CHAPTER 2
SCHOOLS: SOCIAL INSTITUTIONS

Learning Objectives

By the end of this chapter, students will

1. Define and describe an effective school
2. Identify the qualities of effective schools
3. Describe the qualities of ineffective schools and those conditions that lead to unhealthy environments
4. Define and describe a developmentally appropriate school
5. Identify the qualities of developmentally appropriate educational programs
6. Identify healthy relationships with colleagues in a healthy school system, understanding the role of the school counselor relative to other professional and support personnel in the school
7. Understand the rationale for leadership by the school counselor to address closing the achievement gap, promoting student success, and preventing dropout behaviors
8. Understand the terms "participatory leadership" and "distributed leadership" and how this relates to healthy relationships within schools
9. Understand the need to monitor achievement, equity, and access to resources using outcomes-research findings and best practices from professional literature.

Chapter Activities, Exercises and Assignments

1. What Makes Effective Schools?
    a. Discuss effective schools. What makes effective schools and how do we know schools are effective?
    b. Gain permission to take an observation field trip to several elementary, middle, and high schools, and spend several hours there in order to gain a wide range of sensorimotor reactions. While there, reflect on the characteristics of effective schools. As you walk through the schools, pay attention to what you are most aware of concerning sights, smells, sounds, and feelings.
    c. Think back to your observational field trip. Integrate the concepts of dehumanizing schools and developmental appropriate schools into the information you gathered from your observations.
    d. Create a model of an effective school. What would it look like inside? What would people be doing? What would students be doing? Describe the culture and climate of your model effective school.

2. The Importance of Leadership and Relationships in Student Success
    a. Identify and discuss characteristics of healthy collegial relationships. What is the school counselor's role relative to other professional and support personnel in the school? What growth and development will you need to take leadership in creating and establishing healthy collegial relationships in schools?
    b. Interview three school counselors about their experience of "relationships" within schools with colleagues and support personnel in their buildings. Prepare a summary of your findings and the themes you noted. Share in small groups, then as a larger class. What did you discover? In what ways did you discoveries influence your thoughts and ideas about entering a building as a new school counselor?
    c. Integrate the concepts of participatory leadership and distributed leadership into your discussion. In what ways is leadership important in the development of effective and healthy collegial relationships with colleagues and support personnel? In what ways is leadership, and effective collegial relationships important in addressing achievement gap, promoting student success, and preventing dropout behaviors?
    d. Develop a leadership plan that a school counselor could use to monitor achievement, equity, and access using outcomes and best practices.

Multiple-Choice Questions

1. Professional in schools are expected to do all of the following *except*:
   a. Provide a safe, exciting, fun, invigorating learning environment.
   b. Communicate with parents/guardians/caregivers regularly
   c. Provide transportation to and from the school
   d. Make policy, financial, and educational decisions.

2. According to UCLA's School Mental Health Project for Mental Health in Schools (1999), society desire each of these outcomes for its youth:
   a. Vocational direction, self-direction, and athletic ability.
   b. Communication skills, academics, and health and safety behaviors.
   c. Character education, academics, and athletic ability.
   d. Communication skills, academics, and romantic relationship education.

3. Effective schools can be characterized by which of the following?
   a. Connections among staff, teachers, students, and caregivers.
   b. Consistently fair decision making.
   c. An encouraging environment.
   d. All of the above.

4. What principle of primary importance emerges in an effective school setting?
   a. A caring environment
   b. An emphasis on holistic development
   c. Overall safety
   d. a and b
   e. a and c

5. Early schools often reflected the society in which they were created. What model were schools initially based on?
   a. Human services
   b. Comprehensive Education
   c. Business
   d. None of the above

6. What were the goals of schools, as described by the Cardinal Principles of Secondary Education in 1918?
   a. Worthy home membership, citizenship, ethical character, vocational preparation, and worthy use of leisure time.
   b. Provide education in fundamental behaviors such as problem solving, friendship building, and decision making.
   c. For students to learn basic knowledge, such as reading, writing, and math
   d. Personal, social, and civic responsibility, honesty and integrity, and the ability to monitor one's own choices.

7. One important characteristic of effective schools is that they:
   a. Are developmentally appropriate.
   b. Dehumanize.
   c. Have the newest facilities.
   d. Have the most vigorous academics.

8. Developmentally appropriate education:
   a. Refers to educational experiences that are tailored to the developmental needs of students in terms of social skills, emotional maturation, and academic strengths and challenges.
   b. Was first used to describe educational strategies for preschool age children.
   c. Provides balance among academic, social, and emotional goals.
   d. All of the above.

9. Research has shown that school environments that are developmentally appropriate demonstrate increased levels of:
   a. work ethic among teachers
   b. better behavior
   c. academic achievement
   d. trust

10. Students need community to feel safe academically, socially, and emotionally. What is the basis of community?
    a. Discipline
    b. Respect
    c. Caring
    d. Sense of belonging

11. The three domains of ASCA's model for school counseling are:
    a. academic, career, and health
    b. health, social/emotional, and academic
    c. academic, social/emotional, and career development
    d. academic, career, and personal safety

12. According to the national average ratio, how many students could you expect to serve as a counselor?
    a. 206
    b. 316
    c. 475
    d. 361

13. What are the three areas in which school counselors should strive to build effective working relationships?
    a. Outside Community, School System, and Student Services Professionals
    b. Student Services Professionals, Parents, and Outside Community
    c. School System, Outside Community, and Principles
    d. Principles, Nurses, and Teachers

14. Why is there a need for greater collaboration among student services professionals, such as school psychologists, school social workers, school counselors, and school nurses?
    a. To help facilitate career exploration.
    b. To enable students to become healthy, resilient, and successful.
    c. To facilitate referrals.
    d. To ensure that other professionals understand the importance of school counselors.

15. The American School Counseling Association (2005) views school counselors as:
    a. leaders
    b. monitors
    c. advocates
    d. all of the above

16. How can school counselors fulfill their role as monitors and advocates for students?
    a. Monitor grades, behavior statistics, and test scores
    b. Collaborate with other school professionals
    c. Alert school professionals and families of student progress.
    d. All of the above.

17. What type of leadership do Torbert and Rook (2005) state is a more advanced, more democratic, and more effective model of leadership that harnesses diversity, builds community, and creates shared responsibility for action?
    a. Participatory leadership
    b. Distributed leadership
    c. Accountability leadership
    d. None of the above

18. What type of leadership is shared among professionals in a school in both formal and informal contexts and roles?
    a. Participatory leadership
    b. Distributed leadership
    c. Accountability leadership
    d. None of the above

19. What type of leadership style assesses programs to determine if their programs yield measureable results and ways in which to improve their services?
    a. Participatory leadership
    b. Distributed leadership
    c. Accountability leadership
    d. None of the above

20. According to Sink (2009), what must school counselors be able to do understand fully the impact of their programs?
    a. Build collaborative relationships throughout the building and district as needed.
    b. Weave literature-based best practices with qualitative and quantitative data
    c. Take responsibility for initiating change.
    d. Purposefully and constantly connect day-to-day action with vision and strategy.

Essay and Short Answer Questions

1. Define and describe an effective school.
2. Identify and discuss the qualities of effective schools.
3. Compare and contrasts effective schools with ineffective schools and the conditions that lead to unhealthy environments.
4. Discuss ways in which comprehensive school counseling programs are an instrumental component of effective schools.
5. Define and describe a developmentally appropriate school.
6. Discuss ways in which comprehensive school counseling programs are an instrumental component of developmentally appropriate schools.
7. Considering the importance of developing relationships with colleagues in healthy school systems, what is the role of the school counselor relative to other professional and support personnel in the school.
8. Present a rationale for the important of school counselor leadership in addressing achievement gaps, promoting student success, and preventing dropout behaviors.
9. Define "participatory leadership" and "distributed leadership." In what ways do these styles of leadership relate to healthy relationships within schools?
10. Present a rationale for the need to monitor achievement, equity, and access to resources using outcomes-research findings and best practices from professional literature.

Chapter 2
Answer Key

1. d
2. b
3. d
4. d
5. c
6. a
7. a
8. d
9. c
10. b
11. c
12. c
13. a
14. b
15. d
16. d
17. a
18. b
19. c
20. b