

CHAPTER 2

SCHOOLS AS SOCIAL INSTITUTIONS

LEARNING OBJECTIVES

By the end of this chapter, students will

1. Be able to define and describe an effective school
2. Be able to identify the qualities of effective schools
3. Be able to describe the qualities of ineffective schools and those conditions that lead to unhealthy environments
4. Be able to define and describe a developmentally appropriate school
5. Be able to identify the qualities of developmentally appropriate educational programs
6. Be able to 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 coordination and leadership by the school counselor to address closing the achievement gap and promoting student success

Activities 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 developmentally 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 your 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 which of the following 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. Which of the following characterizes effective schools?
 - 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. includes 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. School counselors are charged with three large tasks. They 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 school counselor?
- a. 206
 - b. 316
 - c. 475
 - d. 361
13. What are the important 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, School System, Parents, Teachers, and Outside Community

- c. School System, Outside Community, and Principals
 - d. Principals, 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. School counselors are often asked to coordinate which of the following services for students?
- In-School Suspension Plans.
 - 504 plans
 - Individual Educational Plans (IEP's)
 - b. and c.
 - All of the above.
18. A multi-tiered model of instructional intervention that uses data to monitor progress, standardize interventions, and target students who need additional support is referred to as:
- Functional Behavioral Assessment.
 - Individual Educational Plan (IEP).
 - Response to Intervention (RTI).
 - Race to the Top (RTTT).
19. A framework for enhancing a continuum of proactive, preventative, school-wide, evidence-based interventions to achieve academically and behaviorally important outcomes for all students is referred to as:
- Response to Intervention (RTI).
 - Functional Behavioral Assessment.
 - Primary Prevention Support.
 - Positive Behavior Intervention and Supports (PBIS).
20. According to Kerr (2009), crisis planning involves:
- providing support to those in the school and others on the committee during the postcrisis processing of the response.
 - engaging prevention efforts.
 - a planning committee that involves all major stakeholders.
 - rehearsing all levels of crisis response and educating the school community on the plans and contingencies.
 - all of the above.

Essay Questions

- Define and describe an effective school.
- Identify the qualities of effective schools.
- Describe the qualities of ineffective schools and those conditions that lead to unhealthy environments.
- Define and describe a developmentally appropriate school.
- Identify the qualities of developmentally appropriate educational programs.
- 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.
- Provide a rationale for the importance of coordination and leadership by the school counselor to address closing the achievement gap and promoting student success.

Multiple-Choice 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. b
14. b
15. d
16. d
17. d
18. c
19. d
20. d