which is predominantly suburban. School Two is located in the northeastern

section of Oklahoma City, which is predominantly suburban. School Two is located on the northeastern section of Oklahoma, which is predominantly urban. Both schools cover a different segment of the socio-economic population. Three-day observations were performed in the kindergarten, first, and third grade classrooms, of both schools. Teachers and administrators were questioned relative to their use of Edmonds' Effective Schools research. The tool of measurement is Research Synthesis on Effective School Leadership by James Sweeney. The information was compiled to determine the effectiveness of each school, the teachers and the administrators.

The schools were rated on a scale of:

- 1. To A Great Extent**
- 2. Somewhat, and**
- 3. Not At All**

The criteria that each school was rated on was:

- A. High Expectations**
- B. School-wide Goals, Practices, and Policies**
- C. Assessment**
- D. Accountability and the Panning Process**

E. Positive School /climate

F. Parent and Community Involvement

G. Principal Leadership

H. Teaching Effectiveness

The results were compared to see if the schools demographics and the student's socio-economic background affected the effectiveness of the school based on Edmonds' Effective Schools Research theory. The results will be converted to percentages and recorded on charts and explained in narrative form.

RESULTS

The findings were based on Research Synthesis on Effective School Leadership by James Sweeney. It is a checklist that provides specific criteria that schools must meet to determine effectiveness. The schools were rated on a scale of:

- 1. To a Great Extent**
- 2. Somewhat, and**
- 3. Not at All**

Both schools were graded on each of the following subject areas:

A. High Expectation**B. School-wide Goals, Practices, and Policies****C. Assessment****D. Accountability and the Planning Process****E. Positive School Climate****F. Parent and Community Involvement****G. Principal Leadership****H. Teaching Effectiveness**

Under each subject, specific actions or objectives were assessed.

Points were granted to the school who scored the most under the heading, To a Great Extent. The following is a list of the results under each heading.

A. High Expectations

School One 4 out of 7; 57%

School Two 7 out of 7; 100%

B. School-wide Goals, Practices, and Policies

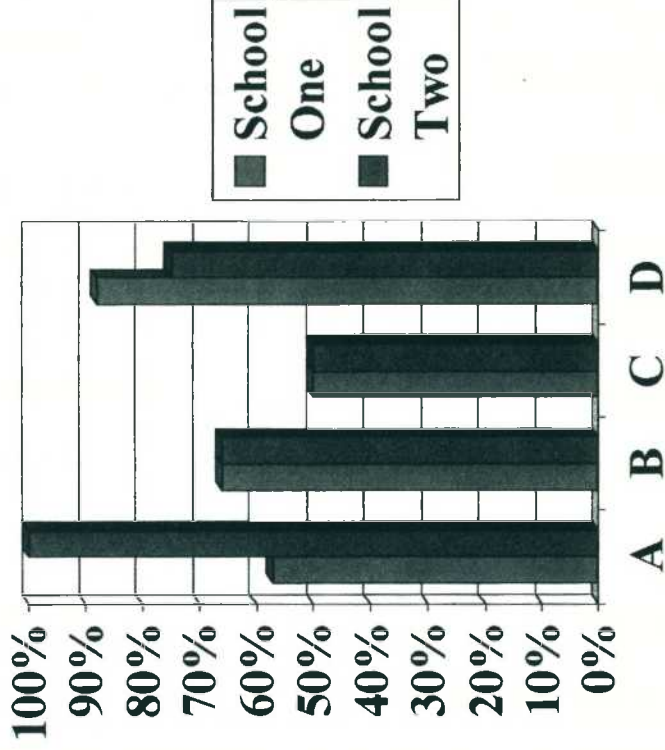
School One 8 out of 12; 66%

School Two 8 out of 12; 66%

C. Assessment

Table 1- Percentages of Effectiveness: Criteria A-D

- A. High Expectations
- B. School-wide Goals, Practices, and Policies
- C. Assessment
- D. Accounting and the Planning Process



School One **4 out of 8; 50%**

School Two **4 out of 8; 50%**

D. Accountability and the Planning Process

School One **7 out of 8; 88%**

School Two **6 out of 8; 75%**

E. Positive School Climate

School One **14 out of 17; 82%**

School Two **17 out of 17; 100%**

F. Parent and Community Involvement

School One **7 out of 8 ; 88%**

School Two **7 out of 8; 88%**

G. Principal Leadership

School One **11 out of 17; 65%**

School Two **15 out of 18; 88%**

H. Teaching Effectiveness

School One **5 out of 7; 71%**

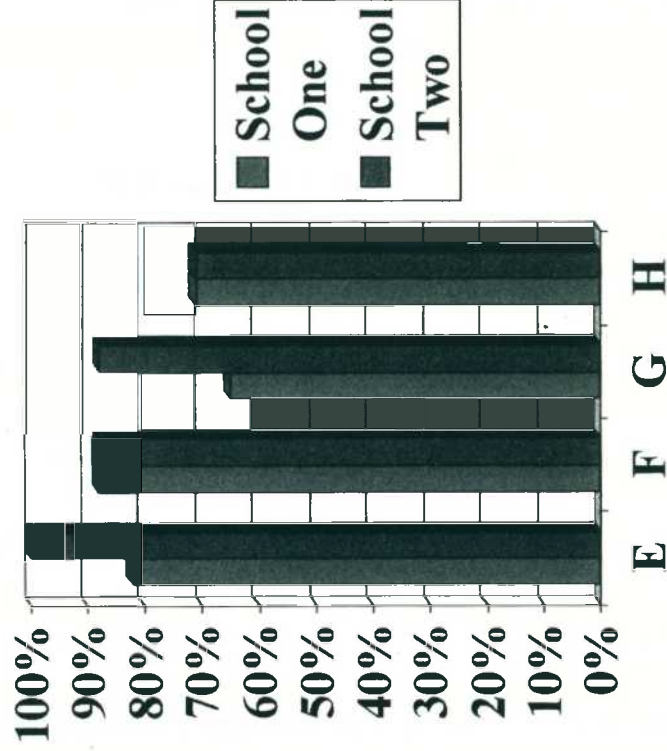
School Two **5 out of 7; 71%**

OVERALL EFFECTIVENESS

School One **60 out of 84; 71%**

Table 2-Percentages of Effectiveness: Criteria E-H

- E. Positive School Climate
- F. Parent and Community Involvement
- G. Principal Leadership
- H. Teaching Effectiveness



School Two 69 out of 84; 82%

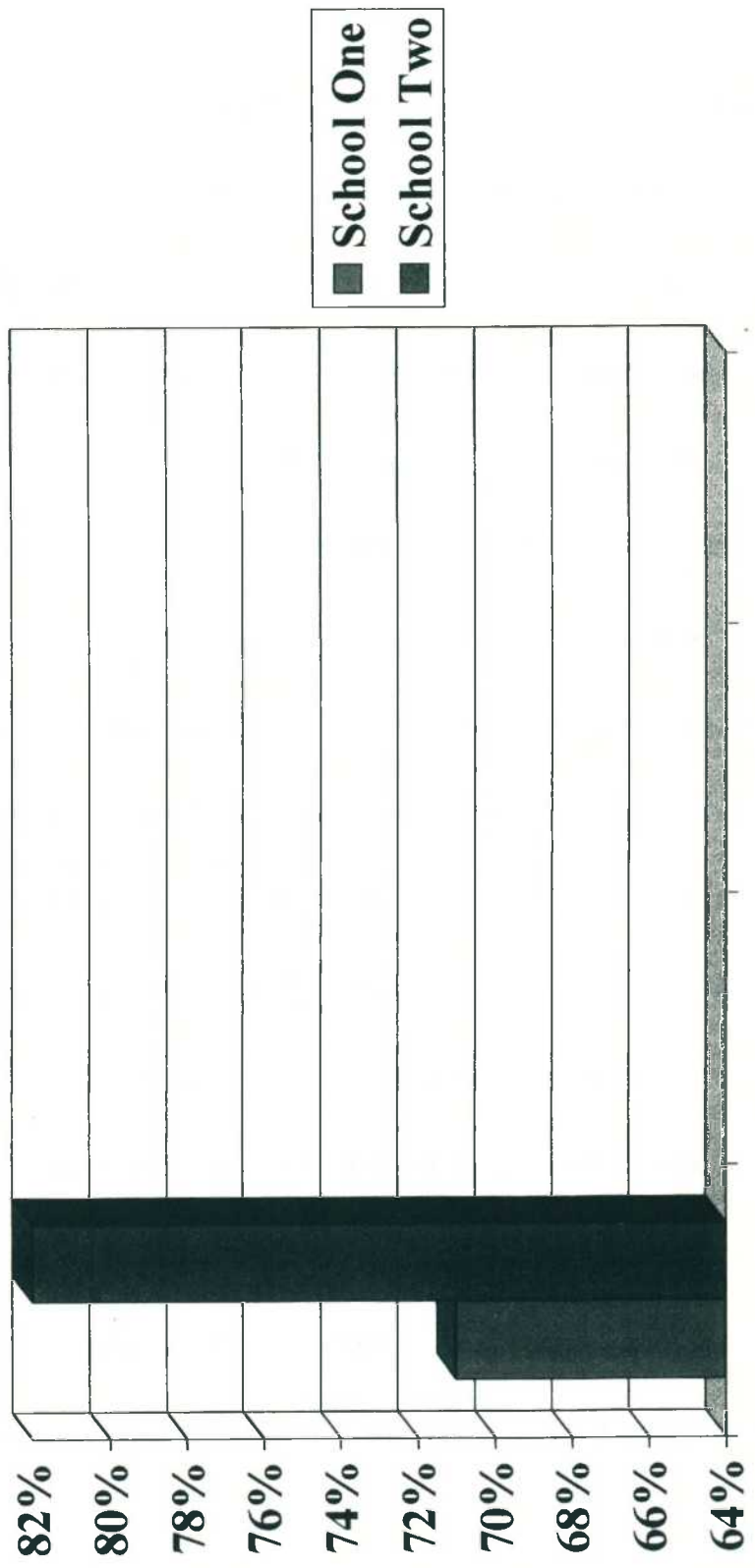
These percentages were computed and placed on 3 bar graphs. Refer to Tables 1-3 for visual aid.

CONCLUSIONS

The findings of this three-day examination of two demographically different schools discovered no significant differences between School One and School Two. Based on Ronald Edmonds' ideas of school effectiveness, School One and School Two can be classified as effective. Even though School One and school Two were demographically different the effectiveness was no affected. Both met the national minimum level of achievement as defined by the scores on the IOWA Standardized Test. The results of /School One and School Two covers a cross-section of Oklahoma City elementary schools. If these two schools meet the criteria of Edmonds' Effective Schools Research theory, other schools in the same areas are likely to also meet the criteria of effective schools.

The criteria for which School One and School Two had meet is as follows:

Table 3- Overall Percentages of Effectiveness



1. Strong leadership by the principal, especially regarding instructional quality--

School One's principal emphasizes achievement. She give high priorities to activities, instruction and promoted success to her students and her faculty. She takes a vital part in deciding on curriculum and works with the faculty on problems with students and parents. She is constantly aware of students' progress and monitors her teachers and students on a regular basis,. She has a connection to her teachers and it seems they are of one accord. The principal of School Two also emphasizes achievement. She is not as visible as the principal in School One. It is quality of time that came across most during observations. Even thought in her absence the school ran efficiently. She provides an orderly atmosphere. She gives high priorities to activities, instruction, and promotes success to her student and faculty. She takes a vital part in deciding curriculum and works with the faculty on problems with students and patents. She is always kept abreast of students' progress and monitors her entire school carefully. She is highly respected by her staff. They are also of one accord.

2. A pervasive and broadly understood instructional focus

School One had its focus and mission adhered to the walls and teachers reinforced the mission routinely during the day. The focus dealt with morals and social values. Students are taught how to behave in a socially accepted manner. For each grade level there are teacher teams; these teams coordinate and plan so that no one School Two had clearly defined mission and focus. It was also reinforced daily to the students. School Two also taught morals, values, and how to behave in a socially acceptable manner. There are no teacher teams, but teachers do work closely together.

3. An orderly, safe climate conducive to teaching and learning

When entering School One, it was quiet with the buzz of learning all around. The students were not disruptive and everyone clamored to learn and achieve.

School Two also had a quiet buzz of learning. There were no disruptions and students were learning.

4. Teacher behaviors that convey the expectation that all students are expected to obtain at least minimum mastery

In School One, there were no negative words used with the students. It was expected that class work was to be completed. Students were expected to know and understand the lesson of the previous day. Students were challenged to study more than the information that the teacher gave them.

In School Two, there was enthusiasm. Expectations were to complete class work. Students were expected to know and comprehend the lesson of the previous day. Students were challenged to study more than the required information.

5. The use of measures of pupil achievement as the basis for program evaluation

School One and School Two use the IOWA Standardized Tests for measurement of achievement by students. Both School One and School Two use IOWA Standardized Test as a basis in deciding on curriculum and planning lessons and activities for the school.

Over the last five to ten years, effective schools research has produced a collection of teacher and administrative characteristics which impact favorably upon students achievement. This research unlike earlier research which identifies how environment, intelligence,

cultural and economic influences for lack of student achievement, Edmonds' Effective Schools Research Criteria is telling researchers that despite any circumstances, there should be no excuse for students not learning. Students' success in the classroom should be based on "the interaction between student and teacher and a school-wide commitment to learning"(Teacher Cadet 145).

REMARKS

A school's effectiveness is necessary for children to learn. A wrong move or word by a principal, teacher, or even a janitor could affect a child's ability to take in needed information. Ronald Edmonds recognized the problems in many schools where students were not achieving the minimum standard. Edmonds observed school where students were achieving and surpassing the minimum standard of achievement. He took what he saw, wrote it into a research theory, and applied his theory to those schools not meeting the standard level of achievement. Immediately there was a vast improvement in the school's attitude, appearance, and outlook. Students began passing

their standardized tests. Teachers and administrators began to learn how to be effective.

It has been stated, repeatedly, that the children are our future. The United States has done a poor job of upholding that statement. Legislation is being brought before Congress to cut funds for creative and music programs for schools. Also, funds are being cut that normally are allocated to schools. These two demographically different schools in Oklahoma City show that, for the most part, Oklahoma schools are taking the business of educating children seriously.

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APPENDIX

Research Synthesis on Effective School Leadership: An Effective Schools Evaluation Checklist

**By
James Sweeney**

APPENDIX

EFFECTIVE SCHOOLS EVALUATION CHECKLIST	TO A GREAT EXTENT	SOMEWHAT	NOT AT ALL
<p>High Expectations</p> <p>1. The school has high expectations of achievement for all students.</p> <p>2. Teachers take responsibility for student learning; they believe instruction determines achievement far more than family background or other factors.</p> <p>3. Teachers take opportunities to praise students for achievement.</p> <p>4. There are current displays of student work throughout the school.</p> <p>5. Teachers emphasize success rather than focusing of student failures.</p> <p>6. The staff systematically shares ideas for recognizing student performance.</p> <p>7. The staff frequently discovers ways to improve achievement.</p> <p>School-wide Goals, Practices & Policies</p> <p>8. Curriculum goals and objectives are developed and supported by the staff.</p> <p>9. Discipline practices are consistent throughout the school.</p> <p>10. Decisions in the school are reached through a staff decision-making process.</p> <p>11. There is a written school policy on discipline, absenteeism, tardiness and other maintenance activities.</p>			

**EFFECTIVE SCHOOLS
EVALUATION CHECKLIST**

**TO A GREAT
EXTENT**

SOMEWHAT

NOT AT ALL

12. Infractions of school policies are handled equitably.

13. Teachers, parents and students are aware of school policies and of the consequences for not adhering to them.

14. There is a written document which clearly defines specific objectives for all content areas at all grade levels.

15. Teachers and parents are given opportunities to provide input into the curriculum development process.

16. Tests relate to written objectives.

17. Curriculum objectives not included in tests are assessed by some other means.

18. Textbooks and other materials reflect the objectives of the school.

19. Teachers use the objectives in planning and carrying out daily instruction.

Assessment

20. Purposes of this school's assessment program include consideration of student performance, program or content area evaluation, and evaluation of progress on school improvement priorities.

21. There is a published testing schedule for all major achievement tests required by the school district or state.

22. Daily criterion-referenced tests are used to assess student performance.

23. Assessment findings are carefully studied to modify or strengthen the instructional program.

**EFFECTIVE SCHOOLS
EVALUATION CHECKLIST**

**TO A GREAT
EXTENT**

SOMEWHAT

NOT AT ALL

24. Achievement is assessed in a variety of ways (written tests, observation, etc.)

25. Affective objectives are assessed in various ways; e.g., attitude scales, self-concept measures, discipline reports.

26. The teaching staff uses evaluation results in daily instructional planning.

27. Student performance information is reported to parents, the school board, and the general public.

Accountability & the Planning Process

28. A plan for assessing the school's needs is written.

29. The school has identified specific priorities on which staff is working.

30. The staff, the principal and parents (when appropriate) have developed strategies for these priorities.

31. The *district* has a written plan for program improvement.

32. The school's written improvement plans are being implemented.

33. Ongoing evaluation occurs to determine if school needs are being met.

34. The staff can describe what it is doing to support the identified priorities.

35. Progress on priorities is reported.

Positive School Climate

36. Students are respected regardless of their achievement level.

**EFFECTIVE SCHOOLS
EVALUATION CHECKLIST**

**TO A GREAT
EXTENT**

SOMEWHAT

NOT AT ALL

- 37. The principal respects teachers.
- 38. The principal and teachers view parents as important collaborators.
- 39. Teachers respect each other.
- 40. While teachers don't always agree, they share openly their concerns.
- 41. Students are excited about learning.
- 42. Teachers feel pride in the school.
- 43. Teachers in the school share ideas, methods and materials with each other.
- 44. Parents, teachers and students mostly have positive feelings towards each other.
- 45. Teachers like working at the school.
- 46. There is a "we" spirit in the school.
- 47. New students and faculty members are made to feel welcome.
- 48. The principal really cares about teachers and students.
- 49. There are opportunities for students to take responsibility in the school.
- 50. Staff and student attendance is high.
- 51. The building and grounds are in good repair; vandalism is minimal.
- 52. Students, staff, and students feel safe.

- Parent & Community Involvement**
- 53. Parents work with students at home in support of the school's program.

**EFFECTIVE SCHOOLS
EVALUTION CHECKLIST**

**TO A GREAT
EXTENT**

SOMEWHAT

NOT AT ALL

54. Parent training programs are offered in the school.

55. Teachers regularly inform parents of their child's educational progress and offer suggestions for improvement.

56. Many teachers use parent volunteers.

57. Parents help make decisions through advisory and accountability committees.

58. Community persons are invited to the school for various activities.

59. Community participation at school events is good.

60. Parents feel welcome in the school.

Principal Leadership

61. The principal takes responsibility for setting clear goals.

62. The principal involves staff in reaching decisions.

63. The principal involves parents.

64. The principal visits classrooms and offers helpful suggestions.

65. The principal models positive attitude.

66. The principal enforces discipline code.

67. The principal rewards excellence.

68. The principal develops staff training and in-service programs.

69. The principal sets academic achievement as a high priority.

**EFFECTIVE SCHOOLS
EVALUATION CHECKLIST**

	TO A GREAT EXTENT	SOMEWHAT	NOT AT ALL
70. The principal monitors how teachers implement the curriculum.			
71. The principal knows the curriculum.			
72. The principal is accessible and responsive to teachers.			
73. The principal keeps classroom interruptions at a minimum.			
74. The principal maintains good communication with staff, parents and students.			
75. The principal shares research with the staff in order to improve instruction.			
76. The principal takes a position on issues and is not perceived as being unfairly influenced by anyone.			
77. The principal evaluates staff and provides consequences where performance standards are not met.			
Teaching Effectiveness			
78. Teachers have specific rules and consequences when rules are not obeyed.			
79. Teachers use the adopted curriculum.			
80. Teachers use diagnostic and assessment measures on a regular basis.			
81. Teachers have specific objectives for individual students.			
82. Teachers model high expectations.			
83. Teachers provide prompt feedback.			
84. Teachers work to increase student "time on task."			