A STUDY OF BILINGUAL SCHOOL EFFECTIVENESS IN CHAOYANG DISTRICT OF BEIJING, CHINA

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ABSTRACT

The purpose of this study was to determine the effectiveness of a bilingual school, Beijing Zhongde School, in Chaoyang District of Beijing, China in the ten dimensions: academic expectations, academic norms, academic efficacy, safe and orderly environment, quality of instruction, parent/school relationship, leadership, job satisfaction, staff development, and student achievement.

A mixture of quantitative and qualitative methods were used, including four sets of questionnaires, documentary study, a teachers' focus group, an interview with the principal, six classroom observations, and a school observation. The population was 2,362 people including 1 principal, 101 teachers, 1,130 students, and 1,130 parents in the school. The sample was 990 people including 70 teachers, 460 students, and 460 parents in the school. The data was analyzed by mean, standard deviation, and content analysis.

Results showed the school's situation of effectiveness was positive. The students' overall perception was at the highest level with the highest mean of 4.29 (S.D.= 0.371), followed by the teachers with 4.20 (S.D.= 0.369), and the parents with 4.03 (S.D.= 0.389), while the principal's was moderate with 3.64. The students, the teachers, and the parents had high average perception levels on each dimension, while the principal had high levels on 5 dimensions and moderate on 3 dimensions. The documentary study showed high student achievement. The qualitative studies displayed the positive teaching and management process.

This research enriches school effectiveness research findings on bilingual education in China. Based on the findings, it is recommended for the government to increase investment in bilingual education to meet the call of globalization in the changing society. This sample school is recommended as a good model to develop the quality of bilingual schools in China. The multi-dimensional methods are recommended for examining school effectiveness in the future so as to improve the overall program for bilingual education. Governmental financial support for students from the lower class is needed for equity of education. At the school level, it is suggested to encourage parental participation. Further studies might sample more schools in different districts and areas.

KEY WORDS: SCHOOL EFFECTIVENESS/BILINGUAL SCHOOL/BEIJING
                       CHINA

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CHAPTER I
INTRODUCTION

1.1   Background and Rationale

Nowadays, people are living in a society of change. The influence of education is especially huge for it permeates the whole society, economy, polity, and the experience of the individual. (Ranson, 1994)

The significance of education can be reviewed in retrospect to its historical sources of power (e.g., Church and state) to settle on its purposes and forms for that "learning can form a way of living" (Ranson, 1994). Each new generation has its own understanding of its educational purposes and forms. As Goffman (1974) stated, the "keying" of education tells people "the emerging shape of social order and its patterns of control", and thus to educate young people is to shape their horizons and their sense of place. The challenge, as argued Aristotle, is how to make a good and complete life for all ("human flourishing") through which each can contribute to the good of the whole community. The diverse purposes of education involve but are not limited to these aspects: (1) it is to serve the individual needs to foster their inner potential so as to realize their "powers and capacities"; (2) it carries the social function of "re-presenting the values, knowledge, language and culture of a society to each new generation"; (3) it invests in "human capital" and "vocational preparation" for economic growth and classifies young people into "an order of eligibility" for different layers in the "labor market hierarchy"; (4) it enforces responsible citizenship and helps to change the society gradually toward a modernizing, socially mobile and mature democratic one. A society should be concerned with the balance of emphasis on the choices of its educational functions. (Ranson, 1994)

China, as a country with the most population of 1,324.7 million people (2008 UN census) in the world, has the largest scale of education. The United Nations Development Programme reported that in 2003 China had 116,390 kindergartens with 613,000 teachers and 20 million students. And there were 425,846 primary schools

with 5.7 million teachers and 116.8 million students. General secondary education had 79,490 institutions, 4.5 million teachers, and 85.8 million students. For Higher Education, there were 1,552 institutions of higher learning (colleges and universities) and 725,000 professors and 11 million students. It is a big educational and societal challenge for China as it has to develop its educational system into an instrument of the social justice and equity. An effective educational plan and program will help in the rejuvenation of the Chinese nation and establish a harmonious society. As stated by Chinese Premier Wen Jiabao (2009) in his Government Work Report at the opening meeting of the Annual Full Session of the National People's Congress (NPC), education is the basis for a strong nation and the core of the overall national strength. China has given priority to the development of education. Only through a first-class education in which its citizens can be trained and developed, will China develop into a first class nation. In the same report, Wen Jiabao further proposed that the government would formulate the Outline of the National Medium- and Long-Term Program for Education Reform and Development to make comprehensive arrangements for education reform and development in China through 2020. One of the core tasks of education reform and development is to reform the school system, teaching content, teaching methods and evaluation system. It has been also advocated that China should probe into different school administrative systems and schooling models for diverse types of education to meet multiple educational needs. Actually this need is also a result of globalization in the world.

In this era of globalization, people share each other's technology, culture achievements, lifestyles and approaches to governance. In this age, English is the Lingua Franca of the world. According to Bhatia & Ritchie (2006) "of the approximately 570 million people world-wide who speak English, over 41 percent or 235 million are bilingual in English and some other language. The process of globalization now in progress can only increase the extent and character of bi-/multilingualism. … Bilingualism/multilingualism … is currently the rule throughout the world and will become increasingly so in the future." China is also at the threshold of the arena for this exchange on the international scene and English is an important ingredient in its educational and economic advancement.

With the trend of economic globalization and China's entry to the World Trade Organization (WTO), an important turning point of English-Chinese bilingual education was marked by a document issued by the Chinese Ministry of Education in 2001 (Ministry of Education, 2001). English-Chinese bilingual education was stated as one of the 12 recommendations for improving overall quality in universities and colleges. English was for the first time called for as the medium of instruction in non-language classrooms in China. This also contributed to a rise of English-Chinese bilingual education in primary and high schools. (Yu, 2008)

The Ministry of Education stated in the 2001 document that in order to meet "the challenge of economic globalization and technological revolution … within 3 years, at least 5-10% of all the courses on a university curriculum should be taught in English." This aim has been instituted in many universities especially in key universities and this, in turn is an incentive for the same trend in secondary and primary schools, even kindergartens as well (MOE, 2001). Since this kind of education has just recently developed in the schools in China, the issue of how to monitor bilingual school effectiveness so as to improve its educational quality is currently becoming a priority.

The Chinese English-Chinese bilingual education thus plays a crucial role in helping China in its advancement as a nation in the global arena. It is essential for Chinese school children today to acquire communication skills in English which has become a common international language. Having effective English language skills is also a way for the Chinese people to help in the "integral part of the comprehensive strength of the nation" (Yu, 2008). However, the existing model of English education is not satisfactory to train Chinese professionals in communication.

Wang Xudong, the present chairman of the State Electricity Regulatory Commission of China, mentioned that bilingual education is different from teaching English as a foreign language (EFL) or teaching English as a second language (ESL). The present model of Chinese English education is EFL which cannot train students to "think in Chinese and English simultaneously and switch between the two languages freely depending on who the addressees are or what the needs of the working environment are" (Wang, 2002).

Another challenge that China faces in its English language Education program and plan is that the present examination-oriented way of learning and teaching English. The most common way of educating the Chinese in English is an examination based program that is "time-consuming and of low efficiency, imposing the boredom of rote memorization on students" (Yu, 2008). Former vice-premier Li Lanqing (1996) said what Chinese students have learned is "dumb English". Though they have leaned it for a dozen years, they cannot communicate well.

In realizing the challenges faced by Chinese educators dealing with the pressing need to make English and Chinese as the languages of instruction in schools, it is pertinent to evaluate the present effectiveness of bilingual schools in order to ascertain the next steps in improving the overall program for bilingual education in China.

So far there has been no consensus on what is quality schooling and whether or how to measure it. To improve the quality of schools is understood as being done through the "legislative changes" (Sammons, 1994). Actually the question of how to measure educational quality is not new. Mortimore and Stone (1990) mentioned that it is "intimately bound up with more fundamental questions about the nature of education itself". Education as "an essentially instrumental activity designed to bring about the achievement of specifiable and uncontroversial goals" has been contrasted with the view of education practice "as an essentially ethical activity guided by values which are open to continual debate and refinement by practitioners and others". They further posed that "it is possible to discuss the educational quality of different components of the education system" and this ensured the "important goal of accountability of the education service". OECD (1989: 27, quoted in Sammons, 1994) summarized that "the assessment of quality is thus complex and value laden. There is no simple uni-dimensional measure of quality. In the same way as the definition of what constitutes high quality in education is multi-dimensional, so there is no simple prescription of the ingredients necessary to achieve high quality education; many factors interact – students and their backgrounds; staff and their skills; schools and their structure and ethos; curricula; and societal expectations". Sammons concluded that school effectiveness research can help to clarify such "interactions" and thus essential in "analyzing the constituents of quality in education".

Some school effectiveness research findings were described as follows. Edmonds and his associates (1979) believe that "all children can learn". Ribbins and Burridge (1994) said that "the more schools and teachers know about themselves, particularly in terms of the outcomes they are generating across the whole spectrum of academic, social and moral achievement and for all groupings of pupils, the more they are likely to want to improve and to succeed in doing so". School effectiveness emphasizes pupils and their "academic and social outcomes from education" (Reynolds, 1994).

Although school effectiveness research has been studied for the past four decades when it comes to the "internationalization" or "globalization" of this field with abundant findings, most of the research has been conducted within a few countries such as the USA, the UK, the Netherlands, Australia, and Canada. "Several areas of the world", e.g., China, Russia, most of South America, Africa, and the Middle East, lack a school effectiveness research database though they are of "strategic importance geographically and politically". (Teddlie & Liu, 2008)

On the other hand, though few studies have been done in China, some positive environmental conditions are apparent: (1) Chinese scholars have noticed the school effectiveness research literature. Several Western articles have been translated into Chinese over the past 10-15 years (e.g., Zhang, 1997); (2) a few Chinese scholars have studied school effectiveness research (e.g., Liu, 2006); (3) the First International Conference on School Effectiveness and School Improvement in China was held in 2005 in China with an "enthusiastic response"; (4) many studies on Chinese education, such as "attributions of students' high achievement, the student learning process, education quality in China, the effects of curriculum reform, reflections on China's school effectiveness and so forth", provide background information for further studies in China. All these mentioned above call for studies in school effectiveness research in China. (Teddlie & Liu, 2008)

As a former foreign language school principal, the researcher intended to probe into different school administrative systems and schooling models for English-Chinese bilingual education and multiple educational needs and was especially interested in exploring the present bilingual school effectiveness in China and hoped to find a good model to monitor school effectiveness in general. After considering a

number of options, one school in Beijing was then selected as the sample school in this study for the reasons as follows:

(1) Beijing, as the capital and the most economical, internationalized and technological city in China, not only has rooted the earliest bilingual education since 1862 in the country (Li, 1987), but also is leading the trend of bilingual education development in China (China Bilingual Education Network, 2010). Thus Beijing was chosen as the target city to investigate.

(2) Chaoyang District is the largest and the second most populous district (2008 census) in Beijing. It is also divided as one of the four key areas for the extension of the capital's urban economic, scientific and technological functions (Beijing Municipal Bureau of Statistics, 2010). In addition, it is known as home to majority of foreign embassies and has a good mix of multiculturalization and internationalization with a good environment for nurturing foreign languages (Chaoyang District Beiing, http://en.wikipedia.org/wiki/Chaoyang_District,_Beijing). Thus Chaoyang district was thus selected as a typical academically leading district in Beijing in which to conduct this study.

(3) In Chaoyang District, twelve schools were both authorized for international students studying in Beijing by Beijing Municipal Commission of Education (2010) and qualified with the evaluation by Beijing Municipal Commission of Education in 2008. And among the twelve schools, five provided bilingual education by using both Chinese and English as instruction languages for core courses such as literacy, math, and science, etc. And then among the five schools, Beijing Zhongde School and Beijing Bacui Bilingual School were the two bilingual schools in this district which offer multi-levels of education including basic education (i.e., primary and senior high school education). Specifically, the former offered kindergarten, primary and junior high school education while the latter offered primary, junior and senior high school education. The other three schools only offered one level of schooling for either primary or senior high education (Beijing Municipal Commission of Education, 2010). Furthermore, considering Beijing Bacui Bilingual School was a joint public and foundation school and the principal of that school was changed every several years according to the designation of Beijing Municipal Commission of Education, and thus the situation of school management was not as

stable as that in Beijing Zhongde School which was a private school and the principal had been working there since the school was established in 2003, Beijing Zhongde School was then chosen as the target school in purpose of learning about the school effectiveness under a comprehensive basic bilingual education (grade 1-9) in Chaoyang District of Beijing, China.

1.2　Research Objective

The purpose of this study was to determine the effectiveness of a bilingual school, Beijing Zhongde School, in Chaoyang District of Beijing, China.

1.3　Research Question

What was the situation of school effectiveness in Beijing Zhongde School?

1.4　Scope of the Study

This research was taken in a bilingual school, Beijing Zhongde School, in Chaoyang District of Beijing, China which using both Chinese and English as instruction languages and integratedly covering a comprehensive basic level of grade 1-9 education. Beijing Zhongde School was privately established in 2003 and it had an enrollment of 1,130 students in 2009-2010 Academic Year.

This study examined the ten dimensions of school effectiveness as follows:

      (1)   *Academic expectations*,

      (2)   *Academic norms*,

      (3)   *Academic efficacy,*

      (4)   *Safe and orderly environment*,

      (5)   *Quality of instruction*,

      (6)   *Parent/school relationship*,

      (7)   *Leadership*,

      (8)   *Job satisfaction*,

(9)   *Staff development*,

(10) *Student achievement*.

The total population of this research was 1 principal, 101 teachers, 1,130 students, and 1,130 parents from Beijing Zhongde School in Chaoyang District of Beijing, China. All data was collected during March – July in 2010.

1.5   Research Benefits

1.5.1   The research provided information of the effectiveness of a bilingual school in Chaoyang District of Beijing, China and might initially contribute to school effectiveness research findings on this domain in China.

1.5.2   The research was a comprehensive guideline to school administrators and other concerns to know how to create the effectiveness in bilingual schools as well as to add it in the regulations and rules in order to increase the effectiveness of the future implementation. The research could also be used as a base for future study on this domain.

1.6   Conceptual Framework

From the review of literatures, the formation of the conceptual framework of the study on Bilingual School Effectiveness in Chaoyang District of Beijing, China was based on various scholars' concepts, theories, and related researches. It was mainly synthesized from the work of Liu (2006, 2009), Teddlie & Reynolds (2000), Townsend (2007), Edmonds (1979), Rutter et al. (1979), Mortimore et al. (1988), Reynolds et al. (1994), Lezotte et al. (1989), Teddlie & Stringfield (1993), Sammons et al. (1995), Levine & Lezotte (1990), Teddlie & Liu (2008), Pan (2007), Liu & Teddlie (2009), Cheng (1996, 1997a, 1997b, 2002), and Cambell et al. (2004), etc..

The researcher set up the conceptual framework with ten dimensions for school effectiveness as follows:

(1)   *Academic expectations*,

(2)   *Academic norms*,

(3)   *Academic efficacy*,

(4) *Safe and orderly environment*,

(5) *Quality of instruction*,

(6) *Parent/school relationship*,

(7) *Leadership*,

(8) *Job satisfaction*,

(9) *Staff development*,

(10) *Student achievement*.

It was illustrated in the figure 1.1.

Figure 1.1   Conceptual Framework
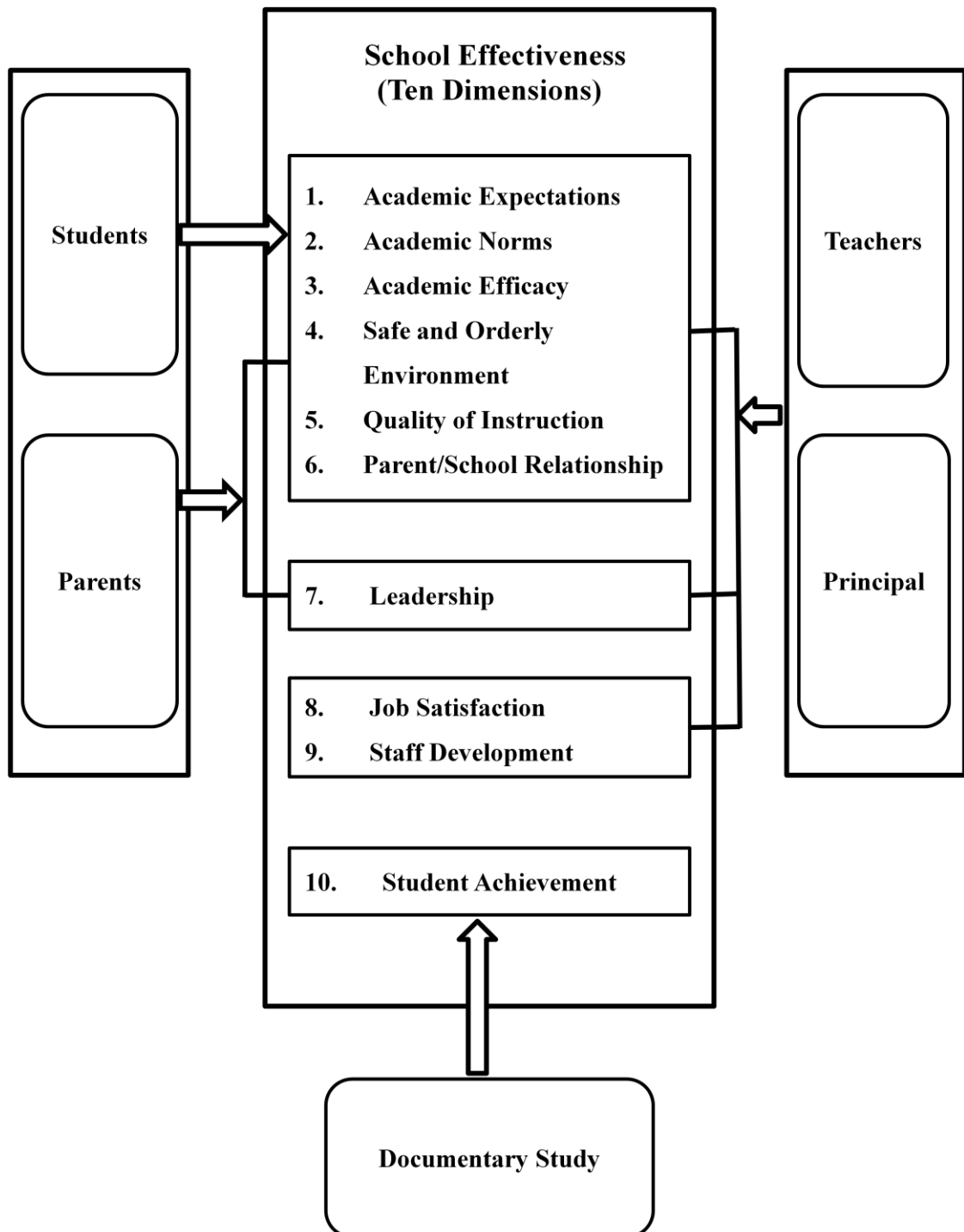
1.7   Definitions of the Study

1.7.1   Bilingualism could be defined as the use of two languages interchangeably by both teachers and students in all aspects of the school.

1.7.2   Bilingual Education meant teaching subjects, such as language arts, math and natural science, with adopted English teaching materials and in the use of both Chinese and English as mediums of instruction, so that the students would master both languages in listening comprehension, speaking, reading, and writing.

1.7.3   Bilingual School referred to Beijing Zhongde School which could enroll both Chinese and foreign students. It had a bilingual education program in its kindergarten and primary grade levels using both Chinese and English as instruction languages.

1.7.4   Effectiveness was defined as doing the right things to raise the level of the knowledge workers' performance, achievement, and satisfaction.

1.7.5   School Effectiveness referred to the extent to which the school could contribute to the technical or economic developments and needs of the individual, the instructions, the local community, the society, and the international community. An effective school was one in which students' later levels of achievement equally in both languages (English and Chinese) progressed further than might be expected from consideration of its students' background and earlier attainment. In this study, ten dimensions were examined to determine school effectiveness as:

(1) *Academic expectations*,

(2) *Academic norms*,

(3) *Academic efficacy*,

(4) *Safe and orderly environment*,

(5) *Quality of instruction*,

(6) *Parent/school relationship*,

(7) *Leadership*,

(8) *Job satisfaction*,

(9) *Staff development*,

(10) *Student achievement*.

1.7.6   *Academic Expectations* referred to what pupils were expected to achieve, both academically and in terms of their behavior, linked to a positive view of the pupils' home backgrounds and communities.

1.7.7   *Academic Norms* were shared vision, goals and regulations focusing on teaching and learning. They reflected the most common academic values of the school and specified those educational actions that were proper and those that were inappropriate.

1.7.8   *Academic Efficacy* focused on to the extent to which the school supported students' learning and monitored and evaluated learning programs by review, develop and implement means.

1.7.9   *Safe and Orderly Environment* was identified as the school had an environment where people felt safe to work and study and the discipline was controlled well and kept in order.

1.7.10   *Quality of Instruction* meant that teachers used a pervasive and broadly understood instructional focus on students' overall learning through various methods (e.g., content, materials, teaching ways, evaluation, etc.).

1.7.11   *Parent/School Relationship* referred to the extent to which the school made parents aware of the school, to understand their children's learning, to give feedback and suggestion for further improvement and to participate in school's policy development.

1.7.12   *Leadership* was confined to the principal's administrative characteristics in influencing the teachers to involve in the process of school improvement and policy making, support, motivate and communicate with teachers to achieve the school goal and academic efficiency. The principal in this school employed transformative leadership.

1.7.13   *Job Satisfaction* meant the personal attitude of staff towards their jobs and other working concerns.

1.7.14   *Staff Development* emphasized on the extent to which the school provided ongoing academic training on teaching skills and knowledge with follow up, evaluation and support for teachers' development.

1.7.15   *Student Achievement* was measured by documentary study to examine the awards that the school had received in the past five years and the scores

that the students had achieved in the standardized examinations in Beijing Zhongde School. Students in grade 6 in Beijing City shall take the Primary School Leaving Examination to graduate once every year and students between 7 and 12 years old could take Cambridge international Young Learners English tests twice every year.

      1.7.16   **Student** referred to a person who was enrolled and studying in Beijing Zhongde School during the study.

      1.7.17   **Teacher** meant a person who was formally employed and instructed the learning process of students in Beijing Zhongde School.

      1.7.18   **Principal** was a person in charge of the school administration and had executive authority for Beijing Zhongde School.

      1.7.19   **Parent** was considered as either a student's mother and father or the person with whom the student lived and took care of the student.

      1.7.20   **Documentary Study** gave a record of the school awards from 2005-2009 and the student score reports to examine the students' achievement in the Primary School Leaving Examination of 2009 by analyzing the proportion of the scores at the pass rate and the excellence rate and in Cambridge English Language Examinations from 2008-2009 by analyzing the pass number based on three levels of difficulty by Starters, Movers and Flyers.

CHAPTER II
LITERATURE REVIEW

The chapter on literature review was presented as follows:

2.1 China's Context

2.2 Definitions and a Review of Bilingual Education

      2.2.1 Definitions of Bilingualism

      2.2.2 Definitions of Bilingual Education

      2.2.3 A Review of Bilingual Education

      2.2.4 Bilingual Education in China

            2.2.4.1 The Early Development of Bilingual Education in China

            2.2.4.2 The Modern Development of Bilingual Education in China

      2.3 Bilingual Schools in Beijing

            2.3.1 Background of Beijing

            2.3.2 Beijing Zhongde School

      2.4 Definitions of School Effectiveness

            2.4.1 Definitions of Effectiveness

            2.4.2 Definitions of School Effectiveness

      2.5 Models of School Effectiveness

      2.6 The Related Research

            2.6.1 School Effectiveness Research in International Literature Reviews

                  2.6.1.1 A Review of School Effectiveness Research in Developed Countries

                  2.6.1.2 A Review of School Effectiveness Research in China

            2.6.2 Teacher Effectiveness within School Effectiveness Research

2.1   China's Context

Located in East Asia, the People's Republic of China has a total area of 9,596,960 square kilometers，ranking the third in land mass behind Russia and Canada in the world. The characteristics of its terrain are plains, deltas, and hills in east, and mountains, high plateaus and deserts in west. The climate is tropical in south to subarctic in north. (Library of Congress, 2006)

China is known as the most populous country with a population of 1,324.7 million people in the world, one-fifth of the world's total population. In 2007, the average GDP was $3.249 trillion and Per capita GDP was $2,458 (exchange rate-based) (2008 UN census). China is administratively divided into 22 provinces (excluding Taiwan), 5 autonomous regions, and 4 municipalities directly under the State Council (Beijing, Chongqing, Shanghai, and Tianjin) and 2 special administrative regions (Hong Kong and Macao). (Library of Congress, 2006)

In China, the education is divided into three categories: basic education, higher education, and adult education. The Compulsory Education Law stipulates that each child has nine years of formal education. (MOE, 2010)

Basic education in China includes up-to-three-year pre-school education, typically six-year primary education, regular three-year junior and three-year academic secondary or two-four years of specialized/vocational/technical secondary education. (MOE, 2010)

Higher education at the undergraduate level includes two-and three-year junior colleges (sometimes also called short-cycle colleges), four-year colleges, and universities offering programs in both academic and vocational subjects. Many colleges and universities also offer graduate programs. (MOE, 2010)

The adult education category overlaps all three of the above categories. Adult primary education includes Workers' Primary Schools, Peasants' Primary Schools, and literacy classes. Adult secondary education includes radio/TV specialized secondary schools, specialized secondary school for cadres, for staff and workers, and for peasants, in-service teacher training schools and correspondence specialized secondary schools. Adult higher education includes radio/TV universities, cadre institutes, workers' colleges, peasant colleges, correspondence colleges, and educational colleges. Most of the above offer both two- and three-year short-cycle curricula; only a few also offer regular undergraduate curricula. (MOE, 2010)

The rate of illiteracy among youths and young adults has been kept down to around 4 percent. The National Higher Education Entrance Examination is an academic examination held annually in the mainland of China. This examination is a prerequisite for entrance into almost all higher education institutions at the undergraduate level. It is usually taken by students in their last year of secondary school, although there has been no age restriction since 2001. The State Education Commission is the chief administrative organ which oversees education in China. The influence of the State Education Commission is directly felt mostly in the institutions of higher education, as the governance and management of primary and secondary schools is left to the local governments. (MOE, 2010)

The United Nations Development Programme reported that in 2003 China had 116,390 kindergartens with 613,000 teachers and 20 million students. And there were 425,846 primary schools with 5.7 million teachers and 116.8 million students. General secondary education had 79,490 institutions, 4.5 million teachers, and 85.8 million students. There also were 3,065 specialized secondary schools with 199,000 teachers and 5 million students. Among these specialized institutions were 6,843 agricultural and vocational schools with 289,000 teachers and 5.2 million students and 1,551 special schools with 30,000 teachers and 365,000 students. For Higher Education, there were 1,552 institutions of higher learning colleges and universities and 725,000 professors and 11 million students. (Education in the People's Republic of China, 2009)

2.1   Definitions and a Review of Bilingual Education

2.1.1   Definitions of Bilingualism

As Edwards (2006) said "everyone is bilingual", the definition of bilingualism is broad and diverse in response to "the question of degree". Some definitions limited bilingualism to "equal mastery" of two languages. For example, Weinreich (1953) defined bilingualism as "the alternate use of two languages". Some definitions mentioned the "variation in competence". For instance, Haugen (1953) posed that bilingualism "began with the ability to produce complete and meaningful utterances in the second language". Generally speaking, a meaningful definition should be considered within a "specific context", and for "specific purposes". "Any line drawn must cross not just one general language dimension, but many more specific threads of ability". (Edwards, 2006: 7-8).

The Columbia Encyclopedia (2008) further explained bilingualism in detail that "fluency in a second language requires skills in listening comprehension, speaking, reading, and writing, although in practice some of those skills are often considerably less developed than others. Few bilinguals are equally proficient in both languages. However, even when one language is dominant, performance in the other language may be superior in certain situations e.g., someone generally stronger in Russian than in English may find it easier to talk about baseball in English".

From Encyclopedia Britannica (2010), bilingualism could also refer to "the use of two languages in teaching, especially to foster learning in students trying to learn a new language".

In this study, bilingualism could be explained as the use of two languages interchangeably by both teachers and students in all aspects of the school.

2.1.2   Definitions of Bilingual Education

A valid used definition of bilingual education was defined by Anderson and Boyer (1970) as "instruction in two languages and the use of those two languages as mediums of instruction for any part of or all of the school curriculum".

Another definition of bilingual education, concerning majority and minority language in school programs, was described as "some or all of the content based subjects are delivered through the medium of a second language, which is not

the mother tongue of the majority of the pupil". According to Ferguson, et al. (1977), bilingual education programs could be classified into three types at their various aims as: (i) transitional programs (to transit from "a minority language to a majority language, which might cause either losing the first minority language and acquiring another or never developing the mother tongue"); (ii) maintenance programs (to "produce pupils who are bilingual and bicultural at the end of their schooling"); and (iii) enrichment programs (to "increase the pupils' competence in a foreign language so that, at the end of their schooling, pupils have a 'working knowledge' of that language.").

As Cazden and Snow (1990) said bilingual education was "a simple label for a complex phenomenon" (p. 9), Education Encyclopedia (2004) explained that it depended upon many variables, including "the native language of the students, the language of instruction, and the linguistic goal of the program, to determine which type of bilingual education is used. Students may be native speakers of the majority language or a minority language. The students' native language may or may not be used to teach content material".

Wang B. (2003) defined bilingual education from Chinese context, which is now widely used in China, as "teaching subject matter such as math, physics, chemistry, geography and so on using English as the medium of instruction".

Yu L. (2008) summarized from Guo, Chen, Ke and Li's (2005) study that there were three types of bilingual teaching models in universities in China now, i.e., the Immersion Model (or the purely-foreign-language type), the Transitional Bilingual Model (or the mixed type), and the Maintenance Model (or the semi-foreign-language type). In the first model, "most of the teaching activities, including assignments and examinations, are conducted through the medium of English to immerse students in the environment of English." In the second model, "English teaching materials are adopted while the language of instruction is a mixture of English and Chinese". In the third model, "the teaching materials are in English but the language of instruction basically is Chinese. The English used in this model is confined to classroom expressions, rules, concepts, definitions or formulae in the text."

In this study, bilingual education could be defined as teaching subjects, such as language arts, math and natural science, with adopted English teaching materials and in the use of both Chinese and English as mediums of instruction, so that

the students would master both languages in listening comprehension, speaking, reading, and writing. In short, the goal was that in addition to mastering the content of their academic subjects, the students would be able to think and communicate fluently in both languages.

2.2.3   A Review of Bilingual Education

Crystal (1997) estimated that two-thirds of the world's population grew up in a bilingual environment. If only considering English involvement, among about 570 million English speaking people, "over 41percent or 235 million people of them are bilingual in English and some other language". (Bhatia & Ritchie, 2006: 1)

This trend is prominent throughout the world at present day. In Canada, immersion (for English-speaking majority to learn French and the French-speaking minority to learn English) and heritage-language (for indigenous and immigrant peoples to be proficient in English) programs are the main stream in bilingual education. In many South American countries, such as Peru and Ecuador, bilingual programs help indigenous peoples in learning Spanish. In Israel, bilingual programs not only help both the Arabic- and Hebrew-speakers but also teach Hebrew to immigrants from over the world. Throughout Europe, bilingual programs are developed for both immigrant children and bilingualism for majority language speakers. In Ireland, bilingual education is implemented to restore the native language. In the United States, bilingual education emerged since the first colonists arrived. The earliest German-speaking Americans' school was established in 1694. And by the mid-1800s, schools were expanded over the country using German, Dutch, Czech, Spanish, Norwegian, French, and other languages. However, it was not until in the last three decades in the 20th century, with the population becoming more and more diverse and immigration levels reaching the highest point in the history, that bilingual education started becoming prominent throughout the USA. The Bilingual Education Act was "reauthorized" in 1974, 1978, 1984, 1988, 1994, and 2001 and since then, bilingual education has been turned into a "state-administered formula-grant program" in the United States. (Education Encyclopedia, 2004)

Education Encyclopedia (2004) then defined the characteristics of good bilingual programs as follows:

(1) High expectations for students and clear programmatic goals.

(2) A curriculum that is comparable to the material covered in the English-only classroom.

(3) Instruction through the native language for subject matter.

(4) An English-language development component.

(5) Multicultural instruction that recognizes and incorporates students' home cultures.

(6) Administrative and instructional staff and community support for the program.

(7) Appropriately trained personnel.

(8) Adequate resources and linguistically, culturally, and developmentally appropriate materials.

(9) Frequent and appropriate monitoring of student performance.

(10) Parental and family involvement.

2.2.4   Bilingual Education in China

2.2.4.1   The Early Development of Bilingual Education in China

English education rooted in China as early as the mid-nineteenth century and the first bilingual type of school is *Jingshi Tongwen Guan* (Imperial Tung Wen College) which was established in Beijing in 1862 and "marked the inception of Chinese-foreign language bilingual education" (Li, 1987). *Jingshi* Imperial University as the first modern university in China was founded in 1898, which was later renamed Beijing University in 1912. *Jingshi Tongwen Guan* was then incorporated into *Jingshi* Imperial University in 1902 as the Translation College which adopted a 5-year curriculum focused on foreign languages and literature (Fu, 1986). Later on, some other major universities such as *Beiyang* University (now Tianjin University) and Nankai University emerged and laid a foundation of Chinese-foreign language bilingual education in modern higher education in China. Other foreigner-run missionary schools at that time also contributed to early Chinese-English education such as The Yali Middle School (set up by Yale Foreign Missionary Society in 1910), and St. John's University in Shanghai (the most influential university between the 1920s and the 1940s). However, Yu L. (2008) pointed out that bilingual education in

its early years in China was "not approached as a subject" and "there was no research or academic discussions on the nature or underlying philosophy" nor "was there any policy or guidelines for bilingual education".

2.2.4.2   The Modern Development of Bilingual Education in China

The expansion of English-Chinese bilingual education was not vigorously developed until after 1978 when the Chinese government conducted the economic reform and opening-up policy. English then was taught as a foreign language in China as a required course in the Chinese educational system for a long period. With the trend of economic globalization and China's entry to the World Trade Organization (WTO) in 2001, an important turning point of English-Chinese bilingual education was marked by a document issued by the Chinese Ministry of Education in 2001 (Ministry of Education, 2001) and English-Chinese bilingual education was stated as one of the 12 recommendations for improving overall quality in universities and colleges. English was for the first time called as the medium of instruction in non-language classrooms in China. This also contributed to a rise of English-Chinese bilingual education in primary and high schools. (Yu, 2008)

The Ministry of Education described in the 2001 document that in order to meet "the challenge of economic globalization and technological revolution, within 3 years, at least 5-10% of all the courses on a university curriculum should be taught in English." This aim has been verified in many universities especially in key universities. For example, Tsinghua University and Beijing University were the two leading universities in this trend. In 2005, 54 courses out of 1440 were taught in English in Tsinghua University and 500 core courses would use original textbooks from abroad as teaching references in next few years. In Beijing University 20% of specialized courses used original textbooks. (Beijing Morning Post, 2005)

Bilingual education in primary and high schools has also developed fast. For example, 260 primary and high schools started bilingual education in Shanghai in 2003 involving 2,100 teachers or 5% of the total and 45,000 students (Huang, 2004). In addition, according to the 10th 5-year Plan (2001-2006) for China's Educational Development, a key topic on Bilingual Education Research and Experiment in Basic

Education, involving more than 50 schools from kindergarten to high schools and normal schools over 20 cities in the country, was studied and summarized as a demonstration for other schools in China (China Bilingual Education Network, 2010).

2.3   Bilingual Schools in Beijing

2.3.1   Background of Beijing

Beijing, located in northern China as the capital as well as political, economic, educational and cultural center of the nation, is the second largest city after Shanghai in the country and administrated by the central government directly (Beijing, http://en.wikipedia.org/wiki/Beijing). It had population of 15.38 million, among which permanent population of 11.08 million. According to the statistics in 2005, there were 1,358 kindergartens, 1,403 primary schools, 404 junior secondary schools and 335 senior secondary schools with a total of 1.42 million students including 5,979 foreign students (with a distribution of 1,192 in kindergartens, 2190 in primary schools, 1,096 in junior secondary schools and 1,499 in senior secondary schools) and 136,049 full-time teachers (Beijing Statistical Year Book 2006). Thus Beijing, as one of the largest cities in China with a prosperous economy and a high level of internationalization and use of technology, was selected as the sample place in this study.

Beijing Municipality comprises 18 administrative sub-divisions governed directly by the municipality. Among these, 16 are districts and 2 are counties. The urban and suburban areas of the city are divided into eight districts:

-Dongcheng District

-Xicheng District

-Chongwen District

-Xuanwu District

-Chaoyang District

-Haidian District

-Fengtai District

-Shijingshan District

The following six districts encompass the more distant suburbs and satellite towns, constituting part of the metropolitan area:

-Mentougou District

-Fangshan District

-Tongzhou

-Shunyi District

-Changping District

-Daxing District

-Huairou District

-Pinggu District

The other two districts and the two counties located further out govern semirural and rural areas:

-Miyun County

-Yanqing County

(Beijing, http://en.wikipedia.org/wiki/Beijing)

Figure 2.1   Beijing 18 Administrative Districts

Resource: http://wikitravel.org/upload/shared//e/ef/BeijingDistricts.png
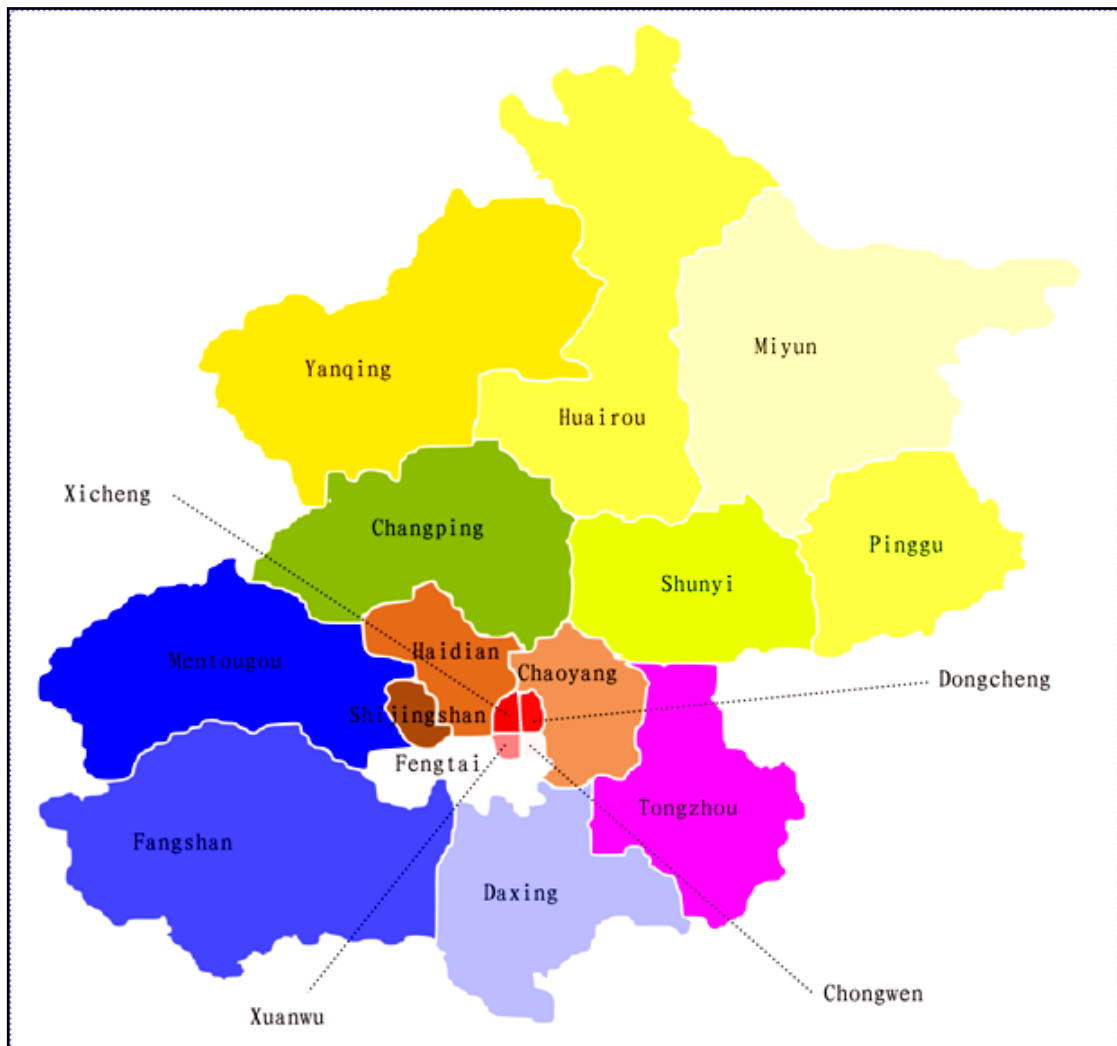
In 2005, Beijing municipal part committee and government divided the 18 administrative divisions into 4 functional areas, i.e., the Core Areas of Districts the Capital's Urban Functions, Extended Areas for Urban Functions, New Areas for Urban Development, and Developing Areas for Ecological Preservation.

(1) The Core Areas of Districts the Capital's Urban Functions include 4 districts, i.e., Dongcheng, Xicheng, Chongwen and Xuanwu, showing the characteristics of the ancient capital. These districts epitomize Beijing's role as a center of political, cultural and international associations.

(2) Extended Areas for Urban Functions include 4 districts, i.e., Chaoyang, Haidian, Fengtai and Shijingshan. These are key areas for the extension of the

capital's urban functions, especially economic services. These are also important bases for the promotion of scientific and technological research and development.

(3) New Areas for Urban Development include 5 districts, i.e., Tongzhou, Daxing, Shunyi, Changping and Fangshan. These areas strongly support modern manufacturing industries and modern agriculture.

(4) Developing Areas for Ecological Preservation include 3 districts, i.e., Mentougou, Pinggu and Huairou, and 2 counties of Miyun and Yanqing. These areas are vital protective barriers and secure watersheds needed for Beijing's sustainable and environmental development. (Beijing Municipal Bureau of Statistics (BMBS), 2010)

Thus Extended Areas for Urban Functions are considered as the sample areas in this study as the most economical and technological representative areas in Beijing.

Chaoyang District within Extended Areas occupied 475 square kilometers and had a population of 3,083 thousand (2008 Census), making it as the largest district and the second most populous district in Beijing. There were 157 kindergartens, 144 primary schools, 78 secondary schools and 64 other basic education schools with a total of 110,161 students (Beijing ChaoYang Bureau of Statistics, 2009). In addition, it is known as home to majority of foreign embassies and has a good mix of multiculturalization and internationalization with a good environment for nurturing foreign languages. (Chaoyang District Beijing, http://en.wikipedia.org/wiki/Chaoyang _District,_Beijing) Thus Chaoyang District was taken as the sample district in Beijing in this study.

There are 98 schools authorized by Beijing Municipal Commission of Education (2010), for international students studying in Beijing. Among these 98 schools, 17 schools were located at Chaoyang District and 12 were qualified with the evaluation by Beijing Municipal Commission of Education in 2008. And among these 12 schools, five offered bilingual education to their students by using both Chinese and English as instruction languages for core courses such as literacy, math, and science, etc.

Table 2-1 Schools for International Students Studying in Chaoyang District of Beijing

No.	School Name	Instruction Languages Used for Core Courses
1	Beijing Beanstalk School	Chinese & English
2	Beijing Bacui Bilingual School	Chinese & English
3	Beijing DongFangDeCai School	Chinese
4	Beijing No.80 High School	Chinese
5	Beijing Qiushi Vocational School	Chinese
6	Beijing Ritan High School	Chinese
7	Beijing Wangjing Experiment School	Chinese
8	Beijing World Youth Academy	Chinese & English
9	Beijing Xin Yuanli Middle School	Chinese
10	Beijing Zhongde School	Chinese & English
11	Fangcaodi Primary School	Chinese & English
12	JKY School of Beijing Academy of Educational Science	Chinese

Source: Beijing Municipal Commission of Education (2010)

Five out of the above twelve schools used both Chinese and English as the main instruction languages and the other seven schools used only Chinese. And the five bilingual schools offered education to different levels of schooling.

Table 2-2 Bilingual Schools in Chaoyang District of Beijing

No.	School Name	Levels of schooling
1	Beijing Beanstalk School	Primary
2	Beijing Bacui Bilingual School	Primary, Junior & Senior High
3	*Beijing World Youth Academy	Senior High
4	Beijing Zhongde School	Kindergarten, Primary & Junior High
5	Fangcaodi Primary School	Primary

*Beijing World Youth Academy offered bilingual education to Junior High students from October, 2009. And it was too recent to study for its effectiveness.

Beijing Zhongde School and Beijing Bacui Bilingual School were the two bilingual schools in this district which offered multi-levels of education including basic education (i.e., primary and senior high school education). Specifically, the former offered kindergarten, primary and junior high school education while the latter offered primary, junior and senior high school education. The other three schools only offered one level of schooling for either primary or senior high education. In summary, while there are many "international schools" only a few of them are located in a multinational environment and offer fully bilingual programs.

Considering Beijing Bacui Bilingual School was a joint public and foundation school and the principal of that school was changed every two years according to the designation of Beijing Municipal Commission of Education, and thus the situation of school management was not as stable as that in Beijing Zhongde School which was a private school and the principal had been working there since the school was established in 2003, Beijing Zhongde School was then chosen as the only target school in purpose of learning about the school effectiveness under a comprehensive basic bilingual education (grade 1-9) in Chaoyang District of Beijing, China.

2.3.2   Beijing Zhongde School

Located in eastern Chaoyang District, Beijing Zhongde School was established in 2003 with an area of 40,000 square meters (construction space is 20,000 square meters), following a unique mode of "a private school with school properties owned by the government, constructed by a company, self-financed and run by experts" perception. It is also the first character school in Chaoyang District. The school motto is "loyalty, integrity, and continuous improvement" and the tenet is "character priority and overall development".

Beijing Zhongde School offers kindergarten, primary, junior high school education programs and has already developed bilingual education in its kindergarten an primary grade phase. Foreign teachers were all native speaking, certified, and experienced teachers who take full responsibility of bilingual English, Math and Science courses. Chinese teachers and staff assist foreign teachers as well and take responsibility for national and basic educational courses. In 2009-2010 academic

school year, it had 101 teachers including 4 foreign teachers and more than 300 children in kindergarten and 1130 students in primary and junior high school levels including more than 80 international students from both special areas such as Hongkong, Taiwan and Macao and other countries such as USA, Canada, Korea, Japan, North Korea, Malaya, Mongolia, Guinea-Bissau, etc.

The school's aim is "to create a socially accepted, modernized, international, and well-rounded private school of high quality".

(Beijing Zhongde School, http://www.zhongdeschool.com, & School Brochure)

2.4   Definitions of School Effectiveness

2.4.1   Definitions of Effectiveness

Effectiveness was defined, as a management term, by Drucker P. (2006) as "doing the right things" or "to set right targets to achieve an overall goal". And it was distinguished from "efficiency' and "efficacy". Efficiency meant "doing things in the most economical way"; and efficacy referred to "get things done or meet targets". (Effectiveness, http://en.wikipedia.org/wiki/Effectiveness) Drucker P. (2006) took effectiveness as an important "habit" and defined five essential disciplines of effectiveness, which "can be learned and must be learned", as "managing time; choosing what to contribute to the organization; knowing where and how to mobilize strength for best effect; setting the right priorities; knitting all of them together with effective decision-making". He pointed out the goal of increasing effectiveness was "to raise the level of the knowledge worker's performance, achievement, and satisfaction."

For this study, effectiveness could be concluded as doing the right things to raise the level of the school staff's performance, students' achievement, and constituencies' satisfaction.

2.4.2   Definitions of School Effectiveness

It was hard to give a common definition of school effectiveness across different countries (Stoll & Fink, 1996: 26). People defined school effectiveness in different ways among competing values (Firestone, 1991: 2). Some researchers

focused on resources (e.g., Yuchtman & Seashore, 1967); some others emphasized outcomes (e.g., Edmonds, 1979; Levine & Lezotte, 1990).

As explained later in this Chapter, an argument of whether schools could deliver effective education to students was disputed among researchers in some countries for a number of years starting in the 1960s. Edmonds (1979:16) then confirmed that schools had effectiveness and described that "an effective school brings the children of the poor to those minimal masteries of basic school skills that now describe minimally successful pupil performance for the children of the middle class". This definition was later broadened by other researchers given the impact of background (Essen & Wedge, 1982). Levine & Lezotte (1990) defined school effectiveness as "the production of a desired result or outcome".

Another definition was given by Cheng (1997b). He mentioned school effectiveness depended on the aims and functions of schools. From previous common research on "education goals, organizational studies and development studies" (Cheng quoted in Bolman & Deal, 1991; Cameron & Whetten, 1981,1983; Cheng, 1993a; Blackledge & Hunt, 1985; Beare & slaughter, 1993; Cheng, 1995), Cheng (1996, 1997a, 1997b, 2002) divided the schools functions into five types as technical/economic functions, human/social functions, political functions, cultural functions, and educational functions. And accordingly, "depending on the extent to which schools can perform these functions at different levels", he classified school effectiveness into five types, i.e., individual, institutional, community, society and international level, as follows:

Technical/Economic School Effectiveness referred to the extent to which the school could contribute to the technical or economic developments and needs of the individual, the institutions, the local community, the society, and the international community.

Human/Social School Effectiveness referred to the extent to which the school could contribute to human developments and social relationships at different levels of the society.

Political School Effectiveness referred to the extent to which the school could contribute to the political developments at different levels of society.

Cultural School Effectiveness referred to the extent to which the school could contribute to the cultural transmission and development at different levels of society.

Education School Effectiveness referred to the extent to which the school could contribute to the development and maintenance of education at the different levels of society. (1997b: 3-6)

Table 2-3 Multiple School Effectiveness at Multiple Levels

	Technical /Economic	Human /Social	Political	Cultural	Educational
Individual (students, staff, etc.)	-Knowledge & skill training -Career training -Job for staff	-Psychological development -Social development -Potential development	-Development of civic altitudes and skills	-Acculturation -Socialization with values, norms, & beliefs	-Learning how to learn & develop -Learning how to teach & help -Professional development
Institutional	-As a life place -As a work place -As a service organization	-As a social entity/system -As a human relationship	-As a place for political socialization -As a political coalition -As a place for political discourse or criticism	-As a center for cultural transmission & reproduction -As a place for cultural revitalization & integration	-As a place for learning & development -As a center for disseminating knowledge -As a center for educational changes & developments
Community	-Serving the economic or instrumental needs of the community	-Serving the social needs of the community	-Serving the political needs of the community	-Serving the cultural needs of the community	-Serving the educational needs of the community

Source: Cheng, APEC 1997 Conceptual/Practical Possibilities

Table 2-3 Multiple School Effectiveness at Multiple Levels (cont.)

	Technical /Economic	Human /Social	Political	Cultural	Educational
International	-International competition -Economic cooperation -International trade -Technology exchange -Earth protection -Sharing information	-Global village -International friendship -Social cooperation -International exchanges -Elimination of national /regional /racial/gender biases	-International coalition -International understanding -Peace/against war -Common interests -Elimination of conflicts	-Appreciation of cultural diversity -Cultural acceptance across countries /regions -Development of global culture	-Development of global education -International education exchanges & cooperation -Education for the whole world
Society	-Provision of quality labor forces -Modification of economic behaviour -Contribution to the manpower structure	-Social integration -Social mobility /Social class perpetuation -Social equality -Selection & allocation of human resources -Social development & change	-Political legitimization -Political structure maintenance & continuity -Democracy promotion -Facilitating political developments & reforms	-Cultural integration & continuity -Cultural reproduction -Production of cultural capital -Cultural revitalization	-Development of the education professions -Development of education structures -Dissemination of knowledge & information -Learning society

Source: Cheng, APEC 1997 Conceptual/Practical Possibilities

Mortimore (1991) shifted the focus from outcomes to progress and summarized that "an effective school is one in which pupils' progress further than might be expected from consideration of its intake" (p.9). Mortimer's definition of school effectiveness contains the "value added" by individual schools and allows for "intake variations" in comparison with schools serving similar intakes. That is, "the

'what might be expected' of later levels of achievement can be made on the basis of detailed information about pupils' background and earlier attainment." (Stoll & Fink, 1996: 27-28) Furthermore, Liu (2006: 8) stated that "although students' academic achievement is not the only important goal of education, 'there are strong arguments for emphasizing academic goals, due to the "high stakes" nature of UK public examinations as determinants of young people's future educational and employment life chances' (Sammons, 1999: 233). The same situation exists in China where the high-stakes examinations (e.g., the college entrance examination) make the whole education system examination-driven." Thus, in accordance with the aim to exam the bilingual school effectiveness in China, the definition of school effectiveness in this research was developed from Cheng's definition on technical and economic school functions and Mortimer's student-achievement centered definition.

It could be concluded that the definition of school effectiveness referred to the extent to which the school could contribute to the technical or economic development and needs of the individual, the institutions, the local community, the society, and the international community. An effective school was one in which students' later levels of achievement equally in both languages (English and Chinese) progressed further than might be expected from consideration of its students' background and earlier attainment.

2.5   Models of School Effectiveness

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Competitive Earmarked Research Grants from the Research Grants Council. Prof. Cheng has published 20 academic books and over 200 book chapters and journal articles in Australia, Hong Kong, Korea, Mainland, Netherlands, Germany, Slovenia, Israel, Taiwan, Thailand, USA, and UK. Prof. Cheng's research has won him a number of international awards and recognition including the Awards for Excellence from the Literati Network in UK in 1994, 1996-98, 2001, 2004-2005 and 2008. In 2008, he was awarded as the Fellow of the Asia-Pacific Educational Research Association in recognition of his excellent contribution to educational research in the Region. (Cheng, 2010)

To monitor school effectiveness, Cheng (1996, 1997a, 1997b, 2002) summarized from previous studies that there were eight various models with a different set of indicators of effectiveness. They were the goal model, resource-input model, process model, satisfaction model, legitimacy model, organizational model, ineffectiveness model, and total management model. Each of them represented a conceptual possibility.

(1) **The Goal Model (Cameron, 1978; Hall, 1987, very often used)** assumed that there were clearly stated and generally accepted goals for measuring school effectiveness, and that a school was effective if it could accomplish its stated goals with given inputs. The indicators were often objectives listed in school plans and program plans, particularly those related to quality of learning and teaching environment, and academic achievements in the public examinations, etc.

(2) **The Resource-Input Model (Etzioni, 1969; Yuchtman & Seashore, 1967; Cameron, 1984)** assumed that more scarce and valued resources input were needed for schools to be more effective. Quality of student intake, facilities, resources, and financial support procured from the central education authority, alumni, parents, sponsoring body or any outside agents were important indicators of effectiveness.

(3) **The Process Model (Sergiovanni, 1984; Caldwell & Spinks, 1992; Cheng, 1994)** assumed that a school was effective if its internal functioning was smooth and "healthy". Leadership, communication, channels, participation, coordination, adaptability, planning, decision-making, social interactions, school climate, teaching methods, classroom management, and learning strategies were often used as indicators of effectiveness. School process in general included management process, teaching process, and learning process.

(4) **The Satisfaction Model (Crosby, 1979; Keeley, 1984; Zammuto, 1982, 1984; Tenner & Detoro, 1992)** assumed that the functioning and survival of a school were under the influence of its strategic constituencies (e.g., principal, teachers, school management board, education authority, parents, students and the public), and school actions were mainly reactive to the demands of the strategic constituencies. The indicators of effectiveness were often the satisfaction of students, teachers, parents, administrators, education authority, school management committee, or alumni, etc.

(5) **The Legitimacy Model (Cameron, 1984; Education & Manpower Branch and Education Department, 1991; Education Commission, 1994)** assumed that schools "strive for legitimacy with the external public in order to enhance their longevity and avoid being selected out of the environment" (Cameron, 1984: 278). The indicators were often related to the activities and achievements of public relations and marketing, accountability, school public image, reputation, or status in the community, etc.

(6) **The Ineffectiveness Model (Cameron, 1984)** assumed that it was easier for the concerned school constituencies to identify and agree on criteria of school ineffectiveness than criteria of school effectiveness. The indicators of ineffectiveness might include existing conflicts, problems, difficulties, defects, weaknesses, and poor performance.

(7) **The Organizational Learning Model (Argyris, 1982; Argyris & Schon, 1978; Levitt & March, 1988; Lundberg, 1989; Hargreaves & Hopkins, 1991; Dempster et al., 1993; Louis, 1994)** assumed that the impact of environmental changes and the existence of internal barriers to school functioning were inevitable and therefore, a school was effective if it could learn how to make improvement and adaptation to its environment. The indicators might include awareness of community needs and changes, internal process monitoring, program evaluation, environmental analysis, and development planning, etc.

(8) **The Total Quality Management Model (Hughes, 1988; George, 1992; Tenner & Detoto, 1992; Bradley, 1993; Murgatroyd & Colin, 1993; Cuttance, 1994; Education Commission, 1994; Fisher, 1994; Greenwood & Gaunt, 1994; Cheng, 1995)** assumed that for long-term success, quality performance, or effectiveness, total management of the internal environment and process to meet the customers' needs was the key. To a great extent, the total quality management model

of school effectiveness was an integration of the above models, particularly the organizational learning model, the satisfaction model, and the process model. The key areas for assessing school effectiveness might include leadership, people management, process management, information and analysis, strategic quality planning, internal constituencies' satisfaction, external constituencies' satisfaction, operational results, students' educational results, and impacts on society.

Table 2-4 Models of School Effectiveness at the Site-level

	Conception of School Effectiveness	Condition for Model Usefulness	Evaluation Indicators
(1) Goal Model	Achievement of stated goals	Goals are clear, consensual, time-bound, & measurable, Resources are sufficient	Objectives listed in the school/program plans, e.g. achievements
(2) Resource-Input Model	Achievement of needed resources & inputs	There is a clear relationship between inputs & outputs; Resources are scarce	Resources procured, e.g. quality of student intake, facilities, financial support, etc.
(3) Process Model	Smooth & "healthy" internal process	There is a clear relationship between process & outcome	Leadership, communication, participation, coordination, social interaction, etc.
(4) Satisfaction Model	Satisfaction of all powerful constituencies	The demands of the constituencies are compatible & cannot be ignored	Satisfaction of Education Authorities, management board, administrators, teachers, parents, students, etc.

Source: Cheng, APEC 1997 Conceptual/Practical Possibilities

Table 2-4 Models of School Effectiveness at the Site-level (Cont.)

	Conception of School Effectiveness	Condition for Model Usefulness	Evaluation Indicators
(5) Legitimacy Model	Successful legitimate or marketing activities for school survival	The survival & demise among schools must be assessed	Public relations, marketing, public image, reputation, status in the community, accountability, etc.
(6) Ineffectiveness Model	Absence of characteristics of ineffectiveness in school	There is no consensual criteria of effectiveness but strategies for school improvement are needed	Existing conflicts, dysfunctions, difficulties, defects, weaknesses, etc.
(7) Organizational Model	Adaption to environmental changes & internal barriers	Schools are new or changing; the environmental changes cannot be ignored	Awareness of external needs & changes, internal process monitoring, program evaluation, development planning
(8) Total Quality Management Model	Total management of internal people & process to meet strategic constituencies' needs	The constituencies' needs are compatible; the technology & resource are available for total management	Leadership, people management, strategic planning, process management, quality results, constituencies' satisfaction, impact on society, etc.

Source: Cheng, APEC 1997 Conceptual/Practical Possibilities

The above mentioned eight models had their own strengths and weaknesses. The tendency to monitor school effectiveness shifted from a simple focus on the technical effectiveness at the individual or instructional level or the goal model to multilevel or multiple models of school effectiveness (Cheng, 1997b, 2002).

In this research, a mixed methodology including multilevel (individual, institutional, community) and multiple models (goal, process, satisfaction, legitimacy and organizational learning) were utilized according to the conclusion of the related research.

2.6   The Related Research

2.6.1   School Effectiveness Research in International Literature Reviews

Only in the last 40 years, research findings of school effectiveness and school improvement began to emerge and have been established (Reynolds, 1990: 9). There were three major strands of school effectiveness research:

(1) research on school effects which stressed on the studies of the school's scientific properties (e.g., magnitude, consistency, and stability) from input-output to present multilevel models;

(2) research on effective schools which focused on the process of effective schooling from case studies of outlier schools to the current mix methods in the study of both classrooms and schools; and

(3) research on school improvement which concentrated on the change process from simple to sophisticated multilevel models (Teddlie & Reynolds, 2000: 3; Liu, 2006; 2009).

In this research, it was focused on the second part of research on effective schools.

2.6.1.1   A Review of School Effectiveness Research in Developed Countries

School effectiveness research could be divided into three stages in its experience. (Liu, 2006, 2009; Teddlie & Reynolds, 2000; Townsend, 2007)

(1) The First Stage (from 1966 to the mid-1980s)

Early research in school effectiveness emerged in the United States (Coleman, 1966; Jencks et al., 1971) and in Britain (Plowden Committee, 1967). The findings showed that schools had very limited effects on academic outcomes and

individual schools had little differential effects on pupils' lives when concerning family background and peer group associations. Then the findings concluded that "schools don't make a difference" (Reynolds, 1990: 10; Tasher & Austin, 1995: 547; Liu, 2006: 13).

Questions were then posed on whether or not effective schools existed or whether good schooling could make a difference in students' achievement or behavior (Rutter & Maughan, 2002: 452). Edmonds (1979), "a key early proponent" (Rutter & Maughan, 2002: 452), studied schools in Detroit and concluded there existed effective schools for the poor. He identified 5 factors of the effective schools as:

(i)   strong educational leadership,

(ii) a climate of academic expectations,

(iii) an orderly, quiet, and conductive atmosphere,

(iv) an emphasis on acquisition of basic skills, and

(v)   frequent monitoring of pupil.

These factors were basis of the classic American "five-factor model" of school effectiveness. (Liu, 2006: 13)

Rutter et al. (1979) made a more-than-4-year study in London and found higher overall achievement levels and fewer general levels of behavior problems could be achieved from good schooling. They identified 9 characteristics of effective schools as:

(i)   the pupil control system, with effective schools using rewards, praise, encouragement and appreciation more than punishments;

(ii) the school environment provided for pupils, with effective schools providing good working conditions for pupils and for their teachers, being responsive to pupil needs and also providing buildings that were well cared for and well decorated;

(iii) the involvement of pupils, with effective schools giving ample opportunities for pupils to take positions of responsibility and to participate in the running of the school and in the educational activities within the classrooms;

(iv) the academic development of pupils, with effective schools making positive use of homework, setting clear and explicit academic goals, and with the teachers in these effective schools having high expectations of, and positive views of, the capabilities of their pupils;

(v)   the behavior of teachers, with effective schools providing good

models of behavior through teachers exhibiting good time-keeping and a clearly apparent willingness to deal with pupils' personal and social problems;

(vi) management in the classroom, with effective schools possessing teachers who prepared lessons in advance, who kept the attention of the whole class, who managed to maintain discipline in an unobtrusive way, who focused upon the rewarding of good behavior and who were able to take swift action to deal with any disruption by pupils;

(vii) the management structure, with effective schools combining firm leadership by the head teacher with a decision-making process in which all teachers felt that their views were represented.

These results also contributed to the later "five-factor model" (Liu, 2006: 14).The limitation of this model was its focus on "achievement in basic skills" (Stool & Fink, 1996: 38).

(2) The Second Stage (from the mid-1980s to the early 1990s)

This stage featured with some "classic studies" (Teddlie & Reynolds, 2000).

Mortimer's study in London (Mortimore et al, 1988) was "the first school effectiveness study in the United Kingdom focusing on classroom process" and involved both "academic and social areas". Mortimore et al. identified the characteristics of effective schools as follows (Liu, 2006: 15; Hargreaves & Hopkins, 1991):

(i) purposeful leadership,

(ii) the involvement of the deputy head,

(iii) the involvement of teachers,

(iv) consistency among teachers,

(v) structured sessions,

(vi) intellectually challenging teaching,

(vii) work-centered environment,

(viii) limited focus within lessons,

(ix) maximum communication between teachers and students,

(x) record-keeping,

(xi) parental involvement, and

(xii) positive climate

Reynolds et al. studied on students' intakes in Wales for over ten years and concluded the features of effective schools as follows (Reynolds, 1994):

(i)   high levels of pupil involvement, as shown by the co-option of a large proportion of pupils into a prefect system, for example, and as shown by the use of pupil monitors in lesson time that helped with the distribution of books and equipment;

(ii)   low levels of certain institutional controls, as shown by a tolerant attitude towards the enforcement of certain key rules covering pupil dress and the like;

(iii) a low concentration upon punishment (particularly physical punishment) and the use of more informal, verbal sanctions;

(iv) high expectations of what pupils could achieve, both academically and in terms of their behavior, linked to a positive view of the pupils' home backgrounds and communities.

Lezotte et al. (1989) popularized the "five-factor" theory of school effectiveness in the United States with the characteristics as follows:

(i)   strong principal leadership and attention to the quality of instruction;

(ii)   a pervasive and broadly understood instructional focus;

(iii) an orderly, safe climate conducive to teaching and learning;

(iv) teacher behaviors that conveyed the expectation that all students were expected to obtain at least a basic mastery of simple skills;

(v)   the use of measures of pupil achievement as the basis for program evaluation.

The Louisiana School Effectiveness Study (Teddlie & Stringfield, 1993) further explored "contextually sensitive" studies of school effectiveness and identified six areas of effective schools as follows:

(i)   promotion of educational expectations. Effective middle-socioeconomic status schools promoted both high present and future educational expectations, while effective low-socioeconomic status schools promoted high present educational expectations;

(ii)   principal leadership style. Principals in effective middle-socioeconomic status schools had good managerial abilities and they emphasized teacher's self-management of teaching. In effective low-socioeconomic status schools, principals monitored classrooms and provided overall instructional leadership;

(iii) the use of external reward structures. Effective middle-socioeconomic status schools downplayed visible external rewards for academic achievement, while effective low-socioeconomic schools emphasized rewarding high-achieving students;

(iv) emphasis in the school curriculum. Effective middle-socioeconomic status schools expanded curricular offerings beyond basic skills, while effective low-socioeconomic status schools primarily focused on basic skills;

(v) parental involvement. Parental involvement was encouraged in effective middle-socioeconomic status schools, while principals and staff in many low-socioeconomic status schools created boundaries to buffer the school from negative influences; and

(vi) experience level of teachers. Principals in effective middle-socioeconomic schools hired more experienced teachers, while effective low-socioeconomic schools had less experienced teachers.

Two reviews in the 1990s gave a comprehensive summary of the key factors of school effectiveness regarding of several hundreds of previous studies. One of them was reviewed by Sammons, Hillman and Mortimore (1995) acting for the British Schools Inspectorate Office for Standards in Education and Institute of Education. Sammons et al. concluded the processes of effective schools included:

(i)   professional leadership,

(ii)   shared vision and goals,

(iii)   a learning environment,

(iv)   concentration on teaching and learning,

(v)   purposeful teaching,

(vi)   high expectations,

(vii)   positive reinforcement,

(viii) home-school partnership, and

(ix)   a learning organization.

The other review was conveyed by Levine and Lezotte (1990) acting for the National Center for Effective Schools. They summarized the processes of effective schools as:

(i)   outstanding leadership,

(ii)   effective instructional arrangements and implementation,

(iii)   focus on student acquisition of central learning skills,

(iv)   productive school climate and culture,

(v)   high operationalized expectations and requirements for students,

(vi)   appropriate monitoring of student progress,

(vii)   practice oriented staff development at the school site, and

(viii) salient parental involvement.

Teddlie and Reynolds (2000) condensed the results of these two reviews into nine areas:

(i)   effective leadership,

(ii)   effective teaching,

(iii)   focusing on learning,

(iv)   a positive school culture,

(v)   high expectations for all,

(vi)   student rights and responsibilities,

(vii)   monitoring progress at all levels,

(viii) staff development, and

(ix)   parental involvement"

Rutter & Maughan (2002: 456) concluded the research in this period "took the field forward in its clear demonstration (through multilevel modeling) of the substantial effects of variations not only between schools, but also within them, at the classroom and departmental levels".

(3) The Third Stage (from the early 1990s to the present day)

In this stage, contextually sensitive studies and more sophisticated methodologies became prominent (Teddlie & Reynolds, 2000). Five types of context variables were addressed (Teddlie & Reynolds., 2000; Liu, 2006; Liu & Teddlie, 2009):

(i)   socioeconomic status of student body,

(ii) community type,

(iii) grade phase of schooling,

(iv) school governance structure, and

(v)   country.

Though studies in this stage were limited, significant contextual influences were found (Teddlie & Reynolds, 2000). For instance, in Teddlie & Stringfield's (1993) study, contextual variables were different in elementary schools due to community type. These contextual variables included (Liu, 2006; Teddlie & Stringfield, 1993):

      (i)   community and district office,

      (ii) leadership,

      (iii) faculty and instructional organization,

      (iv) curriculum, and

      (v) professional development.

Recently an internationalized trend of school effectiveness research has emerged. Evidence was stated by Teddlie and Liu (2008) as follows:

Numerous authors had described different aspects of this movement toward the "globalization" of school effectiveness research (e.g., Mortimore, 1991; Teddlie & Reynolds, 2000).

More than 100 countries had sent delegates and researchers to the annual meeting of the International Congress for School Effectiveness and Improvement (as of the 2008 annual conference) (http:// www.icsei.net).

Since calendar year 2000, the journal School Effectiveness and School Improvement had published articles about school effectiveness research from a wide variety of settings including: Asia (e.g., China, Indonesia, Pakistan, Thailand); Latin America; East and South Africa; Israel, Cyprus, and other countries in that region; Developing countries in general; and a variety of European countries in the process of developing their own school effectiveness research literatures (e.g., Finland, France, Norway, Portugal, Spain, Sweden).

It was apparent that school effectiveness had become "one of the most important educational movements and discourses" and the research results had been used by policy-makers to "enhance the quality of education" (Pan, 2007: 270).

2.6.1.2   A Review of School Effectiveness Research in China

Despite the trend of "globalization" of school effectiveness research, most of the existing research was mainly produced from several countries such as the USA, the UK, the Netherlands, Australia, Canada, Belgium and Cyprus. Some large areas had only limited studies such as China, Russia, most of South America, Africa, and the Middle East (Teddlie & Liu, 2008: 388).

Though school effectiveness research in Hong Kong and Taiwan has been developed for the past 15 years, mainland China has only few empirical studies of school effectiveness (Teddlie & Liu, 2008). The general sources of the studies are induced by Teddlie & Reynolds (2005: 4) as follows:

Literature produced by scholars in Hong Kong, Taiwan, and other East Asian countries, either individually or as part of research teams (e.g., Cheng, Y. C., 1996, 1997; Pang, H., 2007).

Literature produced by Chinese scholars (e.g., graduate students) living outside China but using Chinese data sources (e.g., Liu, 2006).

Empirical research produced by Chinese scholars (e.g., graduate students) living in China (e.g., Feng, 2007).

Literature on school effectiveness research published in Chinese journals (e.g., Cheng, Y. C., 2002).

Literature on school effectiveness research in China and produced through the collaboration of researchers from the region and from other countries outside the region (e.g., the International School Effectiveness Research Project, ISERP, which was a nine-country longitudinal mixed methods study of school and teacher effectiveness conducted in the 1990s by Reyolds, Creemers, Stringfield, Teddlie & Schaffer).

One of the studies was conducted by Pan (2007: 270) in Taiwan. He mentioned mastering subject knowledge was not the only goal of education and schooling had been transformed to help students develop competence. Under the unique traditional "Confucian-heritage" culture, he stated, practices of school improvement, not just based on the results of effectiveness research, should seek for correction of "long-standing educational malfunction". Pan concluded that these follows were all influential contributors to the process and outcomes of school improvement.

(i) principal leadership,

(ii) teacher participation,

(iii) school characteristics,

(iv) teacher characteristics,

(v) school culture, and

(vi) the school support system.

Liu & Teddlie (2009: 335) concluded from the limited studies that have been done that there were some different school effectiveness characteristics in China comparing to those found in international literature reviews (e.g. greater effects of material and human resource input factors; increased importance of cultural contexts").

Regardless of the limitation of few resources, more attention had recently been put into the research on school effectiveness research in China and this creates a good environment to further develop this study. Evidence was stated by Teddlie and Liu (2008) as follows:

Chinese scholars had started to pay attention to the school effectiveness research literature. Several articles on school effectiveness research conducted in Western countries had been translated into Chinese over the past 10-15 years (e.g., Zhang, 1997).

A few Chinese scholars had conducted studies on school effectiveness research, either in China (e.g., Feng, 2007) or in other countries (e.g., Liu, 2006).

The "First International Conference on School Effectiveness and School Improvement in China" was held in Shenyang in 2005 and generated an enthusiastic response.

Quite a few studies on Chinese education, including reports on attributions of students' high achievement, the student learning process, education quality in China, the effects of curriculum reform, reflections on China's school effectiveness and so forth (e.g., Feng, 2007; Liu & Teddlie, 2005a, 2005b), might provide valuable background information for conducting more empirical school effectiveness research in the future in China.

2.6.2   Teacher Effectiveness within School Effectiveness Research
2.6.2.1   A Review of Teacher Effectiveness Research

Teacher effectiveness research emerged from the early 1970s (Liu & Teddlie, 2009) and became popular during the early to mid-1990s due to the

conclusion from the findings that the classroom level influenced more directly on students' performance than the school level (Liu, 2006; Liu & Teddlie, 2009).

Cheng Y. C. and Tsui, K. T. (1999) concluded that if educators believed that teacher effectiveness was necessary component for school effectiveness, it should be discussed in the school effectiveness literature. They thought traditional studies of teacher effectiveness concerned only individual teachers' performance in classrooms and then posed seven models to further explore teacher effectiveness under sophisticated school environment. The seven models were based on the above mentioned models of school effectiveness proposed by Cheng Y. C. (1996, 1997a, 1997b, 2002) as follows:

(1) **The goal and task model** was to assess teacher performance and effectiveness in the school. The model assumed that a teacher was effective if he or she could accomplish the planned goals and assigned tasks in compliance with school goals.

(2) **The resource utilization model** was to face the pressure of diverse expectations from multiple school constituencies and challenges from the changing education environment. Teachers were deemed effective if they could maximize the use of allocated resources in their work processes, procure the needed support to overcome difficulties and accomplish tasks even with diverse and competing goals.

(3) **The working process model** assumed that effective teaching and working processes enabled teachers to perform their teaching and assigned tasks effectively, resulting in valuable and fruitful student learning outcomes or school achievements.

(4) **The school constituencies' satisfaction model** assumed that school constituencies' expectations and needs determined the nature of tasks and goals and shaped the characteristics of the work process for teachers to perform their job. Teachers were effective if the major school constituencies were at least minimally satisfied with their performance.

(5) **The accountability model** focused on teachers' accountability and reputation in assessing teacher performance. This meant that teachers were required to demonstrate competence and responsibility in discharging teaching and school activities and making related professional decisions.

(6) **The absence of problems model** assumed that teachers were basically effective if there was an absence of problems, troubles, defects, weaknesses, and

misbehaviors when they were discharging their duties. Hence, if a teacher could meet the minimal requirements and display no apparent problems and ineffectiveness in daily work and teaching, one could assume that he or she was working smoothly and performing effectively.

(7) **The continuous learning model** assumed that environmental changes were inevitable and, therefore, a teacher was effective if he or she could adapt to and improve his or her environment. (1999: 142-144)

In this researcher's study, the first goal and task model was adopted to assess teacher performance and effectiveness in the school.

From the early 1970s to the mid-1980s, teacher effectiveness research focused on the process of effective teaching (Liu, 2006: 24). A review by Teddlie and Reynolds (2000) summarized that effective teaching process included:

(i)   management of time;

(ii) classroom organization;

(iii) the use of effective teaching practices; and

(iv) adaptation of practice to the particular characteristics of the learners (2006: 146-147).

After the late 1970s, teacher effectiveness research concerned the connection between school climate and student learning (e.g., Edmonds, 1979; Teddlie & Stringfield, 1993). Various methods were used to measure school and classroom climate such as checklists to observe the operation; questionnaires, surveys, and inventories were utilized to obtain teachers' students' and parents' perceptions. (Liu, 2006: 25)

Since the early 1990s, teacher effectiveness research trended to shift from teacher behaviors to deeper structures such as teacher subject knowledge, knowledge of pedagogy, teacher beliefs and teacher self-efficacy. (Liu, 2006: 25-27)

Campbell, et al. (2004) distinguished school effectiveness and teacher effectiveness and stated that the former focused on the impact of school-level factors (e.g., leadership, school climate, and school policies) on students' performance, while the latter referred to the impact of classroom factors (e.g., teaching methods, teacher expectations, classroom organizations, and the use of classroom resources) on students' performance. Then they further defined teacher effectiveness as "the power to realize

socially valued objectives agreed for teachers' work, especially, but not exclusively, the work concerned with enabling students to learn" (p.4).

Liu and Teddlie (2009: 335) concluded the findings of effective teaching characteristics as:

(i)   quantity and pacing of instruction,

(ii)   opportunity to learn,

(iii)   time allocation,

(iv)   classroom management,

(v)   active teaching,

(vi)   whole class versus small group versus individual instruction,

(vii)   proper use of praise,

(viii) pacing/wait-time,

(ix)   questioning skills.

From above, teacher effectiveness in this study could be summarized as to assess teacher's work, especially in enabling students to learn, in compliance with school goals. And it focused on the impact of classroom factors (e.g., teaching methods, teacher expectations, classroom organizations, and the use of classroom resources) on students' performance.

2.6.2.2   The Joint Research of School Effectiveness and Teacher Effectiveness

School effectiveness research and teacher effectiveness research had been developed separately for a long time "with most teacher effectiveness studies having been concerned only with classroom processes and most school effectiveness studies having involved only school-level phenomena" (Liu, 2006: 27). From the mid-1980s, a number of studies on multilevel research revealed the fact that there were differences in the teacher behaviors from effective and ineffective schools (Liu, 2006: 30). Thus the joint influences of the school and teacher levels became important and necessary in school effectiveness research. However, only few studies melded the two fields and demonstrated the joint research of the two levels. It was called for continuing future studies (Teddlie & Reynolds, 2000).

2.6.3   The Joint Research in China

So far, there were only few projects in both school effectiveness research and teacher effectiveness research in China (Teddlie & Liu, 2008). No research on bilingual school effectiveness in China has been done due to the reason that bilingual schools in China have been newly developed in the recent 10 years and most of the successful schools in China just emerged in the big cities such as Beijing and Shanghai in that same time period. Thus there is limited data available.

One of the limited joint researches is the one conducted by Liu, S. (2006) in China. From the finding, it was concluded as follows:

(1) The processes of effective schools in China were similar to those described in the international school effectiveness literature. Meanwhile, Chinese schools also had different processes such as principals' power, faculty involvement in schools' policy making, the role of directors of class, the role of students, the importance of students' test scores in teacher evaluation, the lack of teachers' professional development, the large class size, the school-parent relationship, the importance of facilities and resources, and students' tuition.

(2) The processes of effective teaching in China were similar to those described in the international teacher effectiveness literature; however, Chinese classrooms also had their unique processes, such as non math or Chinese language classes ignored, teachers' strictness with students in both discipline and studies, teachers' effort to maximize classroom instruction time, the uniform teaching behaviors, and wide use of demonstration lessons.

These conclusions confirmed some results of school effectiveness research in international literature review and also supported the conclusion that teachers in the more effective schools exhibited better teaching behaviors than those in less effective schools. (2006: 233-234)

2.7   Synthesis for Setting up the Conceptual Framework

According to the literature review, the dimensions of school effectiveness were synthesized. It was found that there were ten common dimensions as summarized below:

(1)   *Academic expectations*

Edmonds (1979) identified one factor of the five factors of the effective schools as a climate of academic expectations.

Rutter et al. (1979) described one characteristic of effective schools as the teachers had high expectations of the capabilities of their pupils.

Lezotte et al. (1989) had popularized the "five-factor" theory of school effectiveness and identified with a characteristic as teacher behaviors that conveyed the expectation that all students were expected to obtain at least a basic mastery of simple skills.

Teddlie & Stringfield (1993) explored "contextually sensitive" studies of school effectiveness and identified one area of effective schools as promotion of educational expectations.

Levine & Lezotte (1990) acted for the National Center for Effective Schools and summarized the processes of effective schools included high operationalized expectations and requirements for students.

Reynolds et al. (1994) concluded one feature of effective schools as high expectations of what pupils could achieve.

Teddlie & Reynolds (2000) concluded one area of effective schools as high expectations for all.

Education Encyclopedia (2004) defined one of the characteristics of good bilingual program as high expectations for students and clear goals.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on high expectations.

It could be concluded that *academic expectations* was one dimension of school effectiveness and it referred to what pupils were expected to achieve, both academically and in terms of their behavior, linked to a positive view of the pupils' home backgrounds and communities.

(2)   *Academic norms*

Rutter et al. (1979) described one characteristic of effective schools were the use of rewards, praise, encouragement and appreciation more than punishments.

Mortimore et al. (1988) thought effective schools had work-centered environment and positive climate.

Levine & Lezotte (1990) acted for the National Center for Effective Schools and summarized the processes of effective schools included productive school climate and culture.

Reynolds et al. (1994) concluded two features of effective schools as low levels of certain institutional controls, as shown by a tolerant attitude towards the enforcement of certain key rules and a low concentration upon punishment and the use of more informal, verbal sanctions.

Sammons et al. (1995) concluded the processes of effective schools included shared vision and goals, a learning environment, concentration on teaching and learning.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on academic norms.

Pan (2007) mentioned three influential contributors to the process and outcomes of school improvement were school characteristics, teacher characteristics and school culture.

It could be concluded that *academic norms* was one dimension of school effectiveness and it was shared vision, goals and regulations focusing on teaching and learning. It reflected upon the most common academic values of the school and specified those educational actions that were proper and those that were inappropriate.

(3)   *Academic efficacy*

Edmonds (1979) identified one factor of the five factors of the effective schools as frequent monitoring of pupil.

Rutter et al. (1979) described one characteristic of effective schools as the academic development of pupils, with effective schools making positive use of homework, setting clear and explicit academic goals.

Mortimore et al. (1988) thought effective schools had intellectually challenging teaching.

Levine & Lezotte (1990) acted for the National Center for Effective Schools and summarized the processes of effective schools included appropriate monitoring of student progress.

Sammons et al. (1995) concluded the processes of effective schools included purposeful teaching.

Teddlie & Reynolds (2000) concluded one area of effective schools as monitoring progress at all levels.

Education Encyclopedia (2004) defined one of the characteristics of good bilingual program as frequent and appropriate monitoring of student performance.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on school supports and evaluation.

Liu & Teddlie (2009) summarized the findings of effective teaching characteristics as opportunity to learn.

It could be concluded that *academic efficacy* was one dimension of school effectiveness and it focused on the extent to which the school supported students' learning and monitored and evaluated learning programs by review, develop and implement means.

(4) *Safe and orderly environment*

Edmonds (1979) identified one factor of the five factors of the effective schools as an orderly, quiet, and conductive atmosphere.

Rutter et al. (1979) described one characteristic of effective schools as effective schools provided good working conditions for pupils and for their teachers.

Lezotte et al. (1989) had popularized the "five-factor" theory of school effectiveness and identify with a characteristic as an orderly, safe climate conducive to teaching and learning.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on safe and orderly environment.

It could be concluded that *safe and orderly environment* was one dimension of school effectiveness and it was identified as that the school had an environment where people felt safe to work and study and the discipline was controlled well and kept in order.

(5)   *Quality of Instruction*

Edmonds (1979) identified one factor of the five factors of the effective schools as an emphasis on acquisition of basic skills.

Rutter et al. (1979) described three characteristics of effective schools as the involvement of pupils; the behavior of teachers; and management in the classroom.

Mortimore et al. (1988) thought effective schools had structured sessions and limited focus within lessons.

Lezotte et al. (1989) had popularized the "five-factor" theory of school effectiveness and identified with two characteristics as attention to the quality of instruction and a pervasive and broadly understood instructional focus.

Levine & Lezotte (1990) acted for the National Center for Effective Schools and summarized the processes of effective schools included effective instructional arrangements and implementation, and focused on student acquisition of central learning skills.

Teddlie & Stringfield (1993) explored "contextually sensitive" studies of school effectiveness and identified two areas of effective schools as emphasis in the school curriculum and faculty and instructional organization.

Reynolds et al. (1994) concluded one feature of effective schools as high levels of pupil involvement.

Teddlie & Reynolds (2000) concluded two areas of effective schools as effective teaching and focusing on learning.

Cheng (1996, 1997a, 1997b, 2002) poses the working process model as one of teacher effectiveness models and emphasizes effective teaching and task assigns.

Education Encyclopedia (2004) defined three of the characteristics of good bilingual program as adequate resources and linguistically, culturally, and developmentally appropriate materials; instruction through the native language for subject matter; and multicultural instruction that recognized and incorporated students' home cultures.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on quality of instruction.

Liu & Teddlie (2009) summarized the findings of effective teaching characteristics as quantity and pacing of instruction, time allocation, classroom management, active teaching, whole class versus small group versus individual instruction, proper use of praise, pacing/wait-time and questioning skills.

It could be concluded that *quality of instruction* was one dimension of school effectiveness and it meant that teachers used a pervasive and broadly understood instructional focus on students' overall learning through various methods (e.g., content, materials, teaching ways, evaluation, etc.).

(6)   *Parent/school relationship*

Levine & Lezotte (1990) acted for the National Center for Effective Schools and summarized the processes of effective schools included salient parental involvement.

Teddlie & Stringfield (1993) explored "contextually sensitive" studies of school effectiveness and identified one area of effective schools as parental involvement.

Education Encyclopedia (2004) defined two of the characteristics of good bilingual program as parental and family involvement and community support.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on school-parent relationship.

Gorton, Alston & Snowden (2007) stated that recently many parents thought the school board should encourage parents to participate in school's policy development. Such parents desired "more meaningful involvement in the establishment and modification of school policies and in the evaluation of the extent to which the school and its personnel are meeting their responsibilities."

It could be concluded that *parent/school relationship* was one dimension of school effectiveness and it referred to the extent to which the school made parents aware of the school, to understand their children's learning, to give feedback and suggestion for further improvement and to participate in school's policy development.

(7)   *Leadership*

Edmonds (1979) identified one factor of the five factors of the effective schools as strong educational leadership.

Rutter et al. (1979) described one characteristic of effective schools as effective schools combined firm leadership by the head teacher with a decision-making process in which all teachers felt that their views were represented.

Mortimore et al. (1988) thought effective schools had purposeful leadership, the involvement of the deputy head and the involvement of teachers.

Lezotte et al. (1989) had popularized the "five-factor" theory of school effectiveness and identified with a characteristic as strong principal leadership.

Levine & Lezotte (1990) acted for the National Center for Effective Schools and summarized the processes of effective schools included outstanding leadership.

Teddlie & Stringfield (1993) explored "contextually sensitive" studies of school effectiveness and identified one area of effective schools as principal leadership style.

Hoy & Miskel (2001) stated that leadership could be defined as many as the researchers employed in its study and they gave the typical definitions of leadership as: "(1) leadership is power based predominantly on personal characteristics, usually normative in nature (Amitai Etzioni); (2) leadership is the process of influencing the activities of an organized group toward goal setting and goal achievement (Ralph M. Stogdill)."

Education Encyclopedia (2004) defined one of the characteristics of good bilingual program as administrative and instructional staff.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on principals' power and faculty involvement.

Pan (2007) mentioned two influential contributors to the process and outcomes of school improvement were principal leadership and teacher participation.

Gorton, Alston & Snowden (2007) stated that today's effective and "culturally proficient" leader was one who "esteemed culture, knows how to learn about individual and organizational culture, and interacts effectively in a variety of cultural environments." And they further described that such leaders usually employed "transformational leadership" which was defined by Leithwood as "a form of consensual or facilitative power that is manifested through other people instead of over other people". This leadership consisted of three elements: "(1) a collaborative, shared decision-making approach; (2) an emphasis on teacher professionalism and

empowerment; and (3) an understanding of change, including how to encourage change in others."

It could be concluded that *leadership* was one dimension of school effectiveness and it was confined to the principal's administrative characteristics in influencing the teachers to involve in the process of school improvement and policy making, support, motivate and communicate with teachers to achieve the school goal and academic efficiency. The principal in this school employed transformative leadership.

(8)   *Job satisfaction*

Teddlie & Stringfield (1993) explored "contextually sensitive" studies of school effectiveness and identified one area of effective schools as support from community and district office.

Cheng (1996, 1997a, 1997b, 2002) posed satisfaction model as one of popular school effectiveness models as well as one of teacher effectiveness models. He assumed that school constituencies' expectations and needs determined the nature of tasks and goals and shaped the characteristics of the work process for teachers to perform their job. Teachers were effective if the major school constituencies were at least minimally satisfied with their performance.

Education Encyclopedia (2004) defined one of the characteristics of good bilingual program as community support.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on staff job satisfaction.

It could be concluded that *job satisfaction* was one dimension of school effectiveness and it meant the personal attitude of staff towards their jobs and other working concerns.

(9)   *Staff development*

Levine & Lezotte (1990) acted for the National Center for Effective Schools and summarized the processes of effective schools included practice oriented staff development at the school site.

Teddlie & Stringfield (1993) explored "contextually sensitive" studies of school effectiveness and identified two areas of effective schools as experience level of teachers and professional development.

Sammons et al. (1995) concluded the processes of effective schools include positive reinforcement and a learning organization.

Education Encyclopedia (2004) defined one of the characteristics of good bilingual program as appropriately trained personnel.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on teachers' professional development.

Pan (2007) mentioned one influential contributor to the process and outcomes of school improvement was school support system.

It could be concluded that *staff development* was one dimension of school effectiveness and it emphasized on the extent to which the school provided ongoing academic training on teaching skills and knowledge with follow up, evaluation and support for teachers' development.

(10) *Student achievement*

Edmonds (1979) identified the effective schools could make a difference in students' achievement.

Rutter et al. (1979) found higher overall achievement levels could be achieved from good schooling.

Mortimore et al. (1988) thought effective schools had record-keeping.

Lezotte et al. (1989) had popularized the "five-factor" theory of school effectiveness and identified with a characteristic as the use of measures of pupil achievement as the basis for program evaluation.

Teddlie & Stringfield (1993) explored "contextually sensitive" studies of school effectiveness and identified one area of effective schools as the use of external reward structures for academic achievement.

Cheng (1996, 1997a, 1997b, 2002) posed eight school effectiveness models and seven teacher effectiveness models which resulted in valuable and fruitful student learning outcomes and achievements.

Liu (2006) synthesized international literature reviews in developed countries and those in Asia countries and found the effective schools focused on the importance of students' test scores.

Teddlie & Liu (2008) stated reports on attributions of students' high achievement as valuable background information for school effectiveness research.

It could be concluded that ***student achievement*** was one dimension of school effectiveness and it could be measured by documentary study to examine the awards that the school had received in the past five years and the scores that the students had achieved in the standardized examinations in Beijing Zhongde School.

Thus the researcher set up the conceptual framework with ten dimensions for school effectiveness as follows:

(1)   *Academic expectations*,

(2)   Academic norms,

(3)   *Academic efficacy*,

(4)   *Safe and orderly environment*,

(5)   *Quality of instruction*,

(6)   *Parent/school relationship*,

(7)   *Leadership*,

(8)   *Job satisfaction*,

(9)   *Staff development*,

(10) *Student achievement*.

CHAPTER III
RESEARCH METHODOLOGY

The purpose of this research was to determine the effectiveness of a private bilingual school in Chaoyang District of Beijing, China. This research was taken in Beijing Zhongde School which using both Chinese and English as instruction languages and integratedly covering a comprehensive basic level of grade 1-9 education.

The scope of this research was to determine the school effectiveness in the ten dimensions: (1) *academic expectations*, (2) *academic norms*, (3) *academic efficacy*, (4) *safe and orderly environment*, (5) *quality of instruction*, (6) *parent/school relationship*, (7) *leadership*, (8) *job satisfaction*, (9) *staff development*, and (10) *student achievement*. This chapter was presented as follows:

    3.1   Research Design
           3.1.1 Quantitative Method
           3.1.2 Qualitative Method
    3.2   Population and Sample
           3.2.1 Contextual Target Area and Unit of Analysis
           3.2.2 Population Group and Sample
    3.3   Research Instruments
           3.3.1 Instruments for Research
           3.3.2 Quality of the Instruments
    3.4   Data Verification
    3.5   Data Collection
    3.6   Data Analysis

3.1   Research Design

This research was conducted with a mixture of both quantitative and qualitative methods. The quantitative method included four questionnaires and a

documentary study. The qualitative method included a focus group study, a telephone interview with the principal, six classroom observations, and a school observation.

3.1.1   Quantitative Method

(1) **Four parallel questionnaires** were used to obtain data from the teachers, the students, the parents and the principal to quantitatively assess school-level factors.

(2) **Documentary study**, including School Awards from 2005-2009, Primary School Leaving Examination of 2009 and Cambridge English Examinations from 2008-2009, was checked to assess student achievement.

3.1.2   Qualitative Method

(1) **A focus group of teachers** in the school was organized to discuss and give their opinions about the ten dimensions of school effectiveness.

(2) **A telephone interview with the principal** was conducted to discuss and give her views about school effectiveness on the ten dimensions and general management.

(3) **Six classroom observations** were conducted by purposive sampling to collect classroom data.

(4) **A school observation** was guided by the School Observation Checklist, developed for the Louisiana School Effectiveness and Assistance Program (SEAP) by Liu (2006) to collect school-level data.

3.2   Population and Sample

3.2.1   Contextual Target Area and Unit of Analysis

In Chaoyang District of Beijing, China, twelve schools were both authorized for international students studying in Beijing by Beijing Municipal Commission of Education (2010) and qualified with the evaluation by Beijing Municipal Commission of Education in 2008. Among the twelve schools, five provided bilingual education by using both Chinese and English as instruction languages for core courses such as literacy, math, and science, etc. And among the five schools, Beijing Zhongde School and Beijing Bacui Bilingual School were the two

bilingual schools in this district which offer multi-levels of education including basic education (i.e., primary and senior high school education).

Considering Beijing Bacui Bilingual School was a joint public and foundation school and the principal of that school was changed every several years according to the designation of Beijing Municipal Commission of Education, and thus the situation of school management was not as stable as that in Beijing Zhongde School which was a private school and the principal had been working there since the school was established in 2003, Beijing Zhongde School was then chosen as the target school in purpose of learning about the school effectiveness under a comprehensive basic bilingual education (grade 1-9) in Chaoyang District of Beijing, China.

3.2.2   Population Group and Sample
Population

The total population of this research was 2,362 people including 1 principal, 101 teachers, 1,130 students, and 1,130 parents in Beijing Zhongde School in Chaoyang District of Beijing, China.

Sample

The total sample was 990 people including 70 teachers, 460 students, and 460 parents in the school. Two sampling methods were used in this study: the purposive sampling was utilized in deciding the sample size of teachers, and the stratified random sampling was utilized in deciding the sample size of students and parents. The target sample size of the students was 296 including 217 at primary level and 79 at junior high level. The target sample size of the parents equaled to that of the students. The final return of the completed questionnaires from the students was 460 including 358 at primary level and 102 at junior high level and that from the parents was 460 including 363 at primary level and 97 at junior high level.

(1) **Teachers.** Considering of the unique situation of the teachers working in a private bilingual school in Chaoyang District of Beijing, China, the method of purposive sampling was used in this study. Excluded 30 teachers who had participated in the pilot study, all the other 71 out of 101 teachers in the school were chosen to answer the questionnaire. After the distribution of the questionnaires, 70 out of 71 teachers completed the questionnaires. The return rate was 98.6%.

(2) **Students and Parents.** The stratified random sample of the students and the parents was selected to receive a questionnaire respectively for this study.

Students   The sample size of the students was calculated by using the Yamane (1973) formula at a 95% confidence level and a sample error of 0.05 as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where, N = Total population size

n = Sample size

e = Error of random sampling at 0.05

$$n = \frac{1,130}{1 + (1,130)(0.0\ 5)^2} = 295.42 = 296$$

Thus the sample size of the students was 296.

Parents The sample size of the parents equaled to that of the students.

Table 3-1 Summary of Target Population and Sample in Beijing Zhongde School (BZDS)

School	Population				Sample		
	Principal	**Teachers**	**Students**	**Parents**	**Teachers**	**Students**	**Parents**
BZDS	1	101	1,130	1,130	71	296	296
Total	2,362				663		

The stratified random sampling was utilized in deciding the sample size of the students and the parents to receive questionnaires in the school through the proportionate allocation, specifically based on the school level (primary and junior high school).

Sample calculation for the **primary students**

$$= \frac{\text{Total population of the primary students } X \text{ Total sample}}{\text{Total population}}$$

$$= \frac{827\ X\ 296}{1130} = 216.63 = 217 \text{ primary students}$$

Sample calculation for the **junior high students**

$$= \frac{\text{Total population of the junior high students } X \text{ Total sample}}{\text{Total population}}$$

$$= \frac{303 \ X \ 296}{1130} = 79.37 = 79 \text{ junior high students}$$

The sample size of the **parents** equaled to that of the students.

Table 3-2 Target Population (P) and Sample (S) of Students and Parents at the School Level

School Level	Beijing Zhongde School			
	Students		Parents	
	P	S	P	S
Primary	827	217	827	217
Junior High	303	79	303	79
Total	1,130	296	1,130	296

Then students and parents were selected from four to six classes in each grade higher than Grade 2 except the graduate grades (i.e., Grade 6 at the primary school level and Grade 9 at the junior high school level) at the school level. That was, six classes in Grade 3-5 at the primary school level (Grade 1-6) and four classes in Grade 7-8 at the junior high school level (Grade 7-9). In the higher grade, students had been educated for more years in the school and thus could more representatively reflect the effectiveness of the school.

From 1,130 students in the school, the final return of completed questionnaires was 494 including 358 from the primary level and 136 from the junior high level. The return rate was 43.7%.

From 1,130 parents, the final return of completed questionnaires was 460 including 363 from the primary level and 97 from the junior high level. The return rate was 40.7%.

In order to compare the students' and the parents' perceptions at a similar number base, 24 junior high students from a total of 8 classes (3 from each) were randomly taken out from the student sample.

Table 3-3 Summary of Population and Sample in Beijing Zhongde School at the School Level

School Level	Beijing Zhongde School						
	Population				Sample		
	Principal	Teachers	Students	Parents	Teachers	Students	Parents
Primary	1	61	827	827	46	358	363
Junior High		40	303	303	24	102	97
Sum	**1**	**101**	**1,130**	**1,130**	**70**	**460**	**460**
Total	**2,362**				**990**		

3.3   Research Instrument

3.3.1   Instruments for Research

The instruments utilized in this study were described as follows:

3.3.1.1   Quantitative Method

(1)   Questionnaires

Four parallel questionnaires were used to obtain data from the teachers, the students, the parents and the principal to quantitatively assess school-level factors.

Each questionnaire included two parts.

Part I of the four questionnaires all consisted of the first dimension of general information to survey demographic data of the constituencies. The answers of the questions were multiple choices.

Part II of the four questionnaires contained different dimensions. The questionnaires for both the teachers and the principal had nine dimensions, i.e., academic expectations, academic norms, academic efficacy, safe and orderly environment, quality of instruction, parent/school relationship, leadership, job satisfaction and staff development; the questionnaires for both the students and the parents possessed six dimensions, i.e., academic expectations, academic norms, academic efficacy, safe and orderly environment, quality of instruction, parent/school relationship, and the parent questionnaire contained one more dimension of leadership that not included in the student questionnaire.

The number of dimensions involved in each questionnaire was shown in the table 3-4.

Table 3-4 Numbers of Dimensions of the Four Questionnaires

Dimensions	Number of Items			
	Teacher	Principal	Student	Parent
General information	Included	Included	Included	Included
Academic Expectations	Included	Included	Included	Included
Academic Norms	Included	Included	Included	Included
Academic Efficacy	Included	Included	Included	Included
Safe and Orderly Environment	Included	Included	Included	Included
Quality of Instruction	Included	Included	Included	Included
Parent/School Relationship	Included	Included	Included	Included
Leadership	Included	Included	None	Included
Job Satisfaction	Included	Included	None	None
Staff Development	Included	Included	None	None
Total Dimensions	10	10	7	8

These questionnaires were adapted on those which were developed by Brookover et al. (1979), and have been used in both the Louisiana School Effectiveness Study (LSES) and in the Louisiana School Effectiveness and Assistance Program (SEAP) (Teddlie, 1999, quoted in Liu, 2006).

All the items in the part II were measured by the five-point Likert Scale. The different levels of the constituencies' perception on school effectiveness were divided into five categories as follows:

Table 3-5 Measurement Scales of Perception Level on School Effectiveness

Scaling	Positive Statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

In the process of scoring, the negative scores were reversed to the positive scores as shown in the above table. Then the mean of the constituencies' perception towards school effectiveness of the school was interpreted according to the Best's criteria. The scores of the responses were divided into 3 levels (Best, 1981) as follows:

$$\frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Levels}} = \frac{5-1}{3} = 1.33$$

Table 3-6 Measurement Criteria

Mean Scores	Level of Perception
1.00 - 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

(2)   Documentary Study

Documentary study was checked to examine the student achievement.

i) School Awards from 2005-2009 were checked to examine the awards that the school had received in the past five years;

ii) Student score report of the Primary School Leaving Examination of 2009 was checked to examine the students' achievement in Chinese, English and Math at the leaving stage of the primary school by analyzing the proportion of the scores at the pass rate and the excellence rate. Students in grade 6 in Beijing City shall take the School Leaving Examination to graduate once every year.

iii) Student score reports of Cambridge English Language Examinations from 2008-2009 were checked to examine the students' English proficiency by analyzing the pass number based on three levels of difficulty by Starters, Movers and Flyers. Students between 7 and 12 years old could take Cambridge international Young Learners English tests twice every year.

3.3.1.2   Qualitative Method

(1)   Focus Group

A focus group of teachers in the bilingual program in Beijing Zhongde School was organized to discuss and give their opinions about the ten dimensions of school effectiveness. Purposive sampling was used to choose the focus group. The group consisted of 6 female Chinese teachers who were selected from those in the teacher sample after answering the questionnaires. The 6 teachers included 4 class advisors as well as subject teachers from Grade 2-5 successively and 2 English teachers teaching in the primary department.

The interview protocol was developed into a standardized open-ended interview format (Patton, 2002: 344) in order to facilitate the organization and analysis of the data.

The protocol consisted of five questions:

(a) How was the student discipline in your school? (3 items) (b) How important was student academic achievement at your school? (4 items) (c) What role did the faculty play in your school's decision making? (2 items) (d) How was the teaching in your school? (7 items) (e) What were the components of staff development at your school? (4 items)

The guideline of the focus group was as follows:

Preparation for the interview. Carried such items as the interview protocol, pens, and notebooks. Selected (with the help of the informant) a quiet, unobtrusive place (e.g., the teacher's office or the school library) for interview. Each interview lasted 40-50 minutes.

Entry into the field. Explained to the teacher that this interview was very important for the research, and any information from the interview was confidential. Established positive rapport with the interviewees.

During the interview process:

☐ While listening, wrote down the key points of the responses, which would help summarize the interview later. An abbreviated form for writing notes (e.g., short phases followed by a dash) might speed up the process.

☐ The interviewers must always remain non-judgemental to the responses provided by the interviewees to help reduce the potentially biasing effect of the interviewer. Did not agree or disagree with an answer or give any idea of your personal views on the topic of the question.

☐ Probes were used to obtain additional information. A probe was a question or comment used to clarify responses or to request more detail. It consisted of detail-orientated questions (e.g., When did that happen? Who else was involved?) and elaboration questions (e.g., Could you explain your responses more? What does "not much" mean?)

☐ Maintained control and enhanced the quality of responses. i) The interviewer must listen carefully to make sure that the responses had received provide answers to the questions that were asked, i.e., the interview was working. ii) If the responses were on the right track, techniques such as head nodding and taking notes were used to encourage greater depth in responses. iii) If the responses were off the right track, some techniques could be used to stop a highly verbal respondent, such as stopped nodding the head, interjected a new question as soon as the respondent paused for breath, stopped taking notes, or called attention to the fact that you had stopped taking notes by flipping the page of the writing pad and sitting back, waiting. When these nonverbal cues did not work, just interrupted the interviewee by saying, for example, "Let me stop you here for a moment because some of what you are talking about now I want to get later in the interview." Then asked the next question from the interview protocol.

☐ If you knew from your own knowledge, or it was clear in context, that the interviewee was telling you something that was simply not true (a deliberate lie, or a lie that the interviewee thought was true), then took note of it (Shank, 2005, p.41).

After the interview. Completed the interview by thanking the interviewed teacher, assuring him/her of the confidentiality of the responses. Upon getting home, made a summary of the interview, including reflections on the quality of information received. Asked questions like: Did I find out what I really expect to find out in the interview? If not, what was the problem?

(2)   Interview with the Principal

After the principal answered the questionnaire, an interview with her was conducted to discuss and give her views about school effectiveness on the ten dimensions and school general management. The interview was done via telephone according to the principal's arrangement. The teachers' interview protocol and the completed questionnaire were both referenced as open-ended interview questions.

(3)   Classroom Observation Systems

Purposive sampling was used for classroom observations. 6 classes of major subjects (Chinese, English, Math and science) in Grade 3 to Grade 5 were chosen to observe in the bilingual program at the primary school level. The six classes included one class of Chinese in grade 3, two classes of English in grade 5 and grade 3, two classes of Math in grade 4 and grade 3, and one class of Science in grade 4.

Thus, a total of 6 classroom observations were conducted for this study.

A major strength of the classroom methodologies used in the LSES was that both high- and low-inference data were gathered (Schaffer et al., 1994). For low-inference data gathering, a modified version of the Classroom Snapshot (CS) from the Stallings (1980) Observation System was used. For high-inference data gathering, an observation form developed for Liu's study (2006) was used.

Both the low- and high-inference instruments were used to collect classroom data:

Classroom Snapshot.

The Classroom Snapshot provided a low-inference meant for recording classroom activity, adult involvement, and student involvement.

Through the CS subscales, data was gathered regarding Interactive Time-on-Task (e.g. reading aloud, making assignments, instruction/explanation, discussion/reviewing, practice drill), Non- Interactive Time-on-Task (e.g. reading silently, written assignments), and Off Task (e.g. social interaction, being disciplined) at six discrete moments during the observation period. The six time period were approximately divided by 40 minutes/class into every 5-8 minutes/period according to class activities.

Using this instrument, observers could record student on/off-task behaviors and instructional/organizational activities by visually "sweeping" the room at regular intervals.

Teacher Observation Record.

High-inference data were gathered using the Teacher Observation Record. Specifically, the Classroom Observation Instrument Worksheet was used to analyze and synthesize the data record into a set of summary ratings.

Indicators of teacher observation record were as follows:

IIA1: Organizes available space, materials, and/or equipment to facilitate learning.

IIA2: Promotes a positive learning climate.

IIB1: Manages routines and transitions in a timely manner.

IIB2: Manages and/or adjusts time allotted for planned activities.

IIC1: Establishes expectations for learner behavior.

IIC2: Uses monitoring techniques to facilitate learning.

IIIA1: Uses techniques which develop lesson objectives.

IIIA2: Sequences lesson to promote learning.

IIIA3: Uses available teaching materials and aids to achieve lesson objectives.

IIIA4: Adjusts lesson when appropriate.

IIIB1: Presents content at a developmentally appropriate level.

IIIB2: Presents accurate subject matter.

IIIB3: Relates relevant examples, unexpected situations, or current events to the content.

IIIC1: Accommodates individual differences.

IIIC2: Demonstrates ability to communicate effectively with students.

IIIC3: Stimulates and encourages higher order thinking at the appropriate developmental levels.

IIIC4: Encourages student participation.

IIID1: Monitors ongoing performance of students. (Informal assessment)

IIID2: Provides timely feedback to students regarding their progress. (Informal and formal assessments)

Then the classroom teaching could be divided into nine dimensions as: conductive environment, maximization of instruction time, management of learner behaviors, effective delivery of instruction, presentation of appropriate content, student involvement, assessment of student progress, time-on-task, and interactive time-on-task. The score for each dimension was calculated as follows:

Conductive environment (IIA) = (IIA1+IIA2)/2

Maximization of instruction time (IIB) = (IIB1+IIB2)/2

Management of learner behaviors (IIC) = (IIC1+IIC2)/2

Effective delivery of instruction (IIIA) = (IIIA1+IIIA2+IIIA3+IIIA4)/4

Presentation of appropriate content (IIIB) = (IIIB1+IIIB2+IIIB3)/3

Student involvement (IIIC) = (IIIC1+IIIC2+IIIC3+IIIC4)/4

Assessment of student progress (IIID) = (IIID1+IIID2)/2

Time-on-task = (Sum of Time-on-task for each time period)/times

Time-on-task for each time period = (Number of students on Interactive and Non-interactive)/Total number of students

Interactive time-on-task = (Sum of Interactive Time-on-task for each time period)/times

Interactive Time-on-task for each time period = (Number of students on interactive)/Number of students on task

Stages to do classroom observations:

Stage 1: Entry into the classroom. Quietly entered the classroom a little earlier than scheduled, and then sat somewhere in the back of the room.

Stage 2: The classroom observation process:

☐ Taking field notes. Besides the description of the physical environment of the classroom (e.g., how the walls looked, how the space was used, how people were organized in the space, and the nature of lighting), wrote down as detailed and concreted as possible what happened in the classroom. Specifically, considered the following: i) Field notes were descriptive as well as reflective. They should be dated

and should record such information as where the observation took place, who was present, what the physical setting was like, what social interactions occurred, and what activities took place during each period of time (e.g., every five minutes). Such words as poor, anger, and uneasy were insufficiently descriptive. Instead, they were interpretive. ii) Reflective field notes described the observer's own feelings and thoughts about what had been observed (e.g., what sense did you make of the site, people, and situation?). It was recommended that the observation sheet was divided into two columns: the left side was for description, and the right side was for reflection. Feelings and reflections should be recorded at the time they were experienced, during the classroom observations. iii) Field notes contained quotations, so tried to record what teachers and students said in the classroom.

☐ Scanning the class and recording a TOT measurement every 5-8 minutes.

☐ Completing the summary ratings at or near the end of each classroom observation.

☐ Interactions with the teacher or the students were limited to the times when the students were engaged in seatwork, if the teacher volunteered to answer questions or suggested participation in the students' work.

Stage 3: Leaving the classroom. After observing, give the teacher and the students an oral thank-you or a thank-you card. Upon getting home, summarize each classroom observation.

(4)   School Observation Checklist

The School Observation Checklist, developed for the Louisiana School Effectiveness and Assistance Program (SEAP) by Liu (2006) to collect school-level data, was used to guide the school level observations.

It consisted of 8 sections involving 65 items altogether: teacher (8 items), school arrival (6 items), playground (7 items), custodial staff and physical appearance of school (7 items), cafeteria (7 items), auxiliary classes (15 items), hallways and bulletin boards (6 items), and library (9 items).

3.3.2   Quality of the Instruments

The instruments were examined as follows.

(1)   Content Validity

The instruments were translated by Liu (2006) with the committee approach by using parallel translations and back translation techniques.

Three experts examined the instruments in order to confirm its content validity. One was a principal of a bilingual school in Beijing, China with 15 years' work experience as a school administrator; another was a consultant who had been worked as a school consultant in the schools at Grade K-12 level in China for more than 10 years; and the other was an associate professor who was the director of the Educational Administration program in Silpakorn University of Thailand.

After the researcher discussed with the three experts and three members of the thesis advisory committee in Mahidol University, some redundant and ambiguous questionnaires were deleted or edited according to their opinions. The final number of items involved in each dimension was shown in the table 3-7.

Table 3-7 Numbers of Items in the Sub-dimensions of the Four Questionnaires

Dimensions	Number of Items			
	Teacher	Principal	Student	Parent
Descriptive information	7	5	5	4
Academic Expectations	5	5	5	5
Academic Norms	4	4	4	4
Academic Efficacy	4	4	3	3
Safe and Orderly Environment	4	4	4	4
Quality of Instruction	5	5	5	5
Parent/School Relationship	4	4	5	5
Leadership	8	8	None	4
Job Satisfaction	4	4	None	None
Staff Development	4	4	None	None
Total Items	**49**	**47**	**31**	**34**

(2)   Construct Reliability

Then the instruments were tried out by employed two pilot studies in Beijing Zhongde School to examine its construct reliability. Thirty teachers and thirty students in the school were randomly selected to answer the respective questionnaires. The teachers and the students were excluded from the samples.

Afterwards, Cronbach's alpha coefficient (1970) was computed to assess the reliability of the instruments.

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\sum S^2 i}{S^2 t}\right)$$

Where, α = Coefficient of reliability

n = Number of items on the scale

$\sum S^2 i$ = The sum of variance of each item

$S^2 t$ = The variance of the instrument

For the overall perception level of the dimensions in the part II, the coefficient value of 0.95 was obtained from the teacher questionnaires, and 0.80 was gained from the student questionnaires.

3.4   Data Verification

A digital record pen was used to record information for transcription at a later time. The triangulation method was applied to verify data. That is, the researcher invited two assistant graduates to help collect data in such activities as the teachers' focus group, six class observations and the school observation.

One assistant graduate was from Teachers' College of Columbia University with a major in Curriculum Design and Planning, and another was from Beijing Normal University with a major in Public Policy. Both of them were trained by the researcher before the data collection to ensure that they understood the methodology used in this research and had some background information with the school.

3.5   Data Collection

The process of data collection for this study was described as follows:

3.5.1   Requested the usage of the instruments as well as the Chinese translation from two original designers in January of 2010.

3.5.2   Requested official letters from the Faculty of Graduate Studies, Mahidol University and requested a sign from the Dean of the Faculty of Social Sciences and Humanities in March of 2010.

3.5.3   Made the informed consent for the principal and teachers to let them know and understand well about this study in March of 2010.

3.5.4   Distributed the letters to request for the cooperation and the informed consent to the principal and the teachers in March of 2010.

3.5.5   Distributed questionnaires to the target sample in May of 2010. The questionnaires were classified according to each target class size and sent to the school principal and teachers by the researcher to prevent the undue coercion from the principals and teachers. And the teachers who was in charge of each class distributed the questionnaires to students and asked the students to distribute the questionnaires to their parents.

3.5.6   After three weeks of the distribution, the teachers of each class picked up the questionnaires from the students and their parents, and then the researcher picked up all the questionnaires from the teachers and the principal by hand in June of 2010.

3.5.7   Checked the returned questionnaires for completeness.

3.5.8   Progressed the classroom observation (classroom snapshot and teacher observation), school observation, and focus group study during weekdays within 4 weeks in June of 2010 by the team of three researchers.

3.5.9   Requested the necessary documents from the school during June-July of 2010.

3.5.10   Requested an interview with the principal. The interview via telephone was arranged by the principal in July.

3.6   Data Analysis

The data was organized and analyzed by the following analysis process.

3.6.1   The Statistical Package for the Social Science (SPSS) was employed for descriptive data analysis.

3.6.2   The constituencies' general information was analyzed by frequency and percentages.

3.6.3   The nine dimensions of school effectiveness as perceived by their selected constituencies were computed by mean and standard deviation.

3.6.4   The documentary studies were analyzed and discussed by content analysis.

3.6.5   The teachers' focus group was analyzed and discussed by content analysis.

3.6.6   The interview with the principal was analyzed and discussed by content analysis.

3.6.7   The six class observations were analyzed and discussed by content analysis.

3.6.8   The school observation was analyzed and discussed by content analysis.

CHAPTER IV
RESULTS

The purpose of this study was to determine the effectiveness of a bilingual school, Beijing Zhongde School, in Chaoyang District of Beijing, China. To explore the situation of school effectiveness in this school, ten dimensions were studied with both the quantitative and qualitative data collections from the teachers, principal, students, parents and documentary studies and summarized as follows:

4.1 Quantitative Data

4.1.1 Teachers' Perception towards School Effectiveness

Part I   General Information

Part II   Nine dimensions of Teachers' Perception towards School Effectiveness

(1) *Academic Expectations*

(2) *Academic Norms*

(3) *Academic Efficacy*

(4) *Safe and Orderly Environment*

(5) *Quality of Instruction*

(6) *Parent/School Relationship*

(7) *Leadership*

(8) *Job Satisfaction*

(9) *Staff Development*

4.1.2 Principal's Perception towards School Effectiveness

Part I   General Information

Part II   Nine Dimensions of Principal's Perception towards School Effectiveness

(1) *Academic Expectations*

(2) *Academic Norms*

(3) *Academic Efficacy*

4.2.3 Class Observation

4.2.4 School Observation

4.1   Quantitative Data

Quantitative data were measured by teacher, principal, student and parent questionnaire analyses and documentary studies.

4.1.1   Teachers' Questionnaire Analysis

This section included part I of teachers' general information and part II of the nine dimensions of teachers' perceptions towards school effectiveness.

Part I   Teachers' General Information

This part was questions with multiple choices concerning teachers' demographic data. Each item was summarized with its frequency and percentage.

The teachers' general information of the study was summarized from seven items of nationality, gender, teaching level, teaching experience, teaching years in this school, educational qualification and days of absence. The details were given in the table 4.1.

Table 4.1   Frequency and Percentage of Teachers' General Information

(n=70)

Teachers' General Information	Frequency (n)	Percentage (%)
1. Nationality		
Chinese	66	94.3
Non-Chinese	4	5.7
Total	**70**	**100.0**
2. Gender		
Male	15	21.4
Female	55	78.6
Total	**70**	**100.0**

Table 4.1   Frequency and Percentage of Teachers' General Information (cont.)

(n=70)

Teachers' General Information	Frequency (n)	Percentage (%)
3. Teaching level		
Primary	47	67.1
Junior High	23	32.9
Total	**70**	**100.0**
4. Teaching Experience		
1-4 years	14	20.0
5-9 years	19	27.1
10 years or more	37	52.9
Total	**70**	**100.0**
5. Teaching years in this school		
Less than one year	4	5.7
1-3 years	43	61.4
4-7 years	23	32.9
Total	**70**	**100.0**
6. Educational Qualification		
Bachelor's degree	13	18.6
Some graduate work but less than Master's degree	52	74.3
Master's degree	5	7.1
Total	**70**	**100.0**
7. Days of Absence		
None	1	1.4
1-4 days	54	77.1
5-8 days	13	18.6
9 or more days	2	2.9
Total	**70**	**100.0**

From the analysis of the data, there were 94.3% Chinese teachers in this school. 78.6% of them were female. 67.1% teachers were teaching at the primary

school level. 52.9% teachers had teaching experience with 10 years or more and 61.4% teachers had been teaching 1-3 years in this school. All teachers had at least Bachelor's degrees and 74.3% teachers had some graduate work but less than Master's degree. 77.1% teachers were absent for 1-4 days in the past year.

Part II   Nine Dimensions of Teachers' Perception towards School Effectiveness

This part focused on teachers' perception towards nine dimensions of *academic expectations, academic norms, academic efficacy, safe and orderly, quality of instruction, parent/school relationship, leadership, job satisfaction* and *staff development.*

(1)   Teachers' Perception towards Overall School Effectiveness

The overall perception level of the teachers on school effectiveness of the school was measured with nine dimensions including 43 items and analyzed with the descriptive statistics of mean and standard deviation as shown in the table 4.2.

Table 4.2   Teachers' Perception towards Overall School Effectiveness

(n=70)

School Effectiveness	Mean	S.D.	Level of Perception
1. *Academic Expectations*	4.11	.466	High
2. *Academic Norms*	3.86	.677	High
3. *Academic Efficacy*	4.27	.587	High
4. *Safe and Orderly*	4.58	.439	High
5. *Quality of Instruction*	4.29	.458	High
6. *Parent/School Relationship*	3.94	.632	High
7. *Leadership*	4.27	.525	High
8. *Job Satisfaction*	4.31	.493	High
9. *Staff Development*	4.21	.582	High
Overall	**4.20**	**.369**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

From the analysis of data in the table 4.2, it was found that the situation of school effectiveness for the teachers' perception level was high with the average mean of 4.20 and the standard deviation of 0.369. The dimension of *safe and orderly* presented the highest teachers' perception level with a mean of 4.58, followed by the dimension of *quality of instruction* with a mean of 4.29, and then by two dimensions of *academic efficacy* and *leadership* with an equal mean of 4.27.

(2)   The First Dimension - *Academic Expectations*

The teachers' perception towards *academic expectations* of the school was measured with five items, analyzed and described as shown in the table 4.3.

Table 4.3   Teachers' Perception towards *Academic Expectations*

(n=70)

Academic Expectations	Mean	S.D.	Level of Perception
1. On the average, the student achievement level in this school can be expected above national norm.	3.87	.563	High
2. Most of the students in this school can be expected to complete high school.	4.66	.611	High
3. Most of the students in this school can be expected to attend college.	4.56	.754	High
4. Most of the students in this school are capable of getting mostly A's and B's.	3.94	.866	High
5. The academic ability of this school's students is rated higher compared to other schools.	3.53	.737	Moderate
Average	**4.11**	**.466**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *academic expectations* was high with the average mean of 4.11 and standard deviation of 0.466. The teachers' expectations for the students to complete high school was high with the highest mean

value of 4.66 and that for the students' academic ability compared to other schools was moderate with the lowest mean value of 3.53.

(3)   The Second Dimension - *Academic Norms*

The teachers' perception towards *academic norms* of the school was measured with four items, analyzed and described as shown in the table 4.4.

Table 4.4   Teachers' Perception towards *Academic Norms*

(n=70)

Academic Norms	Mean	S.D.	Level of Perception
6. You always encourage your students who do not have sufficient economic resources to aspire to go to college or some other form of higher education.	4.37	.820	High
7. Almost all of the teachers in your school encourage students to seek extra school work so that they (the students) can get better grades.	3.83	.963	High
8. Almost all of the students in your school will try hard to do better school work than their schoolmates.	3.70	.906	High
9. Almost all of the students in your class will try hard to do better school work than their classmates.	3.56	1.044	Moderate
Average	**3.86**	**.677**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *academic norms* was high with the average mean of 3.86 and standard deviation of 0.677. The teachers' norms to encourage students to attend college was high with the highest mean value of 4.37 and that for all the student to work hard in the school was moderate with the lowest mean value of 3.56.

(4)   The Third Dimension - *Academic Efficacy*

The teachers' perception towards *academic efficacy* of the school was measured with four items, analyzed and described as shown in the table 4.5.

Table 4.5   Teachers' Perception towards *Academic Efficacy*

(n=70)

Academic Efficacy	Mean	S.D.	Level of Perception
10. In this school, there is a great deal that teachers can do to insure that all their students achieve at a high level.	4.09	.830	High
11. In your class, there is a great deal I can do to insure that all my students achieve at a high level.	4.01	.893	High
12. Teachers' attitudes toward their students have a great deal of effect on their students' achievement.	4.43	.734	High
13. Teaching methods have a great deal of effect on students' achievement.	4.54	.652	High
Average	**4.27**	**.587**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *academic efficacy* was high with the average mean of 4.27 and the standard deviation of 0.587. The perception level of the effect of teaching methods on students' achievement was high with the highest mean value of 4.54 and that of the effect of teachers' deeds on students' achievement was high with a lowest mean value of 4.01.

(5)   The Fourth Dimension – *Safe and Orderly*

The teachers' perception towards *safe and orderly* of the school was measured with four items, analyzed and described as shown in the table 4.6.

Table 4.6   Teachers' Perception towards *Safe and Orderly*

(n=70)

Safe and Orderly	Mean	S.D.	Level of Perception
14. Your school provides staff with a safe environment.	4.80	.403	High
15. If you have a discipline problem, your school's administration provides you with the support and help that you need.	4.51	.608	High
16. Most discipline problems are handled at the classroom level.	4.41	.691	High
17. The discipline policy at your school is clearly stated and consistently enforced.	4.59	.577	High
Average	**4.58**	**.439**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *safe and orderly* in this school was high with the average mean of 4.58 and the standard deviation of 0.439. The perception level of safe environment was high with the highest mean value of 4.80 and that of discipline problems was high with a lowest mean value of 4.41.

(6) **The Fifth Dimension – *Quality of Instruction***

The teachers' perception towards *quality of instruction* in the school was measured with five items, analyzed and described as shown in the table 4.7.

Table 4.7   Teachers' Perception towards *Quality of Instruction*

<div align="right">

(n=70)

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Quality of Instruction	**Mean**	**S.D.**	**Level of Perception**
18. This school does a good job in preparing students in mathematics and language arts.	4.33	.631	High
19. Students at your school are taught in ways that allows them to relate what they are studying to their everyday lives.	4.26	.557	High
20. Teachers at this school use a variety of teaching strategies and learning activities to help their students learn.	4.39	.546	High
21. Students at this school are provided hands-on, activity-based instructional experiences in most of their classes.	4.10	.819	High
22. Students are assessed in a variety of ways at your school, which gives them ample opportunity to demonstrate what they know.	4.37	.569	High
Average	**4.29**	**.458**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *quality of instruction* in this school was high with the average mean of 4.29 and the standard deviation of 0.458. The perception level of teachers' use of various teaching strategies and learning activities was high with the highest mean value of 4.39 and that of hands-on and activity-based instruction was high with a lowest mean value of 4.10.

(7)   **The Sixth Dimension –*Parent/School Relationship***

The teachers' perception towards *parent/school relationship* was measured with four items, analyzed and described as shown in the table 4.8.

Table 4.8   Teachers' Perception towards *Parent/School Relationship*

(n=70)

Parent/School Relationship	Mean	S.D.	Level of Perception
23. Most parents of students at this school provide an effective learning environment for their children at home.	3.91	.812	High
24. Many parents are often involved in activities at the school (fund raising, serving as aids, etc.)	3.74	.988	High
25. Almost all of the parents at this school ask feedback from the principal and teachers as to know how their children are doing in school.	4.23	.641	High
26. Almost all of the parents at this school care about what grades their children earn.	3.86	.952	High
Average	**3.94**	**.632**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *parent/school relationship* in this school was high with the average mean of 3.94 and the standard deviation of 0.632. The perception level of parents' requirements of feedback from the school was high with the highest mean value of 4.23 and that of parent involvement in school activities was high with a lowest mean value of 3.74.

(8)   **The Seventh Dimension – *Leadership***

The teachers' perception towards *leadership* in the school was measured with eight items, analyzed and described as shown in the table 4.9.

Table 4.9   Teachers' Perception towards *Leadership*

(n=70)

Leadership	Mean	S.D.	Level of Perception
27. Teachers at your school participate in the development of school policies on a regular basis.	4.09	.775	High
28. Teachers at this school are often involved in school improvement activities.	4.17	.701	High
29. The administrator(s) at your school encourage(s) active faculty involvement in the school improvement process.	4.33	.531	High
30. The principal emphasizes faculty participation in decision making at the school.	4.29	.684	High
31. The principal is often seen throughout the school making informal contacts with teachers and students.	4.23	.663	High
32. When you are trying to improve your instructional program, it is easy to get the principal's assistance.	4.14	.748	High
33. In your school, the principal actively protects time for instruction by controlling interruptions, setting up a schedule that maximizes the opportunity to learn, etc.	4.31	.578	High
34. The principal at this school does a very good job in getting resources for the school.	4.57	.604	High
Average	**4.27**	**.525**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *leadership* in this school was high with the average mean of 4.27 and the standard deviation of 0.525. The perception level of the principal's job in getting resources for the school was high with the

highest mean value of 4.57 and that of teachers' participation in school policy development on a regular basis was high with a lowest mean value of 4.09.

(9)   The Eighth Dimension – *Job Satisfaction*

The teachers' perception towards *job satisfaction* in the school was measured with four items, analyzed and described as shown in the table 4.10.

Table 4.10   Teachers' Perception towards *Job Satisfaction*

(n=70)

Job Satisfaction	Mean	S.D.	Level of Perception
35. The teaching profession is well respected in my community.	4.20	.694	High
36. You usually look forward to coming to work at my school.	4.26	.674	High
37. You enjoy teaching at this school very much.	4.44	.555	High
38. If I had a choice between teaching at another school or staying here, I would stay here.	4.33	.583	High
Average	**4.31**	**.493**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *job satisfaction* in this school was high with the average mean of 4.31 and the standard deviation of 0.493. The perception level of the enjoyment of teaching at this school was high with the highest mean value of 4.44 and that of community respect for the teaching profession was high with a lowest mean value of 4.20.

(10)   The Ninth Dimension – *Staff Development*

The teachers' perception towards *staff development* in the school was measured with four items, analyzed and described as shown in the table 4.11.

Table 4.11   Teachers' Perception towards *Staff Development*

<div align="right">

(n=70)

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Staff Development	Mean	S.D.	Level of Perception
39. A primary focus of staff development at this school is to help teachers develop skills that will directly enhance teaching.	4.39	.572	High
40. The faculty and the principal at this school often plan staff development activities together.	4.17	.680	High
41. The staff development program at this school is regularly evaluated by the faculty.	4.04	.731	High
42. During the past two years, staff development activities at this school have addressed issues and skills that were important to me.	4.23	.685	High
Average	**4.21**	**.582**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall teachers' perception level of *staff development* in this school was high with the average mean of 4.21 and the standard deviation of 0.582. The perception level of a primary focus of development on teaching skills was high with the highest mean value of 4.39 and that of the evaluation of the staff development program was high with a lowest mean value of 4.04.

4.1.2   Principal's Questionnaire Analysis

This section included part I of the principal's general information and part II of the nine dimensions of the principal's perceptions towards school effectiveness.

Part I   Principal's General Information

This part was questions with multiple choices concerning the principal's demographic data.

The principal's general information of the study was summarized as follows from five items of gender, work experience as a principal, working years as the principal in this school, educational qualification and days of absence.

The principal was a Chinese female. She had a work experience as a principal for 15 years and had been the principal of this school since the school was established in 2003. She had a Master's equivalent certification. In the last school year, she had a full attendance.

Part II   Nine Dimensions of Principal's Perception towards School Effectiveness

This part focused on the principal's perception towards nine dimensions of *academic expectations, academic norms, academic efficacy, safe and orderly, quality of instruction, parent/school relationship, leadership, job satisfaction* and *staff development.*

(1)   Principal's Perception towards Overall School Effectiveness

Nine dimensions including 43 items were summarized as shown in the table 4.12.

Table 4.12   Principal's Perception towards Overall School Effectiveness

(n=1)

	School Effectiveness	Mean	Level of Perception
1.	*Academic Expectations*	4.40	High
2.	*Academic Norms*	3.25	Moderate
3.	*Academic Efficacy*	3.75	High
4.	*Safe and Orderly*	4.00	High
5.	*Quality of Instruction*	3.40	Moderate
6.	*Parent/School Relationship*	3.75	High
7.	*Leadership*	4.00	High
8.	*Job Satisfaction*	3.75	High
9.	*Staff Development*	2.50	Moderate
	Average	**3.64**	**Moderate**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

From the analysis of data in the table 4.12, it was found that the principal's perception level of overall school effectiveness was moderate with the average mean of 3.64. The dimension of *academic expectations* presented the highest perception level with a mean of 4.40, followed by the two dimensions of *safe and orderly* and *leadership* at the same mean of 4.00.

(2)   The First Dimension – *Academic Expectations*

The principal's perception towards *academic expectations* of the school was measured with five items, analyzed and described as shown in the table 4.13.

Table 4.13   Principal's Perception towards *Academic Expectations*

(n=1)

Academic Expectations	Score	Level of Perception
* 1. On the average, the student achievement level in this school can be expected above national norm.	5.00	High
* 2. Most of the students in this school can be expected to complete high school.	5.00	High
* 3. Most of the students in this school can be expected to attend college.	5.00	High
* 4. Most of the students in this school are capable of getting mostly A's and B's.	4.00	High
* 5. The academic ability of this school's students is rated higher compared to other schools.	3.00	Moderate
Average	**4.40**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.
* In the process of scoring, the negative scores of the questions 1-5 were reversed to positive scores.

The principal's overall perception level of *academic expectations* was high with the average mean of 4.40. She rated the academic ability of the students in this school was moderate at the lowest score of 3.00.

(3)   The Second Dimension - *Academic Norms*

The principal's perception towards *academic norms* of the school was measured with four items, analyzed and described as shown in the table 4.14.

Table 4.14   Principal's Perception towards *Academic Norms*

(n=1)

Academic Norms	Score	Level of Perception
6. You always encourage your students who do not have sufficient economic resources to aspire to go to college or some other form of higher education.	4.00	High
7. Almost all of the teachers in your school encourage students to do extra school work to improve their grades.	3.00	Moderate
8. Almost all of the students in your school will try hard to do better school work than their schoolmates.	3.00	Moderate
9. Almost all of the students in your school would do extra work to get better grades.	3.00	Moderate
Average	**3.25**	**Moderate**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The principal's overall perception level of *academic norms* was moderate with the average mean of 3.25. The principal's norm to encourage students who do not have sufficient economic resources to aspire to go to college or some other form of higher education was high with the highest score of 4.00.

(4)   The Third Dimension - *Academic Efficacy*

The principal's perception towards *academic efficacy* of the school was measured with four items, analyzed and described as shown in the table 4.15.

Table 4.15   Principal's Perception towards *Academic Efficacy*

<div align="right">(n=1)</div>

Academic Efficacy	Score	Level of Perception
10. It is possible for a principal, with the cooperation of the school's teachers, to change a low achieving school into a high achieving school.	4.00	High
11. There is a great deal that I, as the principal, can do to insure that all of the students in my school achieve at a high level.	4.00	High
12. As a principal, I have very great effect on my teachers' ability to deliver effective classroom instruction.	4.00	High
13. As a principal, I have very great effect on students' academic achievement.	3.00	Moderate
Average	**3.75**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The principal's overall perception level of *academic efficacy* was high with the average mean of 3.75. The perception level of the effect of the principal on students' achievement was moderate with the lowest mean value of 3.00.

(5)   The Fourth Dimension – *Safe and Orderly*

The principal's perception towards *safe and orderly* of the school was measured with four items, analyzed and described as shown in the table 4.16.

Table 4.16   Principal's Perception towards *Safe and Orderly*

<div align="right">

(n=1)

</div>

Safe and Orderly	Score	Level of Perception
14. Your school provides staff with a safe environment.	4.00	High
15. If faculty members have discipline problems, you and your school's administrative staff provide them with the support and help that they need.	4.00	High
16. Most discipline problems are handled at the classroom level.	4.00	High
17. The discipline policy at this school is consistently enforced.	4.00	High
Average	**4.00**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The principal's overall perception level of *safe and orderly* in this school was high at the average mean of 4.00 with each item at the same score.

(6)   The Fifth Dimension – *Quality of Instruction*

The principal's perception towards *quality of instruction* in the school was measured with five items, analyzed and described as shown in the table 4.17.

Table 4.17   Principal's Perception towards *Quality of Instruction*

<div align="right">(n=1)</div>

Quality of Instruction	Score	Level of Perception
18. This school does a good job in preparing students in mathematics and language arts.	3.00	Moderate
19. Students at this school are taught in ways that allows them to relate what they are studying to their everyday lives.	3.00	Moderate
20. Teachers at this school use a variety of teaching strategies and learning activities to help their students learn.	4.00	High
21. Students at this school are provided hands-on, activity-based instructional experiences in most of their classes.	3.00	Moderate
22. Students are assessed in a variety of ways at your school, which gives them ample opportunity to demonstrate what they know.	4.00	High
Average	**3.40**	**Moderate**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The principal's overall perception level of *quality of instruction* in this school was moderate with the average mean of 3.40. The perception level of both teachers' use of various teaching strategies and learning activities and students were assessed in a variety of ways were high with the highest score of 4.00.

(7)   The Sixth Dimension –*Parent/School Relationship*

The principal's perception towards *parent/school relationship* was measured with four items, analyzed and described as shown in the table 4.18.

Table 4.18   Principal's Perception towards *Parent/School Relationship*

<div align="right">(n=1)</div>

Parent/School Relationship	Score	Level of Perception
23. Most parents of students at this school provide an effective learning environment for their children at home.	3.00	Moderate
24. Many parents are often involved in activities at the school (fund raising, serving as aids, etc.)	4.00	High
25. Almost all of the parents at this school ask feedback from the principal and teachers as to know how their children are doing in school.	4.00	High
26. Almost all of the parents at this school care about the grades their children earn.	4.00	High
Average	**3.75**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The principal's overall perception level of *parent/school relationship* in this school was high with the average mean of 3.75. The perception level of whether most parents providing an effective learning environment for their children at home was low with the lowest score of 3.00.

(8)   The Seventh Dimension – Leadership

The principal's overall perception towards *leadership* in the school was measured with eight items, analyzed and described as shown in the table 4.19.

Table 4.19   Principal's Perception towards *Leadership*

(n=1)

Leadership	Score	Level of Perception
27. Teachers at your school participate in the development of school policies on a regular basis.	4.00	High
28. Teachers at this school are often involved in school improvement activities.	4.00	High
29. As the principal, I encourage active faculty involvement in the school improvement process.	4.00	High
30. As the principal, I emphasize faculty participation in decision making at the school.	4.00	High
31. I make frequent informal contacts with teachers and students during the school day.	4.00	High
32. As the principal, I often meet with the teachers as a group to discuss ways of improving the instructional program at school.	4.00	High
33. I actively protect time for instruction in my school by controlling interruptions, setting up a schedule that maximizes the opportunity to learn, etc.	4.00	High
34. I believe that the administration of this school does a very good job in getting resources for the school.	4.00	High
Average	**4.00**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The principal's overall perception level of *leadership* in this school was high at the average mean of 4.00 with each item at the same score.

(9)   **The Eighth Dimension – *Job Satisfaction***

The principal's perception towards *job satisfaction* in the school was measured with four items, analyzed and described as shown in the table 4.20.

Table 4.20   Principal's Perception towards *Job Satisfaction*

(n=1)

Job Satisfaction	Score	Level of Perception
35. The educational profession (K-12 grade levels) is very well respected in my community.	3.00	Moderate
36. I usually look forward to coming to work at my school.	4.00	High
37. I enjoy being the principal at this school very much.	4.00	High
38. If I had a choice between being a principal at another school or staying here, I would stay here.	4.00	High
Average	**3.75**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The principal's overall perception level of *job satisfaction* was high with the average mean of 3.75. The perception level of the community respect for the educational profession was moderate with the lowest score of 3.00.

(10)   **The Ninth Dimension – *Staff Development***

The principal's perception towards *staff development* in the school was measured with four items, analyzed and described as shown in the table 4.21.

Table 4.21   Principal's Perception towards *Staff Development*

(n=1)

Staff Development	Score	Level of Perception
39. A primary focus of staff development at this school involves helping teachers develop skills that will directly enhance classroom teaching.	2.00	Low
40. I often plan staff development activities together with members of the faculty.	2.00	Low
41. The staff development program at this school is regularly evaluated by the faculty.	2.00	Low
42. During the past two years, staff development activities at this school have addressed issues and skills that were of importance to faculty.	4.00	High
Average	**2.50**	**Moderate**

Note: The rating scale was divided into 3 perception levels. Low level represented 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The principal's overall perception level of *staff development* in this school was moderate with the average mean of 2.50. The perception level that staff development activities have addressed important issues and skills during the past two years was high with the highest score of 4.00.

4.1.3   Student Questionnaire Analysis

This section included part I of students' general information and part II of six dimensions of students' perceptions towards school effectiveness.

Part I   Students' General Information

This part was questions with multiple choices concerning students' demographic data. Each item was summarized with its frequency and percentage.

The students' general information of this study was summarized from five items of nationality, age group, gender, school level, and schooling in this school. The details were given in the table 4.22.

Table 4.22   Frequency and Percentage of Students' General Information

(n=460)

Students' General Information	Frequency (n)	Percentage (%)
1. Nationality		
Chinese	442	96.1
Non-Chinese	18	3.9
Total	**460**	**100.0**
2. Age group		
8 or below	8	1.7
9-13	408	88.7
14 or above	44	9.6
Total	**460**	**100.0**
3. Gender		
Boy	238	51.7
Girl	222	48.3
Total	**460**	**100.0**
4. Children's school level		
Primary	357	77.6
Junior High	103	22.4
Total	**460**	**100.0**
5. Children's schooling in this school		
The first year	84	18.3
2-3 years	202	43.9
4-5 years	155	33.7
6-7 years	19	4.1
Total	**460**	**100.0**

From the analysis of the data, there were 96.1% Chinese students including 2 Hongkong Chinese and 6 Taiwanese. 51.7% of them were male. 77.6% of the students were studying at the primary school level and 22.4% at the junior high level. 43.9% students were studying at their 2-3 years in this school.

Part II   Six Dimensions of Students' Perception towards School Effectiveness

This part focused on students' perception towards six dimensions of *academic expectations, academic norms, academic efficacy, safe and orderly, quality of instruction*, and *parent/school relationship*.

(1)   Students' Perception towards Overall School Effectiveness

The overall perception level of the students on school effectiveness was measured with six dimensions including 26 items and analyzed with the descriptive statistics of mean and standard deviation as shown in the table 4.23.

Table 4.23   Students' Perception towards Overall School Effectiveness

(n=460)

	School Effectiveness	Mean	S.D.	Level of Perception
1.	*Academic Expectations*	4.16	.565	High
2.	*Academic Norms*	4.31	.542	High
3.	*Academic Efficacy*	4.42	.587	High
4.	*Safe and Orderly*	4.19	.631	High
5.	*Quality of Instruction*	4.50	.522	High
6.	*Parent/School Relationship*	4.15	.565	High
	Overall	**4.29**	**.371**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

From the analysis of data in the table 4.23, it was found that the students' perception level of overall school effectiveness of this school was high with the average mean of 4.29 and the standard deviation of 0.371. The dimension of *quality of instruction* presented the highest students' perception level with a mean of 4.50 and the dimension of *parent/school relationship* presented a high level with the lowest mean of 4.15.

(2)   The First Dimension - *Academic Expectations*

The students' perception towards *academic expectations* of the school was measured with five items, analyzed and described as shown in the table 4.24.

Table 4.24   Students' Perception towards *Academic Expectations*

(n=460)

Academic Expectations	Mean	S.D.	Level of Perception
1. You would like to finish college.	4.71	.862	High
2. Most of the students in this school would like to finish college.	4.62	.801	High
3. Your teacher(s) would say you can do school work better than other people at your age.	3.34	.864	Moderate
4. You parents believe you would finish college.	4.70	.810	High
5. Your parents would say you can do school work better than your friends.	3.43	1.004	Moderate
Average	**4.16**	**.565**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall students' perception level of *academic expectations* was high with the average mean of 4.16 and standard deviation of 0.565. The students' expectations to complete college was high with the highest mean value of 4.71 and their expectations of the teachers' thought of them doing school work better than their peers was moderate with the lowest mean value of 3.43.

(3)   The Second Dimension - *Academic Norms*

The students' perception towards *academic norms* of the school was measured with four items, analyzed and described as shown in the table 4.25.

Table 4.25   Students' Perception towards *Academic Norms*

(n=460)

Academic Norms	Mean	S.D.	Level of Perception
6. Most of the students in this school try hard to get good grades on their tests.	4.32	.803	High
7. Compared to students in other schools, students in this school learn a lot more.	4.14	.943	High
8. Teachers in your school always try to help students who do badly on their school work.	4.66	.635	High
* 9. Most of the students in your school make fun of or tease students who get real good grades.	4.11	1.009	High
Average	**4.31**	**.542**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.
 * In the process of scoring, the negative score of the question 9 was reversed to positive score.

The overall students' perception level of *academic norms* was high with the average mean of 4.31 and standard deviation of 0.542. The highest mean value of 4.66 presented the students' high perception level of that the teachers in the school always tried to help those who did badly on the school work and the lowest mean value of 4.11 presented a high level of the disagreement that most students in this school teased those who got good grades.

(4)   The Third Dimension - *Academic Efficacy*

The students' perception towards *academic efficacy* of the school was measured with three items, analyzed and described as shown in the table 4.26.

Table 4.26   Students' Perception towards *Academic Efficacy*

(n=460)

Academic Efficacy	Mean	S.D.	Level of Perception
10. I always do my homework even if it is very difficult.	4.43	.727	High
* 11. People like me will never do well in school even though we try hard.	4.25	1.130	High
12. I can do well in school if I work hard.	4.58	.830	High
Average	**4.42**	**.587**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.
 * In the process of scoring, the negative score of the question 11 was reversed to positive score.

The overall students' perception level of *academic efficacy* was high with the average mean of 4.42 and the standard deviation of 0.587. The perception level of that students could do well if they worked hard was high with the highest mean value of 4.58 and the disagreement with that they would never do well in school even though they try hard was high with a lowest mean value of 4.25.

(5)   The Fourth Dimension – *Safe and Orderly*

The students' perception towards *safe and orderly* of the school was measured with four items, analyzed and described as shown in the table 4.27

Table 4.27   Students' Perception towards *Safe and Orderly*

<div align="right">

(n=460)

</div>

Safe and Orderly	**Mean**	**S.D.**	**Level of Perception**
13. I feel safe at my school.	4.40	.903	High
* 14. Students in my classes often interrupt the teacher and disturb other students.	3.41	1.325	Moderate
15. Most students in my classes follow class rules.	4.31	.888	High
16. I know the rules for good behavior in the hallways, the playground, and the school cafeteria.	4.65	.610	High
Average	**4.19**	**.631**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.
 * In the process of scoring, the negative score of the question 14 was reversed to positive score.

The overall students' perception level of *safe and orderly* in this school was high with the average mean of 4.19 and the standard deviation of 0.631. The perception level of the rules for good behavior in the hallways, the playground, and the school cafeteria was high with the highest mean value of 4.65 and the disagreement with that the interruption and disturbance in class was high with a moderate mean value of 3.41.

<div align="center">

(6)   The Fifth Dimension – *Quality of Instruction*

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The students' perception towards *quality of instruction* in the school was measured with five items, analyzed and described as shown in the table 4.28.

Table 4.28   Students' Perception towards *Quality of Instruction*

(n=460)

Quality of Instruction	Mean	S.D.	Level of Perception
17. I learn a lot in language, mathematics and science class.	4.51	.706	High
18. My teachers use proper materials to teach us in class.	4.60	.684	High
19. My teachers use different ways of teaching to keep the class interesting.	4.42	.917	High
20. My teachers grade me fairly in class.	4.54	.795	High
21. My teachers always checks or reviews homework when I bring it back to school.	4.45	.933	High
Average	**4.50**	**.522**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall students' perception level of *quality of instruction* in this school was high with the average mean of 4.50 and the standard deviation of 0.522. The perception level of that teachers used proper teaching materials was high with the highest mean value of 4.60 and that of that teachers used different teaching ways was high with a lowest mean value of 4.42.

(7)   The Sixth Dimension –*Parent/School Relationship*

The students' perception towards *parent/school relationship* in the school was measured with five items, analyzed and described as shown in the table 4.29.

Table 4.29   Students' Perception towards *Parent/School Relationship*

<div align="right">

(n=460)

</div>

Parent/School Relationship	Mean	S.D.	Level of Perception
22. My parents often check with my teacher to see how well I am doing in school.	4.06	.941	High
23. My parents help me with my homework if I need help.	4.11	1.153	High
24. I have a special place at home where I always do my homework.	4.51	.852	High
25. My parents care about the grades I get in school.	4.66	.634	High
26. My parents often help out around my school.	3.44	1.121	Moderate
Average	**4.15**	**.565**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall students' perception level of *parent/school relationship* in this school was high with the average mean of 4.15 and the standard deviation of 0.565. The perception level of parents' care about the school grades was high with the highest mean value of 4.66 and that of parents' helping out around the school was moderate with a lowest mean value of 3.44.

4.1.4   Parents' Questionnaire Analysis

This section included part I of general information analyzed with frequency and percentage and part II of parents' perceptions towards school effectiveness.

Part I   Parents' General Information

This part was questions with multiple choices concerning parents' demographic data. Each item was summarized with its frequency and percentage.

The parents' general information was summarized from four items of nationality, gender, children's school level, and children's schooling in this school. The details were given in the table 4.30.

Table 4.30   Frequency and Percentage of Parents' General Information

(n=460)

Parents' General Information	Frequency (n)	Percentage (%)
1. Nationality		
Chinese	439	97.2
Non-Chinese	13	2.8
Total	**460**	**100.0**
2. Gender		
Male	249	54.1
Female	211	45.9
Total	**460**	**100.0**
3. Children's school level		
Primary	363	78.9
Junior High	97	21.1
Total	**460**	**100.0**
4. Children's schooling in this school		
The first year	72	15.7
2-3 years	197	42.8
4-5 years	168	36.5
6-7 years	23	5
Total	**460**	**100.0**

From the analysis of the data, there were 97.2% Chinese, including 2 Hongkong Chinese and 6 Taiwanese, parents in this school. 54.1% of them were male. 78.9% children from the family were studying at the primary school level. 42.8% children were studying at their 2-3 years in this school.

Part II   Seven Dimensions of Parents' Perception towards School Effectiveness

This part focused on parents' perception towards seven dimensions of *academic expectations, academic norms, academic efficacy, safe and orderly, quality of instruction, parent/school relationship*, and *leadership.*

(1)   Parents' Perception towards Overall School Effectiveness

The overall perception level of the parents on school effectiveness of the school was measured with seven dimensions including 31 items and analyzed with the descriptive statistics of mean and standard deviation as shown in the table 4.31.

Table 4.31   Parents' Perception towards Overall School Effectiveness of the school

(n=460)

	School Effectiveness	Mean	S.D.	Level of Perception
1.	*Academic Expectations*	4.01	.483	High
2.	*Academic Norms*	4.15	.520	High
3.	*Academic Efficacy*	4.40	.511	High
4.	*Safe and Orderly*	4.08	.496	High
5.	*Quality of Instruction*	4.07	.552	High
6.	*Parent/School Relationship*	3.91	.560	High
7.	*Leadership*	3.72	.702	High
	Overall	**4.05**	**.389**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

From the analysis of data in the table 4.31, it was found that the parents' perception level of overall school effectiveness of this school was high with the average mean of 4.05 and the standard deviation of 0.389. The dimension of *academic efficacy* presented the highest parents' perception level with a mean of 4.40 and the dimension of *leadership* presented a high level with the lowest mean of 3.72.

(2)   **The First Dimension -** *Academic Expectations*

The parents' perception towards *academic expectations* of the school was measured with five items, analyzed and described as shown in the table 4.32.

Table 4.32   **Parents' Perception towards** *Academic Expectations*

(n=460)

Academic Expectations	Mean	S.D.	Level of Perception
1. On the average, the student achievement level in this school can be expected above national norm.	3.66	.775	Moderate
2. Your child will finish college.	4.66	.887	High
3. Your child's teacher believes he/she will finish college.	4.76	.882	High
4. Your child does schoolwork better than her/his classmates.	3.47	.785	Moderate
5. The academic ability of the students in your child's school is rated higher compared to other schools.	3.53	.776	Moderate
Average	**4.01**	**.483**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall parents' perception level of *academic expectations* was high with the average mean of 4.01 and standard deviation of 0.483. The parents' expectations for their children to finish college was high with the highest mean value of 4.76 and that for their children to do schoolwork better than their classmates was moderate with the lowest mean value of 3.47.

(3)   **The Second Dimension -** *Academic Norms*

The parents' perception towards *academic norms* of the school was measured with four items, analyzed and described as shown in the table 4.33.

Table 4.33   Parents' Perception towards *Academic Norms*

(n=460)

Academic Norms	Mean	S.D.	Level of Perception
6. Almost all of the students at your child's school try hard to get good grades.	4.30	.706	High
7. Compared to students in other school, the students at your child's school learn a lot more than her/his school.	3.81	.804	High
8. Teachers in your child's school always try to help students who do badly on their school work.	4.23	.719	High
9. It is the most important thing to teachers in your child's school that their students learn their school work.	4.27	.648	High
Average	**4.15**	**.520**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall parents' perception level of *academic norms* was high with the average mean of 4.15 and standard deviation of 0.520. The highest mean value of 4.30 presented the parents' high perception level of that almost all of the students in the school tried hard to get good grades and the lowest mean value of 3.81 presented a high level of that the students at this school learned a lot than students at other schools.

(4)   The Third Dimension - *Academic Efficacy*

The parents' perception towards *academic efficacy* of the school was measured with three items, analyzed and described as shown in the table 4.34.

Table 4.34   Parents' Perception towards *Academic Efficacy*

<div align="right">

(n=460)

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Academic Efficacy	**Mean**	**S.D.**	**Level of Perception**
10. Your child can do well in school if he/she really tries.	4.56	.563	High
11. You encourage your child to complete assignments even if you think he/she is unable to do their schoolwork.	4.44	.635	High
12. Your attitude towards your child's school and school work has a great deal of effect on her/his achievement.	4.21	.758	High
Average	**4.40**	**.511**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall parents' perception level of *academic efficacy* was high with the average mean of 4.40 and the standard deviation of 0.511. The perception level of that children could do well if they really tried was high with the highest mean value of 4.56 and of that parents' attitude towards school work had great effect on their children's achievement was high with a lowest mean value of 4.21.

(5)   The Fourth Dimension – Safe and Orderly

The parents' perception towards *safe and orderly* of the school was measured with four items, analyzed and described as shown in the table 4.35.

Table 4.35   Parents' Perception towards *Safe and Orderly*

(n=460)

Safe and Orderly	Mean	S.D.	Level of Perception
13. Your child's school provides her/him with a safe and orderly environment.	4.42	.583	High
14. If there is a discipline problem at your child's school, the principal (and administrative staff) provide teachers with the support and help that they need to handle it.	4.08	.737	High
15. Discipline problems or unruly students seldom interrupt your child's classes.	3.58	.890	High
16. The discipline policy at your child's school is clearly stated and consistently enforced.	4.23	.616	High
Average	**4.08**	**.496**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall parents' perception level of *safe and orderly* in this school was high with the average mean of 4.08 and the standard deviation of 0.496. The perception level of safe and orderly environment was high with the highest mean value of 4.42 and that of discipline problems in class was high with a lowest mean value of 3.58.

(6)   The Fifth Dimension – *Quality of Instruction*

The parents' perception towards *quality of instruction* in the school was measured with five items, analyzed and described as shown in the table 4.36.

Table 4.36   Parents' Perception towards *Quality of Instruction*

<div align="right">(n=460)</div>

Quality of Instruction	Mean	S.D.	Level of Perception
17. Your child's school does a good job of preparing students in language, mathematics and science.	4.01	.738	High
18. Teachers at your child's school prepare proper materials to teach their students.	4.11	.706	High
19. Students at your child's school are taught in ways that allows them to relate what they are studying to their everyday lives.	3.93	.756	High
20. Teachers at your child's school use a variety of teaching strategies and learning activities to help their students learn.	4.04	.740	High
21. Your child's teachers grade fairly in class.	4.25	.661	High
Average	**4.07**	**.552**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall parents' perception level of *quality of instruction* in this school was high with the average mean of 4.07 and the standard deviation of 0.552. The perception level of that teachers graded fairly in class was high with the highest mean value of 4.25 and that of that students were taught to relate what they were studying to their everyday lives was high with a lowest mean value of 3.93.

(7)   The Sixth Dimension –*Parent/School Relationship*

The parents' perception towards *parent/school relationship* in the school was measured with five items, analyzed and described as shown in the table 4.37.

Table 4.37   Parents' Perception towards *Parent/School Relationship*

(n=460)

Parent/School Relationship	Mean	S.D.	Level of Perception
22. You always help your child with homework if he/she needs help.	4.08	.839	High
23. There is a special place at home where your child always does his/her homework.	4.39	.625	High
24. You see to it that your child always finishes her/his homework before going to school.	4.19	.816	High
25. You often help out around your child's school.	3.37	1.025	Moderate
26. Reports concerning the progress that my child is making in school (progress report, report cards) are adequate to answer the questions you have regarding her/his school performance.	3.51	1.098	Moderate
Average	**3.91**	**.560**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall parents' perception level of *parent/school relationship* in this school was high with the average mean of 3.91 and the standard deviation of 0.560. The perception level of leaving a place at home for children doing homework was high with the highest mean value of 4.33 and that of parents' helping out around the school was moderate with a lowest mean value of 3.51.

(8)   The Seventh Dimension – *Leadership*

The parents' perception towards *leadership* in the school was measured with four items, analyzed and described as shown in the table 4.38.

Table 4.38 Parents' Perception towards *Leadership*

(n=460)

Leadership	Mean	S.D.	Level of Perception
27. The principal at your child's school is often seen throughout the school making contacts with teachers and students.	3.59	.877	Moderate
28. The principal at your child's school does a very good job in getting resources to the school.	3.75	.847	High
29. The principal at your child's school has organized the school's schedule to maximize the students' opportunities to learn.	3.79	.848	High
30. The principal at your child's school actively encourages parental participation in the school.	3.77	.909	High
Average	**3.72**	**.702**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

The overall parents' perception level of *leadership* in this school was high with the average mean of 3.72 and the standard deviation of 0.702. The perception level of the principal's job in organizing the school's schedule to maximize the students' opportunities to learn was high with the highest mean value of 3.79 and that of principal's contacts with teachers and students in the school was moderate with a lowest mean value of 3.59.

In sum, the overall perception level of all the constituencies on school effectiveness of the school towards nine dimensions of *academic expectations, academic norms, academic efficacy, safe and orderly, quality of instruction, parent/school relationship, leadership, job satisfaction* and *staff development* was summarized as shown in the table 4.39.

Table 4.39   Constituencies' Perception towards Overall School Effectiveness of the school

(n=991)

Constituency	Mean	Level of Perception
Teachers	4.20	High
Principal	3.64	Moderate
Students	4.29	High
Parents	4.05	High
Overall Average	**4.05**	**High**

Note: The rating scale was divided into 3 perception levels. Low level represented a mean of 1.00-2.33, moderate was 2.34-3.67, and high was 3.68-5.00.

From the analysis of data in the table 4.39, it was found that the constituencies' perception level of overall school effectiveness of this school was high with an overall average mean of 4.05. The students' perception level was high with the highest mean of 4.29, followed by the teachers with 4.20 and the parents with 4.05. The principal's perception level was moderate with the lowest mean of 3.64.

4.1.5   The Tenth Dimension of *Student Achievement* from Documentary Study on School Effectiveness

Documentary study included three parts: school awards from 2005-2009, the Primary School Leaving Examination of 2009, and Cambridge English language Examinations from 2008-2009.

(1)   School Awards from 2005-2009

Year 2005

Beijing Zhongde School was rewarded by "Chen Xiangmei Education Science and Culture Innovation and Contribution Award", the China's top honor for private education institutions.

Year 2006

Beijing Zhongde School was rewarded by "Beijing Chao Yang District Education Committee Advanced Unit", the district's top honor for private primary and secondary education institutions.

Year 2006 – 2009

Beijing Zhongde School was successively rewarded by "Beijing Chao Yang District Security Advanced Unit", the district's top honor for education institutions.

Year 2007

Beijing Zhongde School was rewarded by "Beijing Chao Yang District Fine Arts Characteristic Education Institution".

Year 2007 – 2009

Beijing Zhongde School was successively rewarded by "Beijing Chaoyang District Basic Labor Advanced Unit", the district's top honor for private institutions.

Beijing Zhongde School was successively rewarded by "Beijing Chaoyang District Teachers' Morale Development Advanced Unit", the district's top honor in the educational system.

2008

Beijing Zhongde School, as a private educational institution, was firstly evaluated by the National Center for School Curriculum and Textbook Development (NCCT); a non-governmental agency affiliated to the Ministry of Education of China, and was accredited in 2009;

Beijing Zhongde School was rewarded by "Beijing City Fire Safety Advanced Unit", the city's top honor for public institutions.

Year 2008 – 2009

Beijing Zhongde School was successively rewarded by "Beijing Chaoyang District Excellent Basic Chinese Communist Party Organization", the district's top honor for private system.

2009

Beijing Zhongde School was rewarded by "Beijing Chaoyang District Labor Award".

Beijing Zhongde School was rewarded "National Fine Arts Advanced Education Institution".

(2)   Primary School Leaving Examination (PSLE) of 2009

PSLE is a school examination taken by all students in Beijing City near the end of their last year in the primary school (Grade 6) before they leave for the

secondary school. It is censored by the Department of Primary of Beijing Municipal Education. This examination tests three courses of Chinese, English and Math.

The results of PSLE 2009 of three classes at Grade 6 in the school were measured with three items, analyzed and described as shown in the table 4.40.

Table 4.40   Results of Primary School Leaving Examination of 2009

(n=85)

Class	Mean	Pass Rate	Excellent Rate
1. Class One (n=29)			
Chinese	83.4	96.6%	48%
English	93.9	100.0%	89.7%
Math	83.8	89.7%	64.3%
Total	**87.0**	**95.4%**	**67.0%**
2. Class Two (n=27)			
Chinese	84.4	100.0%	48.1%
English	88.2	96.3%	66.7%
Math	86.7	96.3%	66.7%
Total	**86.4**	**97.5%**	**60.5%**
3. Class Three (n=29)			
Chinese	84.2	100.0%	48.0%
English	90.6	100.0%	83.0%
Math	89.4	100.0%	72.0%
Total	**88.1**	**100.0%**	**67.7%**
Average	**87.2**	**97.6%**	**65.1%**

Note: Pass rate is the percentage of total scores where the student received a 60% or higher scores (1-100) in a course and excellent rate means a 90% or higher scores.

From the analysis of the data, the overall students' scores of PSLE of 2009 in this school were high with the average mean of 87.2 at the pass rate of 97.6% and the excellent rate of 65.1%.

(3)   Cambridge English Language Examinations (CELE) from 2008-2009

CELE YLE (Young Learners English) is one of Cambridge international tests for children between 7-12 years old at three levels of difficulty by Starters, Movers and Flyers.

The results of CELE from 2008-2009 in the school were shown in the table 4.41.

Table 4.41   Results of Cambridge English Language Examinations 2008-2009

Level of Difficulty	Passed Student Number
1. October of 2008	
Starters	22
Movers	17
Flyers	4
Total	**43**
2. March of 2009	
Starters	18
Movers	4
Flyers	-
Total	**22**
3. September of 2009	
Starters	19
Movers	17
Flyers	21
Total	**57**
Overall	**122**

From the analysis of the table 4.41, the overall passed student number in this school was 122 including 43 passed in October of 2008, 22 in March of 2009 and 57 in September of 2009. The most passed student number on the highest third level of Flyers was 21 in September of 2009.

4.2   Qualitative Data

4.2.1   Teachers' Focus Group

The discussion with the teachers' focus group was held in a small conference room on 11th of June, 2010 after the teachers in the school had finished the questionnaire. There were 6 female Chinese teachers attending this discussion. In order to guarantee the validity, the researcher invited two assistant graduates to help collect data. All the nine people sat in a circle to make the atmosphere relaxed. Two teachers sat on the left of the researcher, four teachers sat on the right and the two assistants sat opposite. A digital record pen was used to record the process after getting the permission from the attendees in advance. The whole process lasted 45 minutes and was summarized as follows.

Question 1: How was the student discipline in your school?

All the teachers said it was good and the discipline policy was clearly stated. A teacher told the researcher,

"Class advisors will assist subject teachers to manage the class. If there is a discipline problem, class advisors will be responsible for solving it."

Question 2: How important was student academic achievement at your school?

All the teachers regarded it was very important though teachers' evaluation in the school was not solely based on that. One teacher explained that teachers in the school were evaluated regularly by student questionnaire, parent poll, peer assessment, and supervisor appraisal, etc. She further concluded,

"The school focuses on teachers' ethics and teaching methods while parents and students emphasize student academic achievement."

This word was then confirmed by the other teachers. She said,

"The parents emphasized on student academic achievement. They cared about their test scores and English abilities especially in the bilingual program."

A third teacher complemented,

"The students also focus on their academic achievement. They are required to take the Chaoyang District Examinations and it is very competitive for the students to get good scores in those examinations."

Question 3: What role did the faculty play in your school's decision making?

It was in cohort that according to the school's plans and teaching objectives, usually the subject teachers made ordinary teaching activities and the head of the teaching and research group supervised them to implement. One teacher said,

"*Especially subject teachers have a voice on what to do and how to do actual activities*."

Question 4: How was the teaching in your school?

The researcher was told that all the grades used the national standard educational texts as teaching materials while extra texts from Singapore were used for the bilingual program.

A teacher said that thus the bilingual program had a high requirement for English proficiency. She complemented,

"*The students are required to learn science and math in English as well. So Chinese teachers have to adjust their teaching methods and condense Chinese courses to hook up with English teaching and thus have more responsibilities*."

All the other teachers then confirmed this point. One teacher remarked,

"*For example, we have 12 English classes and only 14-15 Chinese and math classes per week. We need to reduce the repeat parts for the overlap contents*."

In spite of this, all the teachers agreed that on the average, the students in the bilingual program achieved higher grades in every subject especially much higher in English when compared to those in other programs.

When asked about the teaching plans, one teacher told the researcher that usually subject teachers made teaching plans according to the master syllabus. Another teacher said that they did not "*teach to the test*" but also focused on test scores. She further put,

"*Teachers focus on students' knowledge mastery and intellect and thinking abilities foster*."

One teacher agreed with her and complemented that students liked hands-on activities, but they did not have enough time to develop that.

It was also told by the teachers that the principal visited the teachers' classes at least once a semester. Sometimes the head of the teaching and research

group or the head of the subject teachers visited classes without notice ahead. They gave instructional assistance when teachers needed.

Question 5: What were the components of staff development at your school?

It was agreed by the teachers that an ideal teacher was expected to be "*humble, benevolent, dedicated and creative*" according to the faculty handbook. One of them told the researcher that usually every teacher prepared an open class in the first semester. Then in the second semester, three teachers, chosen from the young, the middle-aged and the elder groups, gave a research class and all teachers attended it and discussed new teaching methods together.

When talked of professional trainings, it was told there were such trainings for new teachers in holidays. One teacher said,

"*Every two weeks, the head of the group organized teachers to have the teaching and research activities. Faculty members then discussed the research together and made staff development plans.*"

It was also told that the principal required every teacher to have English trainings and the district provided free English trainings for all non-English subject teachers on a voluntary base. Besides, the District Educational Committee offered teachers' training every year in holidays.

Question 6: Were you satisfied with your job in this school?

Four teachers said very satisfied and the other two teachers said satisfied. They told the researcher it was because teachers in this school had higher salary than those in public schools and also they could combine an effective working team and negotiate with each other well. However, they also felt some kind of stressed because "*the teaching loads are heavy and the teaching time is tight*".

It could be summarized from the teachers' focus group that the school situation was positive. The discussion displayed school effectiveness on school discipline, student achievement, faculty participation, teaching process, staff development, and staff job satisfaction.

4.2.2   Interview with the Principal

The interview with the principal via the telephone was done on 2nd of July, 2010 after she had finished the questionnaire. A digital record pen was used to record the whole process after getting the permission from the principal in advance. The process lasted 25 minutes and was summarized as follows:

Questions 1: Was teacher profession respected in your district nowadays?

The respect for teacher profession in Chaoyang district was just fair because teachers' social status especially primary teachers' was not high. The principal also gave her opinion on how to improve this situation,

"It depends on the state policy to respect teachers and to emphasize education, as well as public awareness to focus less on materialism but more on culture."

Question 2: What was the strength to work as a principal in this school?

The principal thought the primary strength was to fulfill her educational ideals. She said,

"I was able to realize my educational philosophy with a focus on moral education in the school."

Then when asked of her educational philosophy, she concluded with a word of "*total-care management*".

Question 3: What was the concept of total-care management?

It was a new concept about school management that the principal posed according to her own working experience. She explained from three aspects,

"For student thought, it refers to moral education; e.g., there are 40 character classes in the school; for curricula, it comes to bilingual curricula;
And for core competitiveness, the school focuses not only on the student academic achievement but also on their whole development of thought, mentality and life skills, etc."

Question 4: What kind of teachers did the school expect to employ?

The principal gave two points on this question: 1) They would love the teacher profession and have good character; 2) They would have good knowledge in their particular fields, that is,

"*They are required to have a Bachelor's degree or more in the related field of teaching from a formal university or college.*"

Question 5: How does the school employ a teacher?

The process was described as 4 stages:

1) To release the employment informant via the school's educational circle, the educational department and the internet. The principal complemented,

"*For foreign teachers, we just ask their information from the Beijing City Foreign Expert Bureau.*")

2) To interview the target teachers. The subject expert and the head of the teaching group in the school studied the employees' document and informed the target people to be interviewed.

3) To evaluate the open class. The principal and the vice principal attended the teaching group to listen to the target new teachers' open classes and evaluated the classes together;

4) To sign one-year contract if the teacher qualified after the evaluation. The school only signed contracts with teachers yearly.

Question 6: What teachers' trainings and development activities does the school provide?

There were several training and development activities in the school:

1) New teachers had pre-job trainings for half a month in the summer holiday and on-the-job trainings for three months of probation;

2) Administrators got trained at least once each year;

3) Subject teachers got trained by outside experts irregularly;

4) Teachers and staff might have chance to get trained from sister schools overseas, such as in Singapore and the US, every summer holiday;

5) Some teachers prepared research classes, and then expert teachers from Beijing City Education Committee and school administrators and teachers studied and improved it together.

Question 7: What were the objectives of teachers' trainings in the school?

There were three main objectives: 1) to update teachers' perception towards teaching; 2) to learn new teaching methods and techniques; and 3) to develop research on teaching.

Question 8: How did the school evaluate teachers?

The school evaluated teachers regularly:

1) Students, parents and other teachers gave feedback via questionnaire each semester, that is, twice each year;

2) Each subject teachers prepared an open class and the school invited other subject teachers and outside experts to evaluate it together once each year;

3) Students in grade 9 were required to achieve at least the top one third in the Entrance Examination to Senior High School which was organized by the Chaoyang District of Beijing City each year.

Question 9: Who made regular teaching plans in the school?

Subject teachers made teaching plans themselves and the head of the teaching and research group inspected them.

Question 10: How did the school make an educational policy?

1) The policy-making committee which included 7 administrators including one principal, one vice principal, two outside experts and three head teachers in the school, discussed and made policies for the school;

2) A group of 35 teacher representatives voted for a new policy and at least two third majority voting determined the implementation.

Question 11: Was the internet used well in the school?

The principal thought the internet in the school was not used very well. She said,

"We have our own internet web but the information was not so updated. Teachers use computer assisted instruction very often but students don't use that quite a lot. We need to improve the usage of our internet source"

Question 12: What were the most parents' backgrounds?

It was told most of the parents were from middle class or above. The principal confirmed,

"At least most of the parents have steady jobs or they are business owners no matter how big or small."

Question 13: How is the school budget going?

The principal said with confidence,

"It goes well. The school has no debt and makes some profit every year."

Question 14: What is the school's plan for the next 5 years?

The principal generalized as one word *"internationalization"*. When asked for more explanation, she answered,

"It is to make the school's education internationalized in all directions from the curricula, teaching methodology and teachers' perception to students' development and international marketing, etc."

From the summary of the interview with the principal, the school's situation was positive. There were effective school management policies for educational philosophy, teachers' training and development, staff evaluation, school decision making, finance management and future plans.

4.2.3   Class Observation

The class observation was done during the second week of June, 2010. In order to guarantee the validity, the researcher invited two assistant graduates to help collect data. A digital record pen was used to record the whole process after getting the permission from the subject teachers in advance. Each class lasted 40 minutes.

4.2.3.1 Classroom Snapshot

The three researchers together observed the six classes from 7th to 9th in June, 2010 and recorded the process.

A typical classroom snapshot (40 minutes from 8:15am - 8:55am on 7th of June, 2010) was demonstrated and shown in the table 4.42.

Table 4.42 Classroom Snapshot for a Typical Class

Teaching Activity	Number of Students					
Time Period	Time 1	Time 2	Time 3	Time 4	Time 5	Time 6
Interactive Time-on-task: Reading Aloud, Making Assignments, Instruction/Explanation, Discussion/Reviewing Assignments, Practice Drill, Taking Test/Quiz	25	-	25	22	25	-
Non-Interactive Time-on-task: Reading Silently, Written Assignments, Students Working Together Without Direct Adult Supervision	26	-	-	-		26

Note: the number means the number of children engaged in those activities

Table 4.42   Classroom Snapshot for a Typical Class (cont.)

Off Task: Social Interaction, Student Uninvolved, Being Disciplined, Classroom Management	1	-	1	3	1	-
Total Number of Students	26	26	26	26	26	26
Time Scan Started	8:15am	8:23am	8:30am	8:38am	8:45am	8:50am

Note: the number means the number of children engaged in those activities

4.2.3.1   Teacher Observation Record

At the end of the observation of the six classes, the three researchers discussed and graded each indicator of the Teacher Observation Record for each class. And then the mean of the grading for the six classes was summarized as shown in the table 4.43.

Table 4.43   Teacher Observation Record

(n=6)

Indicator of Teacher Observation Record	Mean (1-4)
IIA1: Organizes Available Space, Materials, and/or Equipment to Facilitate Learning.	**4**
IIA2: Promotes A Positive Learning Climate	**3**
IIB1: Manages Routines and Transitions in a Timely Manner.	**4**
IIB2: Manages and/or Adjusts Time Allotted for Planned Activities.	**3**
IIC1: Establishes Expectations for Learner Behavior.	**4**
IIC2: Uses Monitoring Techniques to Facilitate Learning.	**4**
IIIA1: Uses Techniques Which Develops Lesson Objectives.	**3**
IIIA2: Sequences Lesson to Promote Learning.	**4**

Table 4.43   Teacher Observation Record (cont.)

(n=6)

IIIA3: Uses Available Teaching Materials and Aids to Achieve Lesson Objectives.	4
IIIA4: Adjusts Lesson When Appropriate.	3
IIIB1: Presents Content at a Developmentally Appropriate Level.	3
IIIB2: Presents Accurate Subject Matter.	4
IIIB3: Relates Relevant Examples, Unexpected Situations, or Current Events to the Content.	4
IIIC1: Accommodates Individual Differences	4
IIIC2: Demonstrates Ability to Communicate Effectively with Students.	4
IIIC3: Stimulates and Encourages Higher Order Thinking at the Appropriate Developmental Levels.	3
IIIC4: Encourages Student Participation.	4
IIID1: Monitors Ongoing Performance of Students. (Informal Assessment)	4
IIID2: Provides Timely Feedback to Students Regarding Their Progress (Informal and Formal Assessments)	4

Note: 4 is excellence; 3 is area of strength; 2 need improvement; 1 is unsatisfactory.

4.2.3.3   Classroom Teaching in Beijing Zhongde School

Then the classroom teaching could be divided into nine dimensions and the results of the nine dimensions can be summarized as shown in the table 4.44.

Table 4.44   Classroom Teaching in Beijing Zhongde School

(n=6)

Teaching Dimension	Mean
An conductive Learning Environment	3.5
Maximization of Instruction	3.5
Management of Learner Behaviors	4
Effective Delivery of Instruction	3.5

Note: A larger score indicates a more positive response. The range of scores is 1-4, except for Time-on-Task and Interactive Time-on-Task, which is 1-100%.

Table 4.44   Classroom Teaching in Beijing Zhongde School (cont.)

                                                                      (n=6)

Teaching Dimension	Mean
Presentation of Appropriate Content	**3.7**
Providing Opportunity for Student Involvement	**3.8**
Assessment of Student Progress	**4**
Time-on-task (%)	**94.5**
Interactive time-on-task (%)	**90.3**

Note: A larger score indicates a more positive response. The range of scores is 1-4, except for Time-on-Task and Interactive Time-on-Task, which is 1-100%.

From the above analysis, the overall classroom teaching in Beijing Zhongde School was positive with the highest mean of 4.0 for both assessment of student progress and management of learner behaviors, followed by 3.8 for providing opportunity for student involvement.

4.2.4   School Observation

Three researchers observed the school situation on 7th of June, 2010. The findings were discussed and summarized as follows.

(1)   School Context

Beijing Zhongde School was bordered by residential buildings. The main entrance was mainly for first through nine graders and the other second entrance for subsidiary kindergarteners. "Beijing Zhongde School" in both Chinese and English was seen on the entrances. Once the school started from 7:40am every weekday morning, both of the entrances were closed. The researcher noticed that only students in school uniforms and teachers with an access card could enter the school. If outsiders asked for school visit, they needed to get permission from the school teachers with a sign record at the entrance. It was required that "visitors be sent in and sent out", and it was marked on the entrance door that "please show your shuttle card". Safe guards were on duty for 24 hours, and it was safe for students.

Upon entering the main entrance, visitors could see a huge painting of sunflowers on the side wall of a three-storey building with a building name "Ren Ai Building" in Chinese and English which means "benevolence". This building was one

of the four main teaching and office buildings in the school and the other three buildings were "Ming Li Building" (reasonableness), "Qi Zhi Building" (intelligence), and "Cheng Xin Building" (integrity). On the left side of the main entrance, there was a lawn and beyond that was a 300 square meters' playground with rubber track, a football field, basketball courts, volleyball courts, tennis courts, a gym with 6 tennis courts inside, four four-storey buildings of students' dormitories and two four-storey buildings of teachers' departments. On the right side of the main entrance, there were two three-storey teaching and office buildings: Ming Li Building and Cheng Xin Building. On the wall of the Ming Li building, it was carved below the building name with some words of Xun Tzu, a famous Confucianist in China. Beside that was a school sketch map which illustrated the main buildings in the school.

Going through the Ren Ai Building, there was a back yard behind. Visitors could see the fourth two-storey teaching and office building where the Bilingual Program was located. Beside that building was a three-storey dining hall.

Classrooms were distributed among all the four teaching and office buildings, with the principal's office, the main offices, the library, the computer labs, the science labs, the music hall, the function room and the infirmary, etc.. There was a restroom for every three to four classrooms.

The researchers noticed all the floors and playgrounds including the restrooms and ball courts were very clean. A girl was seen to tell a boy to dry up the water that the boy had splashed on the restroom. A boy was seen to pick up a piece of paper from the ground and threw it into the dustbin without any supervision. All students said hello to teachers and the researchers when they met outside the classroom.

(2)   School Administrative Structure

There were 1,130 students and 191 staff including one principal, one vice principal, 9 executive administrators, 101 teachers, 14 assistant teachers and 64 rear service staff. The school had four departments and three programs. There was also a subsidy kindergarten which was not studied in this research. The school's administrative structure was shown as in the figure 4.1.

Figure 4.1   Administrative Structure of Beijing Zhongde School
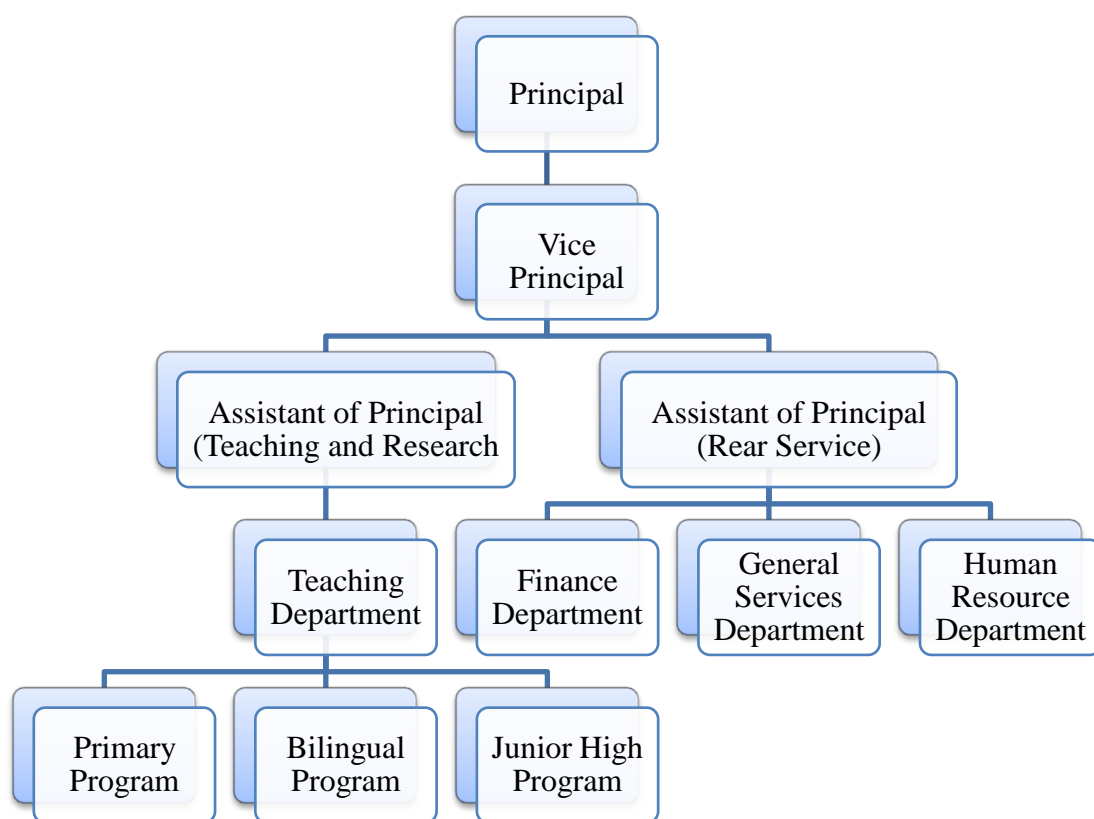
(3)   Students' School Life

Deputy teachers were required to come to school by 7:40 AM, while other teachers and students were expected by 7:50. The researchers noticed only three students coming late by 7:57 and no teachers arriving late on the observation day. The schedule of the school was shown in the table 4.45.

Table 4.45   Schedule of Beijing Zhongde School

Time Period	School Activity
7:40-8:10	Morning independent study including the body exercise at the school playground
8:15-8:55	The first period of class
9:05-9:45	The second period of class
9:45-10:00	Break including eye exercise
10:00-10:40	The third period of class

Table 4.45   Schedule of Beijing Zhongde School (cont.)

Time Period	School Activity
10:50-11:30	The fourth period of class
11:30-13:00	Lunch break
13:00-13:30	School broadcasting time
13:30-14:10	The fifth period of class
14:20-15:00	The sixth period of class
15:10-15:50	The seventh period of class
15:50-16:30	Individual study / extracurricular activities
16:30-17:30	Extracurricular activities and non-boarding students leave school
17:30-18:00	Dinner time for boarding students
18:10-18:50	Individual study for boarding students
19:00-19:40	Special review for boarding students

This schedule was conducted during weekdays except Friday afternoon when students left school after 15:00. There were seven periods of class from Monday to Thursday in a week and six periods on Fridays. Each class lasted 40 minutes, followed by a 10-minute break between two classes except the second 15-minute break including eye exercise and the fourth break including lunch and broadcasting time.

Students ate lunch on the first floor at the dining hall orderly. The first through third graders ate during 11:30-12:00, while the fourth through sixth graders ate during 12:00-12:30, and the seventh through nine graders ate during 12:30-13:00. The class advisors ate with their classes together. The researchers noticed teachers and students had the same meal with three dishes and one soup for each. People talked in a low voice in the dining hall. Nobody made noise or knocked bowls. Students waited in queue and then sat in an allocated class area to have lunch. After finished, they put away their own dishes into the dish sink and left quickly.

Between 15:50-17:30, students could choose to have extracurricular activities or study individually at the classrooms. The school offered many extracurricular activities for the students, such as required courses as oral English, phonics, Olympic math (grade 1-6), dancing (grade 1-7), roller skating (grade 1-2),

badminton (grade 4-8), computer examinations (grade 1-9) and midi music (grade 4-9); and optional courses as piano, guzheng, senior badminton, kickboxing, tennis, English examinations, soft ceramics, dough art fingers, sculpture, traditional Chinese painting and arts, etc. The teachers were all with certifications or degrees in these areas. Between 16:30-17:30, all non-boarding students left school.

Between 17:30-18:00, boarding and deputy teachers and around 300 boarding students (approximately one fourth of the total students) had dinner at the dining hall during. From 18:10-19:40, the boarding students had one class of individual study and one class of special review instructed by their deputy teachers. Then they could arrange their time freely till night time by 22:00. They were required to get up at 6:30am for a morning exercise.

For holidays, the school had around one month of winter holiday during Chinese Spring Festival in the first half year and around two months of summer holiday in July-August every year. Students may visit oversea sister schools during the holidays voluntarily or through applying the school scholarship. Some students may attend school activities such as skiing camp, community activities, talent competitions, etc. The school also had all the seven national holidays for a short break, such as three days for the National Day, one day for New Year Day, Tomb-Sweeping Day, May Day, the Dragon Boat Festival and Mid-autumn Day.

(4)　Hallways and Bulletin Boards

All the names of the buildings and classrooms were written in both Chinese and English. On the bulletin boards at the main entrance, school appointment, making for opinions, model teachers in Beijing City, school charity activities and new Youth League members were displayed. On the walls of hallways in the four teaching and office buildings, artwork of students, school safety publicities and student activities were posted. In the bilingual program building, all posters were written in English. On the bulletin boards in hallways, banners, the study of party members and school announcements were displayed. On the stairs of the main buildings, visitors could see marks such as footprints and "be quiet and slowly walk on the right". On the walls in the classrooms, it could be seen of student artworks, student awards,

disciplinary cards, rating table and English study. All the displays were changed every two to three weeks by the students and staff in the general department.

(5) Library

The school had a library where there was a sitting room with periodical shelves and AV equipment. There were 70,000 e-books and e-magazines in the e-library. The school had a special web office and three full-time maintenance staff were working there. All the equipments in the school, including the computers and sports or music apparatuses, would be renewed every 7 years.

(6) Other Observations

The school had a teacher handbook, a student handbook and a parent guide for each person respectively to understand the school's brief introduction, educational philosophy, educational policies and school disciplines, etc. From the handbooks, the researchers learned that the school's motto was "loyalty, integrity, and continuous improvement", its tenet was "character priority and overall development", and its aim was "to create a socially accepted, modernized, international, and well-rounded private school of high quality".

The school taught the national basic educational courses, the bilingual courses, and the complex ability courses. For the first courses, it used the national standard educational texts as teaching and learning materials to command basic knowledge and skills; for the second, it used "My Pals Are Here" published by Marshall Cavendish in Singapore (2008) to develop and improve English communication and thinking; for the third, it was taught through activities such as "knowledge competition, holiday celebration, social experience and studying tour" to "culture a healthy character and train for social adaptation".

CHAPTER V
DISCUSSION

The purpose of this research was to determine the effectiveness of a private bilingual school, Beijing Zhongde School, in the Chaoyang District of Beijing, China by studying the situation of school effectiveness from ten dimensions of *academic expectations, academic norms, academic efficacy, safe and orderly environment, quality of instruction, parent and school relationship, leadership, job satisfaction, staff development* and *student achievement* with a mixed research method of quantitative and qualitative.

Based on the research objectives, the findings of this study were discussed and analyzed in this chapter as follows:

5.1   The Situation of School Effectiveness in Beijing Zhongde School

5.2   The Situation of the Ten Dimensions of School Effectiveness in Beijing Zhongde School

    5.2.1 The First Dimension of *Academic Expectations*

    5.2.2 The Second Dimension of *Academic Norms*

    5.2.3 The Third Dimension of *Academic Efficacy*

    5.2.4 The Fourth Dimension of *Safe and Orderly*

    5.2.5 The Fifth Dimension of *Quality of Instruction*

    5.2.6 The Sixth Dimension of *Parent/School Relationship*

    5.2.7 The Seventh Dimension of *Leadership*

    5.2.8 The Eighth Dimension of *Job Satisfaction*

    5.2.9 The Ninth Dimension of *Staff Development*

    5.2.10 The Tenth Dimension of *Student Achievement*

5.1   The Situation of School Effectiveness in Beijing Zhongde School

According to the definition, an effective school was one in which students' later levels of achievement equally in both languages (English and Chinese) progressed further than might be expected from consideration of its students' background and earlier attainment. In this study, ten dimensions were examined to determine school effectiveness.

From the analysis of the findings, the situation of school effectiveness was at an overall high perception level of the four constituencies in the school with an overall average mean of 4.05. Among the four constituencies, the students' overall perception level was high with the highest mean of 4.29, followed by the teachers with 4.20 and the parents with 4.05. Moreover, the teachers', the students' and the parents' perception levels were high at each dimension. Thus though the principal's overall perception level was moderate with the lowest mean of 3.64, it might be explained that the principal had higher requirement for school effectiveness than teachers, students and parents. The results strongly supported a conclusion that the overall perception towards the situation of school effectiveness in this school was very positive.

People defined school effectiveness in different ways among competing values (Firestone, 1991: 2). Hoy & Miskel (2001) stated the standards of school effectiveness varied to people engaged in a school. For instance, school administrators emphasized input resource and school structure such as facility management, finance resource and human resource management, etc.; teachers focused on teaching process; while students and parents valued student achievement. Thus, in order to determine an all-round situation of school effectiveness, different dimensions were purposefully highlighted and discussed in this study for the four groups of people in the school, i.e., teaches, the principal, students and parents.

Teachers – Teacher Effectiveness

Based on the study of Cheng and Tsui (1999), Cheng (1996, 1997a, 1997b, 2002), Teddlie and Reynolds (2000), Campbell, et al. (2004) and Liu and Teddlie (2009), teacher effectiveness were summarized as to assess teacher's work especially

in enabling students to learn, in compliance with school goals. The findings from this study thus could demonstrate that the situation of teacher effectiveness in this school was good. There were 70 out of 101 teachers in this school surveyed by questionnaire and 6 teachers interviewed in focus group. All the four constituencies had high perception on teachers' quality of instruction in this school at an overall average mean of 4.07. That meant, teachers encouraged students to learn; they prepared materials according to school's plans and teaching objectives; they used various effective teaching methods; they had high expectations for their students; they assessed students properly; and they could control class discipline very well. The results of class observation also supported a similar conclusion that the teachers in this school did good work in assessment of student progress (with the highest mean of 4), classroom management which including effective delivery of instruction, presentation of appropriate content and providing opportunity for student involvement (all at a high level of means), and time allocation which including maximization of instruction (at a mean of 3.5 out of 4) and class organization (with a percentage of more than 90% of student engagement). Besides, all the six interviewed teachers said they were satisfied with their job in this school because they got well-paid and had an effective working team.

The Principal – Transformative Leadership

As shown in the findings, the overall perceptional level of leadership in Beijing Zhongde School from all the three sets of the constituencies of the teachers, the principal, and the parents was high at the average mean of 4.00. From the analysis of data, the principal valued teachers' participating in the school's policy-making process and school improvement. She usually negotiated with staff and students and concentrated on the school's goals and values.

From the interview with the principal, the researcher also learned about that the principal was proud of being able to realize her educational philosophy of "moral education, bilingual curricula and total-care management" in this school. From the interview with the principal and the teachers' focus group, the researcher learned that the school had a policy-making committee which included 7 administrators who made decisions together and a group of 35 teacher representatives who voted for school policies. Besides, the school had regular staff development plans which not

only promoted teachers' teaching skills for student achievement but also emphasized using these skills to bring about school change towards an international phase. According to Gorton, Alston & Snowden (2007)'s definition of "transformational leadership" which consisted of three elements: "(1) a collaborative, shared decision-making approach; (2) an emphasis on teacher professionalism and empowerment; and (3) an understanding of change, including how to encourage change in others." It could be concluded that the principal was an effective leader employed positive and strong transformational leadership over this school.

Students – Learning Attitude and Motivation

A sample of 460 out of 1,130 students answered the questionnaire and it was found that the students had high perception levels towards academic expectations, academic norms and academic efficacy with means of 4.16, 4.31 and 4.42 respectively. Besides, they maintained discipline in class very well which also reflected their favorable attitude. Spolsky (1989) identified that "attitudes do not have direct influence on learning, but they lead to motivation which does." He then quoted Gardner's (1985) definition of learning motivation as "motivation in the present context referred to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning. … Motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes towards the activity in question. These four aspects are not unidimensional." Based on this theory, students' learning attitude and motivation in this study was at a high level. From the analysis, most of the students had strong desire to achieve academic goals to finish college, and they believed they could get high achievement through their efforts and they tried to overcome difficulties that they met in their study. Thus the researcher concluded that the students in this school had good learning attitude and motivation, and this contributed to school effectiveness in the learning activities.

Parents – Parent Involvement

There were 460 out of 1,130 parents gave their opinions via questionnaire in this survey. Most parents put high expectations on their children at an overall perception level with a mean of 4.05 though they thought the student achievement

level was just about national norm. Most parents also had an overall high perception level (at a mean of 3.91) of parent and school relationship. They made opportunities for their children to learn and cared about their children's achievement very much. However, they rated only moderate on interaction and communication with the school. 12 parents suggested the school to hold parents' associations periodically. As stated by Gorton, Alston & Snowden (2007) that many parents recently desired more involvement in the process of school's policy development, this school needed to improve their parent participation in the school's policy making committee.

        Other than the similarities compared to previous studies, there were some differences of school effectiveness found from this school.

        (1) Total-care Management.   The principal explained total-care management as a unique concept that she posed. She said it was about school management in three aspects: i) for student thought, it refers to moral education; there are 40 character classes in the school; 2) for curricula, it comes to bilingual curricula; 3) for core competitiveness, the school focuses not only on the student academic achievement but also on their whole development of thought, mentality and life skills, etc. Moreover, an ideal teacher in this school was described by the teachers and the principal as humble, benevolent, dedicated and creative teachers who loved teacher profession and had good character as well as good knowledge in their particular fields.

        (2) Bilingual Program.   Since the school had a bilingual program which offered students with an extra curriculum from Singapore, teachers, especially Chinese teachers, needed to learn to teach under different cultural context. Some teachers told the researcher that Chinese teachers in the bilingual program were compared by the students to those English native teachers who used more open and creative teaching ways in class, and thus Chinese teachers needed to be more flexible in class management. For instance, usually Chinese teachers focused on discipline and they required students to keep quiet in class while English native teachers encouraged students to ask questions in class and asked them to give prompt reflection in front of the class. As a result, students learned a new way of thinking. Correspondingly, Chinese teachers needed to bridge the gap of bilingual instruction as well as prepared themselves with open mind to cultural difference.

(3) Condensed Teaching.   All of the six interviewed teachers in the bilingual program told the researchers that they had to condense Chinese courses to hook up with English teaching. A teacher explained that in this program they had 12 English, 6 Chinese and 6 math classes per week while in other programs the proportion was about 1:1:1. And even though English courses increased, the teaching contents of Chinese and math courses were the same as in other programs. Thus they needed to condense Chinese and math courses by managing classes in a very efficient way. Another teacher put, it took them approximately twice hours than usual to prepare such a concise course. For this reason, some teachers told the researcher that they felt kind of stressed from the heavy teaching loads and tight class time. Despite teachers' pressure, the consequence of such teaching was proved positive. When asked of the results of school tests, it was told that the students in the bilingual program averagely achieved higher grades in every subject especially much higher in English compared to those in other programs. There might be two reasons: one was that the students in the bilingual program might have high motivation and attitude of learning; another was that the condensed teaching might be more effective and efficient.

(4) Complementary Instruction. The teachers in the bilingual program also seek for cooperation to teach more efficiently and effectively. Complementary instruction is such a collaborative work. For instance, through comparing two Math class observations of which one was taught by a foreign teacher and another by a Chinese teacher, it was found that the foreign teacher focused on practice of learning and memorizing English terms, while the Chinese teacher emphasized understanding new and abstract concepts and solving math problems. Thus the teaching contents were complementarily combined and strengthened.

(5) Student Development.   The students in the bilingual program were evaluated not only by their Chinese test scores but also by their English proficiency. Accordingly, they were offered many opportunities to practice their English with native speakers and communicate with overseas school students during holidays. They also had special options to study in several sister schools overseas either in Singapore or the US after graduating from the junior high school.

In sum, an effective bilingual school should be a school that educates students in a holistic community to achieve to the best of their ability, thus delivering quality academic results while at the same time training students to "think in Chinese and English simultaneously and switch between the two languages freely depending on who the addressees are or what the needs of the working environment are" (Wang, 2002). From the interaction between the students and the researchers during the classroom observations, the researchers concluded that the students are becoming bilingual, meaning that the students can switch freely between both languages under their familiar situations but still have some distance to go before they are effectively bilingual.

5.2   The Situation of the Ten Dimensions of School Effectiveness in Beijing Zhongde School

5.2.1   The First Dimension of *Academic Expectations*

According to research, *academic expectations* referred to what pupils were expected to achieve, both academically and in terms of their behavior, linked to a positive view of the pupils' home backgrounds and communities. An effective school was identified with high *academic expectations*.

From the analysis of data, it was found that the overall perceptional level of *academic expectations* in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 4.17. All the four constituencies had high perception levels on that most students could complete high school and finish college. The teachers and the principal also rated high for most of students were capable of getting mostly A's and B's. Though the parents thought the student achievement level in this school was around national norm, the teachers and the parents both thought it was high. This might be understood for the reason that the parents might have higher expectations for student achievement than the teachers and the principal or they just did not know what the national norm level should be. According to Education Encyclopedia (2004), one of the characteristics of good bilingual program was defined as high expectations for students and clear goals. Reynolds et al. (1994) also concluded one feature of effective schools as high

expectations of what pupils could achieve. It could be said that the findings showed all the constituencies have high *academic expectations* for the students.

However, it also disclosed that the teachers, the principal and the parents thought the academic ability of this school's students was around the same compared to other schools. Both the students and the parents did not expect students could do school work better than their classmates and the students did not expect this from their teachers, either. According to Teddlie & Reynolds (2000) who concluded one area of effective schools as high expectations for all and Rutter et al. (1979) who described one characteristic of effective schools as the teachers had high expectations of the capabilities of their pupils, this school needed to improve its constituencies' academic expectations for the students' capability of competing academically against their peers in other schools.

5.2.2   The Second Dimension of *Academic Norms*

From the research, *academic norms* were shared vision, goals and regulations focusing on teaching and learning. They reflected the most common academic values of the school and specified those educational actions that were proper and those that were inappropriate.

Based on the findings, the overall perceptional level of *academic norms* in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 3.89. The students had the highest perceptional level at a mean of 4.31 and followed by the parents at 4.15 and the teachers at 3.86. Though the principal had a moderate level at the lowest mean of 3.25, she might not know whether or not the teachers encouraged students to do extra school work or how the students did school work. The teachers might know better than the principal at this point.

Rutter et al. (1979) demonstrated effective schools use encouragement and appreciation. Both the teachers and the principal rated the first item of encouraging poor students to study at a high perception level. The results revealed that teachers and the principal in this school encouraged students who do not have sufficient economic resources to pursuit for further study.

Mortimore et al (1988) concluded that effective schools had work-centered environment and positive climate and Sammons et al. (1995) mentioned that effective schools included concentration on teaching and learning. From the analysis, the students highly expected their teachers to help those who did badly on the school work and parents highly expected all of the students tried hard to get good grades. Similarly, from the teacher focus group, they thought "the school focuses on teachers' ethics and teaching methods while parents and students emphasize student academic achievement."

Besides, Sammons et al., Levine & Lezotte (1990) and Teddlie & Reynolds (2000) identified that effective schools included shared vision and goals, a learning environment, productive and positive school climate and culture. From the interview with the principal, she emphasized the concepts of moral and total-care education. From the school observation, the researcher also found the school values were highlighted in all kinds of forms. For example, the main buildings in the school were named with school values such as "Ren Ai Building" which means "benevolence" and "Cheng Xin Building" (integrity). On the bulletin boards and the walls in the hallways and the stairs of the main buildings, displays of artwork of students, school safety publicities and slogans that represented school values were seen everywhere. On the walls in classrooms, student awards, disciplinary cards, rating table and English study were posted. And, from the school's handbooks and guides, the school's educational philosophy and values were mentioned.

All of those above gave evidence on the school's possession of shared positive *academic norms*.

5.2.3   The Third Dimension of *Academic Efficacy*

By definition, *academic efficacy* focused on to the extent to which the school supported students' learning and monitored and evaluated learning programs by review, develop and implement means.

From the findings, the overall perceptional level of *academic efficacy* in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 4.21 while the students had the highest perceptional level at a mean of 4.42 and the principal had a high level with the lowest mean of 3.75. The teachers and the principal thought teachers' teaching

methods affected students' achievement. Even though the principal was not sure whether she affected students' academic achievement directly, she believed she could do measures to ensure all the students achieved at a high level. The students and the parents both believed students could do well if they tried. From the teachers' focus group, the researcher learned that the teachers had clear ideas of making teaching plans and they also needed to challenge the gap of bilingual instruction. The findings were in line with Rutter et al. (1979) who showed that effective schools made positive use of homework, set clear and explicit academic goals and Mortimore et al. (1988) and Sammons et al. (1995) who stated that effective schools had intellectually challenging and purposeful teaching.

From school observation, the researcher found the school provided very good environment and resources as well as sufficient extracurricular activities for students to learn and develop. Besides, from the teachers' focus group, they told the school administrators visited the teachers' classes regularly and gave help when need. Also from the class observation, it was found that assessment of student progress and providing opportunity for student involvement were the two highest grading items. The findings gave evidence for Education Encyclopedia (2004), Edmonds (1979), Levine & Lezotte (1990), Teddlie & Reynolds (2000), Liu & Teddlie (2009) and Liu (2006) that described effective schools included frequent and appropriate monitoring of student progress, provided opportunity to learn, and focused on school supports and evaluation.

Thus it could be concluded that the school had good *academic efficacy*.

5.2.4   The Fourth Dimension of *Safe and Orderly Environment*

According to the definition, *safe and orderly environment* was identified as the school had an environment where people felt safe to work and study and the discipline was controlled well and kept in order.

It was found from this study that the overall perceptional level of *safe and orderly environment* in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 4.21 while the students had the highest perceptional level at a mean of 4.58 and the principal had a high level with the lowest mean of 4.00. The teachers, the principal and the parents rated the safe environment with the highest level and the students thought

the rules for good behavior in the school the highest. Though students rated class discipline at a moderate level, they thought most students followed class rules. And the teachers, the principal and the parents all agreed the discipline problems could be handled at the classroom level. The principal said, "The discipline policy is clearly stated. Class advisors will assist subject teachers to manage the class. If there is a discipline problem, class advisors will be responsible for solving it." From school observation, the researcher also noticed the safe of the school were guarded very well and students had polite and orderly behaviors in the school. For example, all students said hello to teachers and the researchers when they met outside the classroom and people talked in a low voice and kept orderly in the dining hall. Based on the indications of Edmonds (1979), Rutter et al. (1979), Lezotte et al. (1989) and Liu (2006) that effective schools were identified with orderly, safe environment and the discipline was controlled well, the findings supported a conclusion that the school had a *safe and orderly environment*.

5.2.5　　The Fifth Dimension of *Quality of Instruction*

Based on research, *quality of instruction* meant that teachers used a pervasive and broadly understood instructional focus on students' overall learning through various methods (e.g., content, materials, teaching ways, evaluation, etc.).

The findings revealed that the overall perceptional level of *quality of instruction* in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 4.07. The students had the highest perceptional level at a mean of 4.50 and followed by the teachers at 4.29 and the parents at 4.07. Though the principal had a moderate level with the lowest mean of 3.40 and she seemed not satisfied with teachers' preparation work, she might have higher requirement and expectations for teachers. The teachers, the principal and the students valued teachers' use of various teaching strategies and learning activities with the highest mean while the parents valued teachers' fair grading in class the highest. In the school, the national standard educational texts are used as teaching materials while extra texts from Singapore are used for the bilingual program. The study of class observation showed that the presentation of appropriate content, effective delivery of instruction, an conductive learning environment and

maximization of instruction were graded high while interactive time-on-task and non-interactive time-on-task were graded effective. Few students were observed with off task in class. The class management was very good. These were coherent to all of the previous research work that effective schools emphasized quality of instruction and learning, and such schools had structured sessions and focused on effective teaching characteristics such as quantity and pacing of instruction, time allocation, classroom management, active teaching and various teaching skills.

Education Encyclopedia (2004) defined three of the characteristics of good bilingual program as adequate resources and linguistically, culturally, and developmentally appropriate materials; instruction through the native language for subject matter; and multicultural instruction that recognized and incorporated students' home cultures. From the observation, the school used "My Pals Are Here" published by Marshall Cavendish in Singapore (2008) along with the national standard text as teaching materials for the bilingual program and it developed complex ability courses taught through activities such as "knowledge competition, holiday celebration, social experience and studying tour" to "culture a healthy character and train for social adaptation". It also offered many interactions with oversea sister schools. For the teaching, foreign teachers are all native speaking, certified, and experienced teachers who take full responsibility of bilingual English, Math and Science courses. Chinese teachers and staff assist foreign teachers as well.

All in a word, the school had high *quality of instruction* and adequate resources.

However, both the principal and one teacher mentioned hands-on activities in this school were not developed enough. Besides, some teachers in the focus group mentioned they felt some kind of stressed with their teaching in the bilingual program because "the teaching loads are heavy and teaching time is tight". This situation needed to improve in the future.

5.2.6   The Sixth Dimension of *Parent and School Relationship*

Parent and school Relationship were defined in this study as to the extent to which the school made parents aware of the school, to understand their children's learning and to give feedback and suggestion for further improvement.

From the analysis of the findings, the overall perceptional level of *parent and school relationship* in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 3.94. The students had the highest perceptional level at a mean of 4.15 and followed by the teachers at 3.94, the parents at 3.91 and the principal at 3.75. Three items of parents' requirements of feedback from the school, parents' care about the school grades and parents leaving a place at home for children doing homework were rated highest respectively. And though the principal had a moderate perception level of whether most parents provided learning environment for their children at home since she might not contact with individual families in the school, teachers, students and parents all rated high on this item.

However, the students and the parents' perception level of parents' helping out around the school were low at a moderate level. The parents also rated whether the communication with the school was adequate at a moderate level with a mean of 3.51. According to Gorton, Alston & Snowden (2007), many parents recently expected to participate in the school's policy development. It was suggested that the school should encourage more parental participation in the school's policy development. Parents should not just pick up their children home after school but get involved in the school's policy making process such as curricula design, class evaluation and student development, etc.

On the average, the school had a positive relation with its parents despite some absence of parent involvement.

5.2.7   The Seventh Dimension of *Leadership*

According to the definition, *leadership* was confined to the principal's administrative characteristics in influencing the teachers to involve in the process of school improvement and policy making, support, motivate and communicate with teachers to achieve the school goal and academic efficiency.

As shown in the findings, the overall perceptional level of *leadership* in Beijing Zhongde School from all the three sets of the constituencies of the teachers, the principal, and the parents was high at the average mean of 4.00. The teachers had the highest perceptional level at a mean of 4.57 and followed by the principal at a

score of 4.00 and the parents at a mean of 3.72. Both teachers and the principal had high perception levels on each item in this dimension. Though the parents had a moderate perception level on whether the principal often contacted teachers and students, they might not know much about the situation in the school possibly because they did not enter the school and get involved in the school routine activities.

According to Gorton, Alston & Snowden (2007), today's effective leaders knew how to cultivate a school culture of collaboration under "transformational leadership". From the interview with the principal and teachers' focus group, the researcher learned that the school had a clear statement of its policy making process and good faculty participation in the teaching activities. The administrative structure of the school also showed that the school had simple and clear administration which made the principal's power easy to implement and the faculty easy to get involved in the school's policy-making process.

These findings identified the school with effective *leadership.*

5.2.8   The Eighth Dimension of *Job Satisfaction*

Job Satisfaction was defined as the personal attitude of staff towards their jobs and other working concerns.

From the study of the findings, the overall perceptional level of *job satisfaction* in Beijing Zhongde School from two sets of the constituencies of the teachers and the principal was high at the average mean of 4.03. The teachers had higher perceptional level of job satisfaction than the principal. This was in accordance with the results learned from the teachers' focus group that the teachers felt very satisfied with their jobs in this school because they could have higher salary than others in public schools and they could also combine a good studying team and negotiate with each other well. According to Cheng (1996, 1997a, 1997b, 2002), teachers were effective if the major school constituencies were at least minimally satisfied with their performance. Thus the researcher concluded that *job satisfaction* level was high in this school.

However, the perception levels of the principal on the community respect for the teacher profession were moderate with the lowest score of 3.00 while the teachers' perception level was high at a mean of 4.20. This might be explained by the

reason that the principal had higher expectations on the improvement of teachers' social welfare. Just as suggested by the principal, the improvement of the community respect for teachers especially for primary teachers depended on more awareness from both the government and the public.

5.2.9   The Ninth Dimension of *Staff Development*

It was studied that *staff development* emphasized on the extent to which the school provided ongoing academic training on teaching skills and knowledge with follow up, evaluation and support for teachers' development.

From the analysis of the findings, the overall perceptional level of *staff development* in Beijing Zhongde School from two sets of the constituencies of the teachers and the principal was moderate at the average mean of 3.35. The teachers had high perceptional level of *staff development* at a mean of 4.21 while the principal just had a moderate level of *staff development* at a mean of 2.50.

From further analysis, the principal graded one item of staff development activities at high level but three other items at low perceptional levels with a score of 2.00. The three items were: 1) a primary focus of staff development at this school involved helping teachers develop skills that would directly enhance classroom teaching; 2) the principal often planed staff development activities together with members of the faculty; and 3) the staff development program at this school was regularly evaluated by the faculty. After the in-depth interview with the principal, it could be explained by the following reasons: 1) the principal thought staff development focused on not only teaching skills but also their thoughts and perceptions towards teaching; 2) the principal thought staff development was part of the school's regular plan and would be organized by the faculty; 3) the staff development program was regularly evaluated by the faculty, the administrators in the school and outside experts together. From the above analysis, it was seen that the principal had a broader view on school administration to meet the changing educational needs of the society in the future.

Pan (2007) mentioned one influential contributor to the process and outcomes of school improvement was school support system. It thus could be summarized that though the principal rated lower on staff development, it would not

affect the conclusion that the school focused on *staff development* because the school provided support system for teachers' training and professional development.

5.10   The Tenth Dimension of *Student Achievement*

In this research, *Student Achievement* was measured by documentary study to examine the awards that the school had received in the past five years and the scores that the students had achieved in the standardized examinations in Beijing Zhongde School.

Beijing Zhongde School was rewarded many awards from both the educational departments of the government and educational institutions. Also, from the analysis of the data, the overall graduating students' scores in this school were high with a high average mean of 87.2 at a high pass rate of 97.6% and a high excellent rate of 65.1%. Besides, on the average, the students in the bilingual program achieve higher grades in every subject especially much higher in English.

Furthermore, from the analysis of the study, the passed student number in Cambridge international tests (Young Learners English) was 122 in total. Rutter et al. (1979) found higher overall achievement levels could be achieved from good schooling.

All of these above statement showed the situation of *student achievement* in this school was at a high level.

CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS

This research aimed to determine the effectiveness of a private bilingual school, Beijing Zhongde School, in the Chaoyang District of Beijing, China. The school effectiveness was studied by analyzing the situation of ten dimensions of school effectiveness with a mixed research method of quantitative and qualitative analysis. The findings were discussed in the Chapter V and this chapter gives the conclusion of the discussion and provides recommendations.

6.1   Conclusions

Specifically, the researcher employed four questionnaires to measure perceptions towards school effectiveness: nine parallel dimensions of the teachers' and the principal's perceptions; six parallel dimensions of the students' and the parents' perceptions, with one more dimension of *leadership* included in the parents' questionnaire; and studied the school's documents to explore the tenth dimension of *student achievement*. After that, an interview with the principal, a teachers' focus group consisting of 6 teachers, six class observations and a school observation were conducted to enhance the findings.

The constituencies' general information could be concluded from the study as follows:

The total population of this research was 2,362 people including 1 principal, 101 teachers, 1,130 students, and 1,130 parents in Beijing Zhongde School in Chaoyang District of Beijing, China. 98.6% of the teachers who were surveyed completed the surveys, as compared to 43.7% of the students and 40.7% of the parents.

Thus the total sample was 990 people including 70 teachers, 460 students, and 460 parents in the school.

Among the sample, most teachers (94.3%) in this school were Chinese females (78.6%) with ten years or more teaching experience and some graduate qualifications but less than Master's degree; the principal, as well as the founder of this school, was a female with a Master's degree; most students (96.1%) were Chinese studying in the school in their 2-3 years (43.9%) with an approximately equal proportion of gender and almost three-fourths of them were at the primary school level. Most parents (97.2%) surveyed were Chinese with an approximately equal proportion of gender, with their children falling having similar characteristics of the students who were surveyed.

6.1.1   The Situation of School Effectiveness in Beijing Zhongde School

From the analysis of the findings, the situation of school effectiveness in Beijing Zhongde School was positive in the overall perception level.

(1) According to the findings from the **four questionnaires**, the situation of school effectiveness was at a high level with the four constituencies' high perception level of overall school effectiveness of this school at an overall average mean of 4.05, on a scale of 1-5. Among the constituencies, the students' perception level was high with the highest mean of 4.29, followed by the teachers with 4.20 and the parents with 4.05. The principal's perception level was moderate with the lowest mean of 3.64.

i)   For **teachers**, the dimension of *safe and orderly* presented the highest perception level with a mean of 4.58, followed by the dimension of *quality of instruction* with a mean of 4.29, and then by two dimensions of *academic efficacy* and *leadership* with an equal mean of 4.27.

ii)   For **the principal**, the dimension of *academic expectations* presented the highest perception level with a mean of 4.40, followed by the two dimensions of *safe and orderly* and *leadership* at the same mean of 4.00.

iii)   For **students**, the dimension of *quality of instruction* presented the highest perception level with a mean of 4.50, followed by the two dimensions of *.academic efficacy* at a mean of 4.42 and *academic norms* at 4.31.

iv) For **parents**, the dimension of *academic efficacy* presented the highest parents' perception level with a mean of 4.40, followed by the two dimensions of *academic norms* at a mean of 4.15 and *safe and orderly* at 4.08.

(2) It was seen from the **documentary study** that the school had a high *student achievement*.

(3) It could be summarized from **the teachers' focus group** that the school situation was positive. The discussion covered school effectiveness on *school discipline*, *student achievement*, *faculty participation*, *teaching process*, *staff development*, and *staff job satisfaction*.

(4) From the analysis of **the interview with the principal**, the school situation was positive. There are effective school management policies for *educational philosophy*, *teachers' training, development and evaluation*, and *school decision making*, *finance management* and *future plans*.

(5) From the findings of six **class observations**, the overall classroom teaching in Beijing Zhongde School was positive with the highest mean of 4.0 for *assessment of student progress*, followed by 3.8 for *providing opportunity for student involvement* and 3.7 for *presentation of appropriate content*. From the interaction between the students and the researchers during the classroom observations, the researchers concluded that the students are becoming bilingual, meaning that the students can switch freely between both languages under their familiar situations but still have some distance to go before they are effectively bilingual.

(6) From the **school observation**: the school had a *safe and orderly environment*; students were *polite and well disciplined*; the school *values* permeated everywhere; the school administrative structure was streamlined; the school provided sufficient *facilities* and managed them well; the teaching and learning activities were combined well with the national basic educational courses, the bilingual courses, and the complex ability courses.

6.1.2   The Situation of the Ten Dimensions of School Effectiveness

The situation of the ten dimensions of school effectiveness in Beijing Zhongde School was:

(1)   The overall perceptional level of **the first dimension of *academic expectations*** in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 4.17. Conclusion: each constituency has high expectations for the students to complete high school and attend college. However, there was evidence that this school also needs to improve its expectations in each of its constituencies of the students' capability of competing academically against their peers in other schools. Base on the findings noted in sub-paragraph 10 below, this is more of a perception than fact.

(2) The overall perceptional level of **the second dimension of *academic norms*** in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 3.89. The students had the highest perceptional level at a mean of 4.31 while the principal had a moderate level with a lowest mean of 3.25. Conclusion: the school possessed shared positive academic norms, but the principal has higher expectations than all other constituencies – she set high standards for herself and the school.

(3) The overall perceptional level of **the third dimension of *academic efficacy*** in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 4.21. The students had the highest perceptional level at a mean of 4.42 while the principal had a high level with the lowest mean of 3.75. The teachers and the principal thought teachers' teaching methods affected students' achievement. The students and the parents both believed students could do well if they tried. Conclusion: the school had good academic efficacy.

(4) The overall perceptional level of **the fourth dimension of *safe and orderly environment*** in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 4.21. The students had the highest perceptional level at a mean of 4.58 while the principal had a high level with the lowest mean of 4.00. The teachers, the principal and the parents rated the safe environment with the highest level while the students

thought the rules for good behavior in the school the highest. Conclusion: the school had a safe and orderly environment.

(5) The overall perceptional level of **the fifth dimension of *quality of instruction*** in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 4.07. The students had the highest perceptional level at a mean of 4.50 while the principal had a moderate level with the lowest mean of 3.40. The teachers, the principal and the students valued teachers' use of various teaching strategies and learning activities with the highest mean while the parents valued teachers' fair grading in class the highest.

However, both the principal and one teacher mentioned hands-on activities in this school were not developed well. And some teachers in the focus group mentioned they feel stressed because of heavy teaching loads. Conclusion: hands on activities and balanced teaching loads need to improve in the future.

(6) The overall perceptional level of **the sixth dimension of *parent and school relationship*** in Beijing Zhongde School from all the constituencies of the teachers, the principal, the students and the parents was high at the average mean of 3.94. The students had the highest perceptional level at a mean of 4.15 while the principal had a high level at the lowest mean of 3.75. Three items, i.e., parents' requiring of feedback from the school, parents' caring about the school grades and parents leaving a place at home for children doing homework, were rated the highest ones. Conclusion: the school had a positive relation with its parents despite some absence of parent involvement.

(7) The overall perceptional level of **the seventh dimension of *leadership*** in Beijing Zhongde School from three sets of the constituencies of the teachers, the principal, and the parents was high at the average mean of 4.00. The teachers had the highest perceptional level at a mean of 4.57 and followed by the principal at 4.00 and the parents at 3.72. Both the teachers and the principal had high perception levels on each item in this dimension. From the interview with the principal and teachers' focus group, the school had a clear statement of its policy making process and good faculty

participation in the teaching activities. The administrative structure of the school also showed that the school had simple and clear administration which made the principal's power easy to implement and the faculty easy to get involved in the school's policy-making process. Conclusion: the findings identified the school with effective leadership

(8) The overall perceptional level of **the eighth dimension of *job satisfaction*** in Beijing Zhongde School from two sets of the constituencies of the teachers and the principal was high at the average mean of 4.03. The teachers had higher perceptional level of job satisfaction than the principal. Conclusion: job satisfaction level was high in this school.

(9) The overall perceptional level of **the ninth dimension of *staff development*** in Beijing Zhongde School from two sets of the constituencies of the teachers and the principal was moderate at the average mean of 3.35. The teachers had high perceptional level of staff development at a mean of 4.21, while the principal rated low on this dimension with a mean of 2.50. Conclusion: the principal's lower score is because she has high expectations and a broader view on school administration's need to meet the changing educational needs of the society in the future. Despite that, the school has a good focus on staff development

(10) The situation of **the tenth dimension of *student achievement*** was positive. Beijing Zhongde School was rewarded many awards from both the educational departments of the government and educational institutions. Also, from the analysis of the data, the overall graduating students' scores in this school were high with a high average mean of 87.2 at a high pass rate of 97.6% and a high excellent rate of 65.1%. The passed student number in Cambridge international tests (Young Learners English) was 122 in total. Conclusion: student achievement in this school was at a high level.

6.2   Recommendations

6.2.1   Recommendations from the Findings

This research enriches school effectiveness research findings on bilingual education in China. It provides information of a case study to monitor the complex situation of school effectiveness in bilingual schools in general. As a leading school in its bilingual program in Chaoyang District of Beijing, China, the sample school in this study is representative to provide such information, and it is proved with effective administrative system and high quality of schooling as well as unique teaching and learning systems such as condensed teaching and student development.

Based on the findings and discussion of the study, the following recommendations were suggested:

6.2.1.1   Recommendations for the government

In general, the Chinese government needs to increase its investment in bilingual education to meet the call of globalization in the changing society.

The government needs to integrate diverse types of education to meet multiple educational needs in its educational and economic advancement.

The government also needs to improve the overall program for bilingual education. It is recommended for the state policy holders and school administrators to adopt this sample school as a good model to develop the quality of bilingual schools in China. Continued and increased emphasis needs to be made in moving the teaching of English from rote memorization into an effective model that results in them being able to become bilingual, meaning that the students can switch freely between both languages.

Moreover, the government needs to increase its support for monitoring school effectiveness to improve the overall quality of school administration and schooling. School effectiveness can be measured by multi-dimensions. The ten dimensions of school effectiveness are proven measurements of important aspects of an effective school and can be checked by multi-dimensional methods to understand the situation of every dimension in the school. The methods can be applied to examine quality of education and school effectiveness in the future.

Furthermore, the government needs to provide scholarships and funding in bilingual schools to students from the lower class so as to guarantee equity of education in the long run.

6.2.1.2   Recommendations for the school

At the school level, the administration should encourage more parental participation in the school's policy development so as to enhance its parent and school relationship.

Schools should also experiment with more hands-on, activity-based instruction in class and focus less on students' test scores so as to bridge the gap of bilingual instruction by integrating both Chinese and western teaching ways.

6.2.2   Recommendations for Further Studies

6.2.2.1   This study only selected one private bilingual school in Chaoyang District of Beijing, China to study the school effectiveness, and thus there is no comparison to other schools. More schools might be sampled in different districts and areas and in both public and private property to get more information of school effectiveness in bilingual schools in China.

6.2.2.2   Researchers might consider comparing the relation of the dependent and independent variables in school effectiveness as well as adding new variables emerging from this study into the questionnaires. For example, in this study, most of the parents in this school are from the middle class or above, and there are no findings from those from the lower class. Thus independent variables such as family background might be compared with dependent variables such as parent and school relationship or academic expectations.

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APPENDICES

APPENDIX A

MAPS

Appendix A1: The Map of China

Appendix A2: The Map of Beijing

APPENDIX B
INSTRUMENTS

Appendix B1: Questionnaires

LETTERS ASKING FOR THE INSTRUMENTS

From: Shujie.Liu

To: Yingjuan Yang

Date: Thu, 28 Jan 2010 13:08

Subject: RE: Request for the instruments

Hi Yingjuan,

I attached all the instruments I used for my dissertation. Dr. Teddlie and I also used the same instruments in the following articles. If you cite them in your work, that might make your research strong.

Liu, S., & Teddlie, C. (2009). Case studies of school effectiveness in rural China. Journal of Education for Students Placed at Risk, 14, 334–355.

Teddlie, C., & Liu, S. (2008). Examining teacher effectiveness within differentially elementary schools in the People's Republic of China. School Effectiveness and School Improvement, 19(4), 387-407.

If you have any questions, please let me know.

Shujie

From: Yingjuan Yang
Sent: Saturday, January 23, 2010 12:10 AM
To: Shujie Liu
Subject: Request for the instruments

Dear Dr. Shujie Liu,

Thank you so much for telling me Dr. Teddlie's contact information. I have just got his reply and he allows me to ask the instruments from you. So I am gratefully writing to ask your help to send me the instruments as well as the **Chinese translation** of them.

Best regards,

Yang Yingjuan

Date: Fri, 22 Jan 2010 12:44AM
From: Charles Teddlie
To: Yingjuan Yang   **CC**: Shujie Liu
Subject: Re: Request for you r permission

Dear Yang Yingjuan,

Please contact Dr. Liu at the address above - she will send you the requested instruments.

Charles Teddlie

From: Yingjuan Yang

Sent: Wednesday, January 20, 2010 11:28 PM

To: Shujie Liu

Subject: request for your permission

Dear Dr. Teddlie,

Firstly please allow me to introduce myself to you. I am Yang Yingjuan, from Yunnan China, studying in the international graduate program in Educational Management in Mahidol University of Thailand. I am now working on a thesis of school effectiveness and want to explore the school effectiveness of Bilingual Education in Beijing - the most innovative and economic developed region in China. If the research be done, it will be a study on school effectiveness in the new domain of bilingual schools in China.

I have read a dissertation of School Effectiveness Research in China (2006) written by Shujie Liu and feel very interested in the well-designed research method. I especially find the instruments that she adopted from you are really suitable for my thesis. So I am writing to request that:

Whether I could get your permission to adopt the instruments that Shujie Liu used in her dissertation, i.e. the four parallel questionnaires, the classroom observation instruments, the School Observation Checklist, and the Teacher Interview Protocol?

Any reply would be truly appreciated. I am looking forward to hearing from you.

Sincere,

Yang Yingjuan

COVER LETTER

To whom it may concern,

We are conducting a research about *bilingual school effectiveness in Chaoyang District of Beijing, China* and this questionnaire is a part of the graduate thesis at Educational Management of the Faculty of Social Sciences and Humanities in Mahidol University, Thailand under a scholarship of Ford Foundation of Institute of International Education.

<u>Complete confidentiality is assured</u>. There are no right or wrong answers; we simply want you to give us your best answer to each question. After your questionnaire has been entered onto computer files, it will be destroyed. It is important that you be candid in your answers.

If you have any questions in completing the questionnaire, please do not hesitate to contact the researcher Ms. Yingjuan Yang at the first convenience via email of yingjuanyang@hotmail.com.

Thank you very much for your participation!

Sincerely,

Yingjuan Yang

Master's Degree in Educational Management
Faculty of Social Sciences and Humanities
Mahidol University, Thailand

SCHOOL EFFECTIVENESS AND ASSISTANCE PROGRAM
TEACHER QUESTIONNAIRE

School_____ Grade level_____

General Information

1.   Nationality: _____

2.   Gender: ☐ Male   ☐ Female

3.   Teaching Level: ☐ Primary   ☐ Junior High

ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BEST ANSWER. PICK ONLY ONE ANSWER FOR EACH QUESTION!!

4.   How long have you taught school (including time teaching at other schools)?

☐ This is my first year

☐ 1-4 years

☐ 5-9 years

☐ 10 years or more

5.   How long have you taught in this school?

☐ This is my first year

☐ 1-3 years

☐ 4-7 years

☐ 8 years or more

6.   How much formal preparation do you have?

☐ Bachelor's degree

☐ Some graduate work but less than Master's degree

☐ Master's degree

☐ More than Master's degree but not Doctorate

☐ Doctorate

7.   How many days have you been absent, excluding professional days, so far <u>this school year</u>?

☐ 1 or 2 days

☐ 3 or 4 days

☐ 5 or 6 days

☐ 7 or 8 days

☐ 9 or more days

ANSWER THE FOLLOWING QUESTIONS BY TICKING THE COLUMN TO THE RIGHT UNDER THE RIGHT NUMBER OF THE CORRECT ANSWER. (Pick only one answer for each question)

No	The 1st dimension - *Academic Expectations*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	On the average, the student achievement level in this school can be expected above national norm.					
2	Most of the students in this school can be expected to complete high school.					
3	Most of the students in this school can be expected to attend college.					
4	Most of the students in this school are capable of getting mostly A's and B's.					
5	The academic ability of this school's students is rated higher compared to other schools.					

Other suggestions:

_____

_____

No	The 2nd dimension - *Academic Norms*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
6	You always encourage your students who do not have sufficient economic resources to aspire to go to college or some other form of higher education.					
7	Almost all of the teachers in your school encourage students to seek extra school work so that they (the students) can get better grades.					
8	Almost all of the students in your school will try hard to do better school work than their schoolmates.					
9	Almost all of the students in your class will try hard to do better school work than their classmates					

Other suggestions:

_____

_____

No	The 3rd dimension - *Academic Efficacy*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
10	In this school, there is a great deal that teachers can do to insure that all their students achieve at a high level.					
11	In your class, there is a great deal you can do to insure that all your students achieve at a high level.					
12	Teachers' attitudes toward their students have a great deal of effect on their students' achievement.					
13	Teaching methods have a great deal of effect on students' achievement.					

Other suggestions:

_____

_____

No	The 4th dimension - *Safe and Orderly*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
14	Your school provides staff with a safe environment.					
15	If you have a discipline problem, your school's administration provides you with the support and help that you need.					
16	Most discipline problems are handled at the classroom level.					
17	The discipline policy at your school is clearly stated and consistently enforced.					

Other suggestions:

_____

_____

No	The 5th dimension - *Quality of Instruction*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
18	This school does a good job in preparing students in mathematics and language arts.					
19	Students at your school are taught in ways that allows them to relate what they are studying to their everyday lives.					
20	Teachers at this school use a variety of teaching strategies and learning activities to help their students learn.					
21	Students at this school are provided hands-on, activity-based instructional experiences in most of their classes.					
22	Students are assessed in a variety of ways at your school, which gives them ample opportunity to demonstrate what they know.					

Other suggestions:

_____

_____

No	The 6th dimension - *Parent/School Relationship*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
23	Most parents of students at this school provide an effective learning environment for their children at home.					
24	Many parents are often involved in activities at the school (fund raising, serving as aids, etc.)					
25	Almost all of the parents at this school ask feedback from the principal and teachers as to how their children are doing in school.					
26	Almost all of the parents at this school care about what grades their children earn.					

Other suggestions:

_____

_____

No	The 7th dimension - *Leadership*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
27	Teachers at your school participate in the development of school policies on a regular basis.					
28	Teachers at this school are often involved in school improvement activities.					
29	The administrator(s) at your school encourage(s) active faculty involvement in the school improvement process.					
30	The principal emphasizes faculty participation in decision making at the school.					

No	The 7th dimension (Cont.) - *Leadership*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
31	The principal is often seen throughout the school making informal contacts with teachers and students.					
32	When you are trying to improve your instructional program, it is easy to get the principal's assistance.					
33	In your school, the principal actively protects time for instruction by controlling interruptions, setting up a schedule that maximizes the opportunity to learn, etc.					
34	The principal at this school does a very good job in getting resources for the school.					

Other suggestions:

_____

_____

No	The 8th dimension - *Job Satisfaction*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
35	The teaching profession is well respected in my community.					
36	You usually look forward to coming to work at your school.					
37	You enjoy teaching at this school very much.					
38	If you had a choice between teaching at another school or staying here, you would stay here.					

Other suggestions:

_____

_____

No	The 9th dimension - *Staff Development*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
39	A primary focus of staff development at this school is to help teachers develop skills that will directly enhance teaching.					
40	The faculty and the principal at this school often plan staff development activities together.					
41	The staff development program at this school is regularly evaluated by the faculty.					
42	During the past two years, staff development activities at this school have addressed issues and skills that were important to me.					

Other suggestions:

_____

_____

Thank you very much for completing this questionnaire!

SCHOOL EFFECTIVENESS AND ASSISTANCE PROGRAM
PRINCIPAL QUESTIONNAIRE

School_____

1.   Gender _____

ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BEST ANSWER.

PICK ONLY ONE ANSWER FOR EACH QUESTION!!

General Information

2.   How long have you a principal (including time as a principal at other schools)?

☐ This is my first year

☐ 1-4 years

☐ 5-9 years

☐ 10 years or more

3.   How long have you been a principal at this school?

☐ This is my first year

☐ 1-3 years

☐ 4-7 years

☐ 8 years or more

4.   How much formal preparation do you have?

☐ Bachelor's degree

☐ Some graduate work but less than Master's degree

☐ Master's degree

☐ More than Master's degree but not Doctorate

☐ Doctorate

5.   How many days have you been absent, excluding professional days, so far this school year?

☐ 1 or 2 days

☐ 3 or 4 days

☐ 5 or 6 days

☐ 7 or 8 days

☐ 9 or more days

ANSWER THE FOLLOWING QUESTIONS BY TICKING THE COLUMN TO THE RIGHT UNDER THE RIGHT NUMBER OF THE CORRECT ANSWER. (Pick only one answer for each question)

No	The 1st dimension - *Academic Expectations*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	On the average, the student achievement level in this school can be expected above national norm.					
2	Most of the students in this school can be expected to complete high school.					
3	Most of the students in this school can be expected to attend college.					
4	Most of the students in this school are capable of getting mostly A's and B's.					
5	The academic ability of this school's students is rated higher compared to other schools.					

Other suggestions:

_____

No	The 2nd dimension - *Academic Norms*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
6	You always encourage your students who do not have sufficient economic resources to aspire to go to college or some other form of higher education.					
7	Almost all of the teachers in your school encourage students to do extra school work to improve their grades.					
8	Almost all of the students in your school will try hard to do better school work than their schoolmates.					
9	Almost all of the students in your school would do extra work to improve their grades.					

Other suggestions:

_____

No	The 3rd dimension - *Academic Efficacy*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
10	It is possible for a principal, with the cooperation of the school's teachers, to change a low achieving school into a high achieving school.					
11	There is a great deal that I, as the principal, can do to insure that all of the students in my school achieve at a high level.					
12	As a principal, I have very great effect on my teachers' ability to deliver effective classroom instruction.					
13	As a principal, I have very great effect on students' academic achievement.					

Other suggestions:

_____

_____

No	The 4th dimension - *Safe and Orderly*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
14	Your school provides staff with a safe environment.					
15	If faculty members have discipline problems, you and your school's administrative staff provide them with the support and help that they need.					
16	Most discipline problems are handled at the classroom level.					
17	The discipline policy at this school is consistently enforced.					

Other suggestions:

_____

_____

No	The 5th dimension - *Quality of Instruction*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
18	This school does a good job in preparing students in mathematics and language arts.					
19	Students at this school are taught in ways that allows them to relate what they are studying to their everyday lives.					
20	Teachers at this school use a variety of teaching strategies and learning activities to help their students learn.					
21	Students at this school are provided hands-on, activity-based instructional experiences in most of their classes.					
22	Students are assessed in a variety of ways at your school, which gives them ample opportunity to demonstrate what they know.					

Other suggestions:

_____

_____

No	The 6th dimension - *Parent/School Relationship*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
23	Most parents of students at this school provide an effective learning environment for their children at home.					
24	Many parents are often involved in activities at the school (fund raising, serving as aids, etc.)					
25	Almost all of the parents ask feedback from the principal and teachers as to how their children are doing in school.					
26	Almost all of the parents of the students at this school care about the grades their children earn.					

Other suggestions:

_____

_____

No	The 7th dimension - *Leadership*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
27	Teachers at your school participate in the development of school policies on a regular basis.					
28	Teachers at this school are often involved in school improvement activities.					
29	As the principal, I encourage active faculty involvement in the school improvement process.					
30	As the principal, I emphasize faculty participation in decision making at the school.					
31	I make frequent informal contacts with teachers and students during the school day.					
32	As the principal, I often meet with the teachers as a group to discuss ways of improving the instructional program at school.					
33	I actively protect time for instruction in my school by controlling interruptions, setting up a schedule that maximizes the opportunity to learn, etc.					
34	I believe that the administration of this school does a very good job in getting resources for the school.					

Other suggestions:

_____

_____

No	The 8th dimension *- Job Satisfaction*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
35	The educational profession (K-12 grade levels) is very well respected in my community.					
36	I usually look forward to coming to work at my school.					
37	I enjoy being the principal at this school very much.					
38	If I had a choice between being a principal at another school or staying here, I would stay here.					

Other suggestions:

_____

_____

No	The 9th dimension *- Staff Development*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
39	A primary focus of staff development at this school involves helping teachers develop skills that will directly enhance classroom teaching.					
40	I often plan staff development activities together with members of my faculty.					
41	The staff development program at this school is regularly evaluated by the faculty.					
42	During the past two years, staff development activities at this school have addressed issues and skills that were of importance to the faculty.					

Other suggestions:

_____

_____

Thank you very much for completing this questionnaire!

SCHOOL EFFECTIVENESS AND ASSISTANCE PROGRAM
STUDENT QUESTIONNAIRE

School_____   Teacher_____

DIRECTIONS: We are trying to learn more about students and their work in schools. This is not a test of any sort and will not affect your school work. Your teacher and your principal <u>will not</u> see your answers. When the word <u>parent</u> is used, it means either your mother and father or the people with whom you live and take care of you.

<u>Demographic data</u>

1.   Nationality _____

ANSWER THE FOLLOWING QUESTIONS BY TICKING THE BEST ANSWER. PICK <u>ONLY ONE</u> FOR EACH QUESTION!!

2.   How old are you today?

	8 or below	9	10	11	12	13	14 or above
Years old							

3.   Are you a boy or a girl?

      ☐ Boy   ☐ Girl

4.   What grade are you in?

	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Grade										

5.   This is my _____ year at this school?

1st year	2nd year	3rd year	4th year	5th year	6th year	7th year

ANSWER THE FOLLOWING QUESTIONS BY TICKING THE COLUMN TO THE RIGHT UNDER THE RIGHT NUMBER OF THE CORRECT ANSWER. (Pick only one answer for each question)

No	The 1st dimension - *Academic Expectations*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	You would like to finish college.					
2	Most of the students in this school would like to finish college.					
3	Your teacher(s) would say you can do school work better than other people at your age.					
4	Your parents believe you would finish college.					
5	Your parents would say you can do school work better than your friends.					

Other suggestions:

_____

_____

No	The 2nd dimension - *Academic Norms*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
6	Most of the students in this school try hard to get good grades on their tests.					
7	Compared to students in other schools, students in this school learn a lot more.					
8	Teachers in your school always try to help students who do badly on their school work.					
9	Most of the students in your school make fun of or tease students who get real good grades.					

Other suggestions:

_____

_____

No	The 3rd dimension - *Academic Efficacy*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
10	I always do my homework even if it is very difficult.					
11	People like me will never do well in school even though we try hard.					
12	I can do well in school if I work hard.					

Other suggestions:

_____

_____

No	The 4th dimension - *Safe and Orderly*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
13	I feel safe at my school.					
14	Students in my classes often interrupt the teacher and disturb other students.					
15	Most students in my classes follow class rules.					
16	I know the rules for good behavior in the hallways, the playground, and the school cafeteria.					

Other suggestions:

_____

_____

No	The 5th dimension - *Quality of Instruction*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
17	I learn a lot in language, mathematics and science class.					
18	My teachers use proper materials to teach us in class.					
19	My teachers use different ways of teaching to keep the class interesting.					
20	My teachers grade me fairly in class.					
21	My teacher always checks or reviews homework when I bring it back to school.					

Other suggestions:

_____

_____

No	The 6th dimension - *Parent/School Relationship*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
22	My parents often check with my teacher to see how well I am doing in school.					
23	My parents help me with my homework if I need help.					
24	I have a special place at home where I always do my homework.					
25	My parents care about the grades I get in school.					
26	My parents often help out around my school.					

Other suggestions:

_____

_____

Thank you very much for completing this questionnaire!

SCHOOL EFFECTIVENESS AND ASSISTANCE PROGRAM
PARENT QUESTIONNAIRE

DIRECTIONS: We are trying to learn more about students and their schools in Mahidol. Your opinion about your child's school is a very important part of that information.

<u>Demographic data</u>

1.   Nationality: _____

2.   Gender:

        ☐ Male   ☐ Female

PLEASE TICK THE SINGLE (ONE) BEST ANSWER TO EACH QUESTION.

3.   In what grade is your child (the child that brought this questionnaire home from school)?

1st	2nd	3rd	4th	5th	6th	7th	8th	9th

4.   This is your child's _____ year at this school?

1st year	2nd year	3rd year	4th year	5th year	6th year	7th year

ANSWER THE FOLLOWING QUESTIONS BY TICKING THE COLUMN TO THE RIGHT UNDER THE RIGHT NUMBER OF THE CORRECT ANSWER. (Pick only one answer for each question)

No	The 1st dimension - *Academic Expectations*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	On the average, the student achievement level in this school can be expected above national norm.					
2	Your child will finish college.					
3	Your child's teacher believes he/she will finish college.					
4	Your child does schoolwork better than her/his classmates.					
5	The academic ability of the students in your child's school is rated higher compared to other schools.					

Other suggestions:

_____

_____

No	The 2nd dimension - *Academic Norms*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
6	Almost all of the students at your child's school try hard to get good grades.					
7	Compared to students in other schools, the students at your child's school learn a lot more in her/his school.					
8	Teachers in your child's school always try to help students who do badly on their school work.					
9	It is the most important thing to teachers in your child's school that their students learn their school work.					

Other suggestions:

_____

_____

No	The 3rd dimension - *Academic Efficacy*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
10	Your child can do well in school if he/she really tries.					
11	You encourage your child to complete assignments even if you think he/she is unable to do their schoolwork.					
12	Your attitude towards your child's school and school work has a great deal of effect on her/his achievement.					

Other suggestions:

_____

_____

No	The 4th dimension - *Safe and Orderly*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
13	Your child's school provides her/him with a safe and orderly environment.					
14	If there is a discipline problem at your child's school, the principal (and administrative staff) provide teachers with the support and help that they need to handle it.					
15	Discipline problems or unruly students seldom interrupt your child's classes.					
16	The discipline policy at your child's school is clearly stated and consistently enforced.					

Other suggestions:

_____

_____

No	The 5th dimension - *Quality of Instruction*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
17	Your child's school does a good job of preparing students in language, mathematics and science.					
18	Teachers at your child's school prepare proper materials to teach their students.					
19	Students at your child's school are taught in ways that allows them to relate what they are studying to their everyday lives.					
20	Teachers at your child's school use a variety of teaching strategies and learning activities to help their students learn.					
21	Your child's teachers grade fairly in class.					

Other suggestions:

_____

_____

No	The 6th dimension - *Parent/School Relationship*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
22	You always help your child with homework if he/she needs help.					
23	There is a special place at home where your child always does his/her homework.					
24	You see to it that your child always finishes her/his homework before going to school.					
25	You often help out around your child's school.					
26	Reports concerning the progress that my child is making in school (progress reports, report cards) are adequate to answer the questions you have regarding her/his school performance.					

Other suggestions:

_____

_____

No	The 7th dimension - *Leadership*	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
27	The principal at your child's school is often seen throughout the school making contacts with teachers and students.					
28	The principal at your child's school <u>does a very good job</u> in getting resources to the school.					
29	The principal at your child's school has organized the school's schedule to maximize the students' opportunities to learn.					
30	The principal at your child's school actively encourages parental participation in the school.					

Other suggestions:

_____

_____

Thank you very much for completing this questionnaire!

Appendix B2: Protocols for Interviewing Teachers

☐ How is the student discipline in your school?

-Is there clearly stated discipline policy?

-Is the discipline policy strictly implemented? Please describe that implementation.

-If students present discipline problems, who is responsible for solving those problems?

☐ How important is student academic achievement at your school?

-Does your school's administration use the students' test scores to evaluate a teacher?

-Has the new curriculum reform changed the approach to teacher evaluation in your school? If so, what are the changes?

-How important is student academic achievement to the parents of students in your school? Please provide details.

-How important is student academic achievement to the students in your school? Please provide details.

☐ What role does the faculty play in your school's decision making?

-Do teachers in your school have opportunities to participate in the school's policy decision making? If so, how does this happen?

-Do teachers in your school want to be involved in your school's decision making? Please explain.

☐ Please describe the teaching in your school.

-Do the teachers who teach at the same grade use the same teaching materials (textbooks, etc.)? Please explain.

-Do the teachers at your school "teach to the test"? Please describe how they do that.

-Have you ever "taught to the test"? If so, please describe how you did that.

-Who decides your teaching plan for the academic year? Please describe the process whereby this occurs.

-What is your teaching focus: (1) knowledge mastery, (2) hands-on activities, (3) a combination of knowledge mastery and hands-on activities, or (4) another approach? Please briefly describe your teaching focus.

-How often does the principal visit your class? Please estimate the number of times per academic year.

-Does your principal provide instructional assistance when you need it? If so, please describe how he/she does that.

☐ What are the components of staff development at your school?

-How would you describe the "ideal teacher" at your school? What kinds of characteristics does that teacher have?

-What is the focus of staff development at your school? Please provide details.

-How are staff development plans at your school put together? For instance, do faculty members help develop those goals, or are they put together by the principal, or are they developed at the district level? Please elaborate.

-What is your opinion of the staff development program at your school?

Appendix B3: Classroom Observation Systems

CLASSROOM SNAPSHOT

DIRECTIONS: For each classroom scan, count the number of children engaged in interactive, non-interactive, and off-task activities. Record that number in the appropriate box.

TIME PERIOD	Time 1	Time 2	Time 3	Time 4	Time 5	Time 6
INTERACTIVE TIME-ON-TASK: Reading Aloud, Making Assignments, Instruction/Explanation, Discussion/Reviewing, Assignments, Practice Drill, Taking Test/Quiz						
NON-INTERACTIVE TIME-ON-TASK: Reading Silently, Written Assignments, Students Working Together Without Direct Adult Supervision						
OFF TASK: Social Interaction, Student Uninvolved, Being Disciplined, Classroom Management						
TOTAL NUMBER OF STUDENTS						
TIME SCAN STARTED						

Observer _____   School _____

Teacher _____   Grade _____

Date _____   Time (Start/End) _____

Adults Present _____   Students Present _____

LCET Summary Form

Indicator	Score (1-4)
IIA1: Organizes Available Space, Materials, and/or Equipment to Facilitate Learning.	
IIA2: Promotes A Positive Learning Climate	
IIB1: Manages Routines and Transitions in a Timely Manner.	
IIB2: Manages and/or Adjusts Time Allotted for Planned Activities.	
IIC1: Establishes Expectations for Learner Behavior.	
IIC2: Uses Monitoring Techniques to Facilitate Learning.	
IIIA1: Uses Techniques Which Develops Lesson Objectives.	
IIIA2: Sequences Lesson to Promote Learning.	
IIIA3: Uses Available Teaching Materials and Aids to Achieve Lesson Objectives.	
IIIA4: Adjusts Lesson When Appropriate.	
IIIB1: Presents Content at a Developmentally Appropriate Level.	
IIIB2: Presents Accurate Subject Matter.	
IIIB3: Relates relevant examples, unexpected situations, or current events to the content.	
IIIC1: Accommodates Individual Differences	
IIIC2: Demonstrates Ability to Communicate Effectively with Students.	
IIIC3: Stimulates and Encourages Higher Order Thinking at the Appropriate Developmental Levels.	
IIIC4: Encourages Student Participation.	
IIID1: Monitors Ongoing Performance of Students. (Informal Assessment)	
IIID2: Provides Timely Feedback to Students Regarding Their Progress (Informal and Formal Assessments)	

4 Demonstrates Excellence - Indicates that the teacher does an outstanding job in this Attribute or Component. No area for improvement is readily identifiable.

3 Area of Strength - Indicates the teacher consistently meets and sometimes exceeds expectations for performance in this Attribute or Component. Performance can be improved in the areas indicated, but current practices are clearly acceptable.

2 Needs Improvement - Indicates the teacher's performance sometimes, but not always meets expectations in this Attribute or Component. Improvement activities are required for performance to consistently meet standards.

1 Unsatisfactory - Indicates the teacher's performance in this Attribute or Component is not acceptable. Improvement activities must be undertaken immediately.

Appendix B4: School Observation Checklist

SCHOOL OBSERVATION CHECKLIST

School: _____   Date: _____

Observer: _____

Note: Not all items on this checklist will be appropriate to both schools. Every team member should complete sections 1. Sections 2-8 should be divided among the team members. Any notable observations relevant to unassigned sections should be recorded.

Section I.   Teacher

    1. Note number/percent of teachers arriving:

       a.   early (_____   _____ %)

       b.   at school starting time (_____   _____ %)

       c.   late (_____   _____ %)

    2. Number of breaks allowed per day: _____

    3. Length of breaks allowed: _____

    4. Number of teachers leaving the lounge after break has ended: _____

    5. Number of teachers taking breaks in lounge: _____

    Comment: _____

    6. Note type(s) of information posted on lounge bulletin board: _____

    7. Note comments, statements, and conversations of faculty, reflecting their attitudes and perceptions of their school in general, students, principal, local school district personnel, etc. _____

    8. Based on observations of teachers, do they appear to be satisfied with their jobs as:

       a.   Professional educators: _____

       b.   Teachers with this particular school: _____

Further Comments: _____

Section II.   School Arrival

    1. Note the proportion of students (a few, some, many, most, all) who arrive:

       a.   early (_____   _____ %)

       b.   at school starting time (_____   _____ %)

    c.   late (_____   _____ %)

    2. Note the number of duty teachers when students arrive at school: _____

    3. Do there appear to be regimens or constraints placed on students' behavior? (e.g., strict structure placed on before-school behavior; students appear somewhat independent, with a few rules governing activities; students' activities are unrestricted.)

_____

    4. Are there any security devices/regimens? (e.g., metal detectors, student ID badges, security officers)

_____

    5. How are rules and regimens implemented? (e.g., teachers and/or staff use authoritative control; some guidance from staff, but students are self-disciplined)

_____

    6. How do students respond to the rules and regiments? Describe their general before-school behavior.

_____

Further Comments: _____

Section III.   Playground/School Grounds

    1. Number of recess periods: _____ Length: _____

    2. Monitoring of playground equipment/school grounds; number of duty teachers.

_____

    3. Note amounts, types, and condition of playground equipment.

_____

    4. Are there specific rules (formal or informal) regarding where students can congregate during recess? (e.g., students can/cannot go in their classroom(s) early; males gather near gym, girls near auditorium; playgrounds segregated by grade)

_____

    5. Is there scheduled use of playground equipment, organized play, etc.? To what degree are the students independent in their playground activities?

_____

    6. Are there specific playground rules and discipline policies in place? Describe each? If so, describe them.

_____

7. Do the students respond quickly to the school bell at the end of the recess period?

_____

Further Comments: _____

Section IV.   Custodial Staff and Physical Appearance of School

	Somewhat Unclean	Clean	Very Clean
1. School grounds, playground(s)	a	b	c
2. Hallways, offices, bathroom(s)	a	b	c
3. Classrooms	a	b	c

4. How much interaction is there between faculty and/or students and custodial staff?

_____

5. What is the general attitude of faculty toward custodial staff?

Negative   Indifferent   Positive

6. What is the general attitude of students toward custodial staff?

Negative   Indifferent   Positive

7. Are some school buildings and facilities in need of repair, replacement, maintenance, etc.?

walls _____

building structure _____

windows _____

fences _____

faculty desks, chairs _____

student desks, chairs _____

Further Comments: _____

Section V.   Cafeteria

1. What is the general demeanor of the cafeteria staff?

_____

2. How do students treat the cafeteria staff?

_____

3. Are the students allowed to talk during lunch?

_____

4. What other rules and regulations govern student behavior at lunch time (e.g., clean plate, disposal of trays, etc.)

_____

5. Describe the behavior of students at lunchtime.

_____

6. Are teachers required to eat lunch with their students? _____

7. Are there cafeteria monitors? _____

Section VI. Auxiliary Classes

1. Are the P.E. classes organized with physical fitness in focus, organized play/exercise, or independent?

_____

2. Who teaches P.E. classes: _____

3. What amount and type of P.E. equipment and resources are available?

_____

4. Who teaches music classes? _____

5. What amount and type of music class equipment/resources are available?

_____

6. Who teaches art classes? _____

7. What type of art is taught?

_____

8. What types of art materials are available?

_____

9. Does the guidance counselor come into the classroom regularly to lead discussion, provide information, etc. How often? _____

What is discussed? _____

10. What type of special education services/resources are available? (e.g., autistic classes, signing for the hearing impaired, resource/remediation, etc.) _____

11. Describe the attitudes of teachers and students of special education classes. Do they appear to be an integral part of the school culture?

_____

12. Are there scheduled visits and/or classes for students with the:

a. social welfare worker

     b. school psychologist

     c. dietitian

     d. foreign language teachers

     e. safety instructors

     f. health professional

     g. others

13. Do these visits appear to interfere with the regular class routine?

_____

14. What appears to be the attitude of the regular classroom teacher(s) toward these visits?_____

15. In what other classes, extracurricular functions, activities, etc. are students involved? (e.g., plays, field trips, clubs/organizations, etc.)

_____

Further Comments: _____

Section VII. Hallways and Bulletin Boards

1. What is displayed on walls of hallways? (e.g., artwork of students, awards, posters, banners, announcements, etc.)

_____

2. What is displayed on bulletin boards in hallways?

_____

3. What are the subject matters of displays around the school?

_____

4. Do the displays have specific themes?

_____

5. How often do displays change? _____

6. Who is responsible for displays on walls and bulletin boards? _____

Further Comments: _____

Section VIII. Library

1. Is there a school library? _____

2. Describe its physical attributes.

_____

3. Is there a librarian? _____

If yes, is he/she ____full-time? ____halftime? ___less than halftime?

4. If the librarian is less than full-time, what are his/her other duties?

_____

5. How are the students scheduled to visit the library?

_____

6. What is the general behavior of students in the library?

_____

7. Does the librarian have structured classes for students in library science?

In general knowledge/various subjects _____

If not, how is library time used? _____

8. What resources are available in the library (furniture, books, AV equipment, periodicals, professional materials for faculty)?

_____

9. As indicated through observation, what is the general rapport of the librarian with students? _____

With faculty? _____

Section IX.   Other Observations

_____

_____

_____

APPENDIX C
RECORD OF TEACHERS' FOCUS GROUP

R: this researcher   T1-T6: Six Teachers

R: **How is the student discipline in your school?**

T1, T2, T4, & T5: It is good. The discipline policy is clearly stated in the school.

T2: Class advisors will assist subject teachers to manage the class. If there is a discipline problem, class advisors will be responsible for solving it.

T3: The discipline policy is strictly implemented. For example, there are clear policies for late and early-leaving students as well as excellent and full-attendance students.

T2: We also have 40 character classes focus on etiquette and manners in the school.

T5: Some students have discipline problems because most are the only children in a family. Then the class advisor may help them through negotiations with their classmates and families.

T4: We have a contact booklet with parents for each student which records students' ordinary behaviors in the school.

R: **How important is student academic achievement at your school?**

T2 & T4: Very important.

T2: But the students' test scores are not used to evaluate a teacher. Teacher evaluation focuses on teachers' ethics.

T3: Teachers are evaluated regularly by student questionnaire, parent poll, peer assessment, and supervisor appraisal, etc.

T2: Both the bilingual program and regular departments have the same evaluation for teachers. The difference is bilingual program has foreign teachers.

T6: The parents emphasize on student academic achievement. They care about their test scores and English abilities especially in the bilingual program.

T1: The students also focus on their academic achievement. They are required to take the Chaoyang District Examinations and it is very competitive for the students to get good scores in those examinations.

R: **What role does the faculty play in your school's decision making?**

T1: Generally, according to the school's plans and teaching objectives, the teachers pose some suggestions and the leaders make decisions.

T4: Especially subject teachers have a voice on what to do and how to do actual activities.

T6: The teachers are active in the school's decision making. However, considering of heavy study tasks, appropriate activities are the best.

R: **How is the teaching in your school?**

T1: All the grades use the national standard educational texts as teaching materials while the bilingual program has special materials from Singapore.

T2 & T6: We do not "teach to the test" but we also focus on test scores because the parents emphasized on that.

T5: The bilingual program has a high requirement for English proficiency. The students have to learn science and math in English, too. So the Chinese teachers and foreign teachers need to negotiate with each other and the teaching methods are quite flexible.

T6: The foreign teachers are open and the students like their styles. But that also give pressure to Chinese teachers. Chinese teachers have to adjust their teaching methods to hook up with English teaching. I feel there is a gap here and Chinese teachers have more responsibilities and more pressure as well.

T2: Since English courses increase in the bilingual program, Chinese courses have to be condensed. This requires Chinese teachers in this program to streamline their courses. For example, we have 12 English classes and only 14-15 Chinese and math classes per week. We need to reduce the repeat parts for the overlap contents.

T3: On the average, the students in the bilingual program achieve higher grades in every subject especially much higher level in English.

T4: Usually our teachers make teaching plans according to the master syllabus, and they submit that to the teaching and research group to discuss, and then they submit to the principal.

T2: We focus on students' knowledge mastery and intellect and thinking abilities foster.

T6: Students like hands-on activities a lot, but we do not have enough time to develop that very well.

T2: The principal will visit the teachers' classes at least once a semester.

T4: Sometimes the head of the teaching and research group or the head of the subject teachers will visit classes without information ahead. They will give instructional assistance when we need it.

R: **What are the components of staff development at your school?**

T5: A good teacher has flexible teaching methods to get with the students.

T6: A teacher also needs to master a degree of intensity and time arrangement to make the class effective.

T2: Usually every teacher prepares an open class in the first semester. Then in the second semester, three teachers chosen from the young, the middle-aged and the elder groups give a research class and all teachers attend and discuss new teaching methods together.

T4: We also have professional trainings for new teachers in holidays.

T6: Every two weeks, we have the teaching and research activities and the head of the group will organize that.

T5: Faculty members discuss the research together and develop staff development plans. The principal just requires English trainings for each teacher. The district also provides a free English training for all non-English subject teachers but that is voluntarily based. Besides, the Educational Committee of the district offers teachers' training every year in the holidays.

R: **Do you feel satisfied with your work in this school?**

T1, T2, T4 & T5: Very satisfied. We have higher salary than public schools and a good studying team to work together. We have good negotiation with each other.

T6: Satisfied. Considering the entire environment in China, Chinese students are some kind of weak in hands-on activities.

T3: Some kind of stressed. The teaching task is heavy and time is tight. Sometimes we have to instruct individuals to make them up with others.

BIOGRAPHY

NAME   Yingjuan Yang

DATE OF BIRTH   15 August 1976

PLACE OF BIRTH   Yunnan, China

INSTITUTIONS ATTENDED   Kunming Science & Technology University,
                                  1995-1999
                                          Bachelor of Engineering
                                  Mahidol University, 2008-2010
                                          Master of Education in
                                          Educational Management
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SCHOLARSHIP RECEIVED   IFP (FORD FOUNDATION)

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