

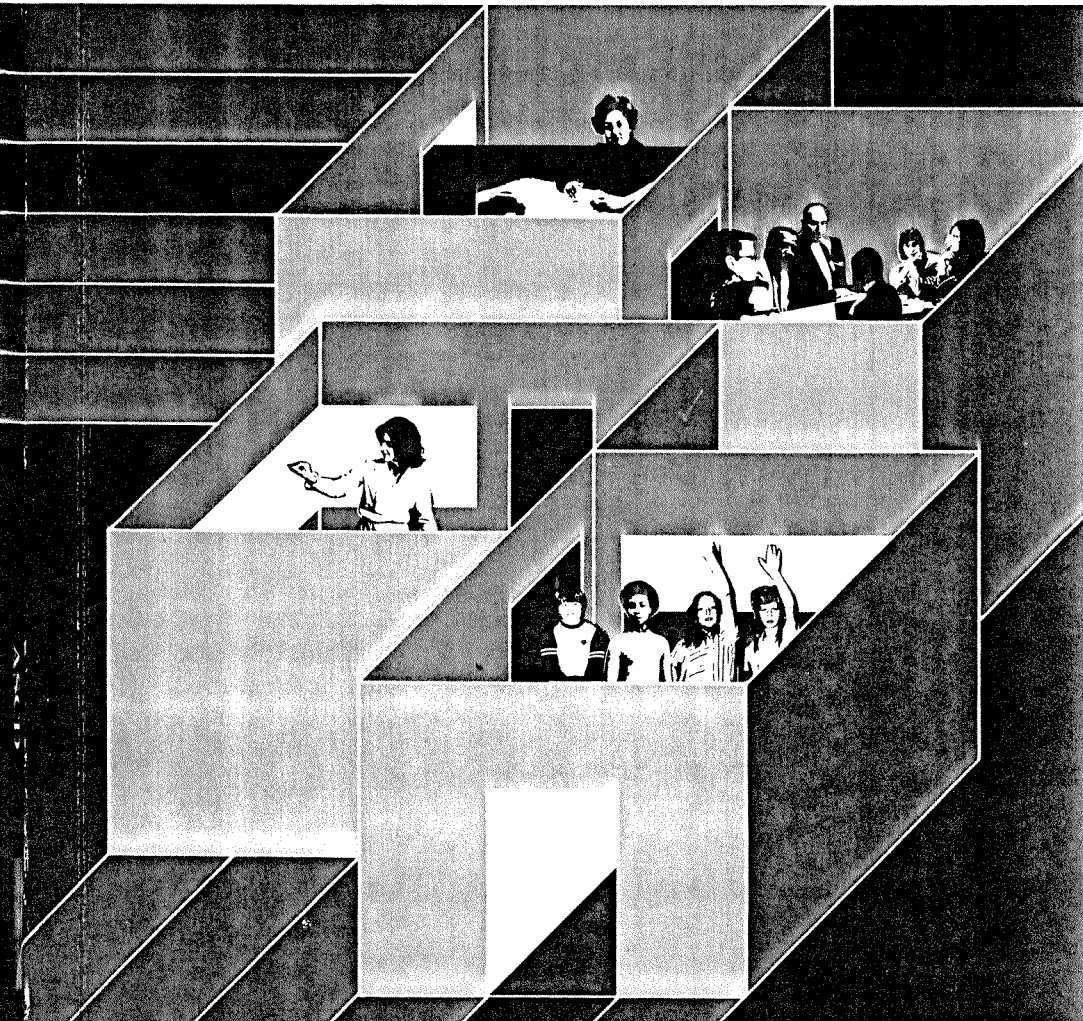
Effective Schools and Classrooms

Effective Schools And Classrooms: A Research-Based Perspective

David A. Squires, William G. Huitt, and John K. Segars



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Foreword

Why is it that so many seemingly effective school practices never become truly effective school practices? Is it because the research is couched in obtuse language? Is it because the research does not filter down to the practitioner? Is it because the practitioner is more concerned with the pragmatics than with the theory?

Effective Schools and Classrooms: A Research-Based Perspective makes an unusually lucid attempt to clarify these questions. The book has an overriding theme of improving student achievement. Its authors—David Squires, William Huitt, and John Segars—combine the research on effective classrooms with the research on effective schools to suggest important ways that teachers and administrators can make a difference in student achievement.

In a clearly written, carefully documented work, Squires, Huitt, and Segars examine those factors that are most closely related to achievement. They describe how a school's organization, personnel, and climate affect achievement. And finally, they indicate how principals, superintendents, and school boards can use this information to improve schools.

LAWRENCE S. FINKEL
President, 1983–84
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For our families, who endured our trials and exalted in our successes, our love.