

1.	Record Nr.	UNISA990001312830203316
	Autore	PONZELA, Gaia
	Titolo	Cantare dialettale inedito del sec. XV / Gaia Ponzela ; a cura di Giorgio Vranini
	Pubbl/distr/stampa	Bologna : Commissione per i testi di lingua, 1957
	Descrizione fisica	LII, 82 p. ; 17 cm
	Collana	Scelta di curiosità letterarie inedite e rare dal secolo XII al XIX, in appendice alla collezione di opere inedite e rare ; 252
	Disciplina	851.2
	Collocazione	VI.3. Coll.14/ 104(V A 400/252)
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910789261903321
	Autore	Koukolik Frantisek
	Titolo	Nejspanilejsi ze vsech bohu : eseje / / Frantisek Koukolik ; Petr Zvolsky, Otakar A. Funda, recenzenti ; Lenka Scerbanicova, redakce ; Jan Serych, grafická uprava
	Pubbl/distr/stampa	[Prague, Czech Republic] : , : Karolinum, , 2012 ©2012
	ISBN	80-246-2354-4
	Edizione	[Vydání první.]
	Descrizione fisica	1 online resource (233 p.)
	Disciplina	362.19689
	Soggetti	Neurosciences - Social aspects Neuropsychology Free will and determinism Love Spirituality
	Lingua di pubblicazione	Ceco
	Formato	Materiale a stampa
	Livello bibliografico	Monografia

Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
3. Record Nr.	UNINA9910219964903321
Autore	Berends Mark <1962->
Titolo	Facing the challenges of whole-school reform : New American Schools after a decade / / Mark Berends, Susan J. Bodilly, Sheila Nataraj Kirby ; prepared for New American Schools
Pubbl/distr/stampa	Santa Monica, Calif., : RAND Education, 2002
ISBN	0-8330-3224-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource (267 p.)
Altri autori (Persone)	BodillySusan J KirbySheila Nataraj <1946->
Disciplina	371.2/00973
Soggetti	School improvement programs - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"MR-1498-EDU"--P. [4] of cover.
Nota di bibliografia	Includes bibliographical references (p. 209-222).
Nota di contenuto	PREFACE; FIGURES; TABLES; SUMMARY; ACKNOWLEDGMENTS; ACRONYMS; Chapter One INTRODUCTION; AN OVERVIEW OF NAS; RAND'S PURPOSE AND ANALYTIC TASKS; CONCEPTUAL FRAMEWORK FOR UNDERSTANDING IMPLEMENTATION AND PERFORMANCE IN NAS SCHOOLS; RAND'S PROGRAM OF STUDIES OF NEW AMERICAN SCHOOLS; CAVEATS AND LIMITATIONS; ORGANIZATION OF THIS STUDY; Chapter Two THE DEVELOPMENT OF NEW AMERICAN SCHOOLS; NAS'S WHOLE-SCHOOL DESIGN CONCEPT; REQUEST FOR PROPOSALS; NAS DESIGN TEAM SELECTIONS; DEVELOPMENT PHASE AND THE DECISION TO REDUCE THE NUMBER OF TEAMS; THE DEMONSTRATION PHASE AND FURTHER REDUCTION IN THE TEAMS LESSONS AND THE STRATEGY FOR SCALE-UPSELECTION OF SCALE-UP PARTNERS; SCALE-UP EXPERIENCES, 1995-1998; COMPREHENSIVE SCHOOL REFORM AND THE NEW NAS; The New NAS; SUMMARY; Chapter Three CHANGES IN NAS DESIGNS; GENERAL VIEW OF WHY EDUCATION INTERVENTIONS CHANGE OVER TIME; FINDINGS; SUMMARY AND POLICY IMPLICATIONS; Chapter Four IMPLEMENTATION OF NAS DESIGNS DURING THE SCALE-UP PHASE; AN OVERVIEW OF NAS SCHOOLS;

STUDIES OF IMPLEMENTATION: RESEARCH QUESTIONS, METHODOLOGY, AND LIMITATIONS; IMPLEMENTATION LEVELS IN NAS SCHOOLS; FACTORS AFFECTING IMPLEMENTATION IN NAS SCHOOLS
FACTORS THAT CONTRIBUTED TO THE DECISION TO DROP THE DESIGNSUMMARY AND POLICY IMPLICATIONS; Chapter Five
IMPLEMENTATION OF NAS DESIGNS IN A HIGH-POVERTY DISTRICT; RESEARCH QUESTIONS; METHODOLOGY; LIMITATIONS; CHOICE OF DISTRICT; SAN ANTONIO CONTEXT; NAS'S ESSENTIAL ROLE IN THE DISTRICT'S REFORM STRATEGY; FINDINGS; INSTRUCTIONAL PRACTICES; SUMMARY AND POLICY IMPLICATIONS; Chapter Six NAS DESIGNS AND ACADEMIC ACHIEVEMENT; BACKGROUND OF THE ANALYSIS; MONITORING ACADEMIC PROGRESS WITH SCHOOLLEVEL TEST SCORES; THE LINK BETWEEN IMPLEMENTATION AND PERFORMANCE AT THE SCHOOL LEVEL
MONITORING ACADEMIC PROGRESS WITH STUDENTLEVEL TEST SCORESFINDINGS FROM CASE STUDIES; SUMMARY AND POLICY IMPLICATIONS; Chapter Seven THE FUTURE OF WHOLE-SCHOOL DESIGNS: CONCLUSIONS, OBSERVATIONS, AND POLICY IMPLICATIONS; UNIQUENESS OF THE RAND APPROACH; THE CONTRIBUTION OF NEW AMERICAN SCHOOLS; IMPLICATIONS FOR THE EXTERNAL CHANGE AGENT THEORY OF ACTION; IMPLICATIONS FOR CURRENT POLICY: A CAUTIONARY NOTE; Afterword DRIVEN BY RESULTS AND A DECADE OF EXPERIENCE; Appendix METHODOLOGY FOR THE STUDIES ON IMPLEMENTATION AND PERFORMANCE; REFERENCES

Sommario/riassunto

After a decade of studies, this report released in 2002, draws together RAND's research on New American Schools, highlighting the organizations significant contribution to comprehensive school reform and noting the challenges that came with implementing whole-school designs.
