

1.	Record Nr.	UNISALENTO991004369938207536
	Autore	White, Osmar
	Titolo	Parliament of a thousand tribes : a study of New Guinea / Osmar White
	Pubbl/distr/stampa	London : Heinemann ; 1965
	Descrizione fisica	XI, 256 p., [1] c. geog. rip., [4] c. di ta. : fotogr. ; 23 cm
	Disciplina	995
	Soggetti	Nuova Guinea Storia
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910954288103321
	Autore	Borman Kathryn M
	Titolo	Meaningful urban education reform : confronting the learning crisis in mathematics and science // by Kathryn M. Borman and associates ... [et al.]
	Pubbl/distr/stampa	Albany, : State University of New York Press, c2005
	ISBN	9780791483879 0791483878 9781423743569 1423743563
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (302 p.)
	Collana	SUNY series, power, social identity, and education
	Disciplina	510/.71/073
	Soggetti	Mathematics - Study and teaching - United States Science - Study and teaching - United States Curriculum change - United States
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Bibliographic Level Mode of Issuance: Monograph
	Nota di bibliografia	Includes bibliographical references (p. 269-278) and index.

Intro -- MEANINGFUL URBAN EDUCATION REFORM: Confronting the Learning Crisis in Mathematics and Science -- Contents -- Illustrations -- Tables -- Preface -- Acknowledgments -- Abbreviations -- 1. Historical Context: How National Science Foundation Reforms Build on Earlier Reforms -- SYSTEMIC REFORM -- SCHOOL CULTURE-A POSSIBLE 7TH DRIVER -- THE CURRENT CRISIS: CLOSING THE PERSISTENT ACHIEVEMENT GAP -- ASSESSING THE IMPACT OF THE URBAN SYSTEMIC INITIATIVES -- THE SCHOOL DISTRICTS AND CITIES -- RESEARCH ON SYSTEMIC REFORM -- 2. The Importance of District and School Leadership -- DISTRICT AND SCHOOL ADMINISTRATOR PARTICIPANTS -- BARRIERS TO REFORM -- INFLUENCE OF ASSESSMENTS -- CONCLUSION -- 3. Building Relationships to Sustain Reform -- ENGAGING STAKEHOLDERS -- SCHOOL-LEVEL REPORTS OF INCREASING STAKEHOLDER INVOLVEMENT -- COMMUNITY STAKEHOLDERS' VIEW OF USI IMPACT ON THEIR INVOLVEMENT -- CONCLUSION -- 4. Professional Development in Systemic Reform -- PROFESSIONAL DEVELOPMENT AND STANDARDS-BASED PRACTICES -- IMPLICATIONS FOR PRACTICE AND POLICY -- CONCLUSION -- 5. Instructional Practices in Mathematics and Science Classrooms -- INSTRUCTIONAL PRACTICES -- UNDERSTANDING INSTRUCTIONAL PRACTICES: OUR MEASUREMENT TOOLS -- LOOKING AT INSTRUCTIONAL PRACTICES -- COMBINING PERSPECTIVES ON INSTRUCTIONAL PRACTICES USING CLUSTER ANALYSIS -- CONCLUSION -- 6. Student Engagement in Mathematics and Science -- EXPERIENCE SAMPLING METHOD -- CONCLUSION -- 7. Closing the Achievement Gap -- DEVELOPMENT OF THE MODEL -- MIAMI-DADE INITIATIVE -- CHICAGO INITIATIVE -- SUMMARY -- CONCLUSION -- 8. School Culture: The Missing Lever in Improving Student Outcomes and Achieving Sustainable Reform -- SCHOOL CULTURE -- INFLUENCE OF SCHOOL CULTURE ON CLASSROOM PRACTICES -- MEASURING SCHOOL CULTURE, PROFESSIONAL DEVELOPMENT, AND CLASSROOM PRACTICES. MEASURING STUDENT ACHIEVEMENT, PROFESSIONAL DEVELOPMENT, AND CLASSROOM PRACTICES ACROSS SITES -- CONCLUSION -- 9. What Have We Learned?: A Summary of Key Findings -- WHAT MATTERS AT THE DISTRICT LEVEL -- WHAT MATTERS AT THE SCHOOL LEVEL -- WHAT MATTERS AT THE CLASSROOM LEVEL -- Appendix A: Instrumentation -- Appendix B: Survey of Classroom Practices -- Works Cited -- Contributors -- Index -- A -- B -- C -- D -- E -- L -- M -- N -- P -- Q -- R -- S -- t.

Sommario/riassunto

Summarizes findings of a long-term study of math and science education reforms in Chicago, El Paso, Memphis, and Miami.
