

الملحق أ: التقارير التي استخدمت في التحليل المتعمق

لقد وجدنا بالإجمال 70 تقريراً يتفق مع المعايير المحددة في الفصل 3. وتناول تقريران اثنان وبشكل أساسي، الدراسة ذاتها. لذلك تشير مناقشات التحليل المتعمق في الفصل 1 وحتى الفصل 7 إلى 69 دراسة. أما التقارير الـ 70 فهي مدرجة هنا.

In all, we found 70 reports that met the criteria specified in Chapter 3. Two reports basically addressed the same study. Therefore, discussions of the meta-analysis in Chapters 1 through 7 refer to 69 studies. The 70 reports are listed here.

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الملحق ب: الأساليب القيادية الـ 25 التي حددتها كوتون والمسؤوليات الـ 21

كما جرى إيضاحه في الفصلين 2 و4، فقد قامت كوتون (2003) بتحديد 25 أسلوباً للقيادة كانوا مشابهيين للمسؤوليات الـ 21 التي عرضناها. ويقارن هذا الجدول ما بين أساليب كوتون الـ 25 وبين مسؤولياتنا الـ 21.

المسؤوليات الـ 21	أساليب كوتون الـ 25
• النظام	1. جو مدرسي آمن ومنظم
• التركيز	2. رؤية وأهداف تركز على
• الساعي للكمال	مستويات عالية من تعلم الطلاب
• التركيز	3. توقعات عالية لتعلم الطلاب
• المثل العليا/ المعتقدات	4. ثقة بالنفس، مسؤولية، مثابرة
• الساعي للكمال	
• المدخلات	5. إمكانية الرؤية وإمكانية الوصول
• إمكانية الرؤية	
• الثقافة	6. منهاج مدرسي إيجابي داعم
• التواصل	7. التواصل والتفاعل
• العلاقة	
• العلاقة	8. الدعم العاطفي والدعم
• إمكانية الرؤية	المتبادل بين الأشخاص
• الانفتاح	9. امتداد ومشاركة أولياء
	الأمر والمجتمع
• المكافآت الطارئة	10. الطقوس، الاحتفالات
• التأكيد	وغيرها من النشاطات الرمزية
• المدخلات	11. قيادة مشتركة، صناعة القرار
• التواصل	وتعزيز صلاحيات الطاقم الإداري

المسؤوليات الـ21	أساليب كوتون الـ25
• الثقافة	12. التعاون
• معرفة المنهاج الدراسي، التدريس، والتقييم. • المشاركة في المنهاج الدراسي، التدريس، والتقييم	13. القيادة التعليمية
• التركيز	14. السعي المستمر وراء المستويات العليا لتعلم الطلاب
• الساعي للكمال	15. معيار التحسن المستمر
• التركيز • التحفيز الفكري	16. مناقشة القضايا التعليمية
• التحفيز الفكري	17. مراقبة الصف والتغذية الراجعة للمدرسين
• المراقبة/ التقييم • المشاركة في المنهاج الدراسي، التدريس والتقييم	18. دعم الاستقلال الذاتي للمدرس
• المرونة	19. دعم القيام بالمجازفة
• وكيل التغيير	20. فرص وموارد التطوير المهني
• الموارد	21. حماية الوقت المخصص للتدريس
• الانضباط	22. مراقبة تقدم الطلاب وتقاسم النتائج
• المراقبة/ التقييم • التركيز	23. استخدام البيانات الخاصة بالتقدم الذي يحرزه الطلاب
• المراقبة/ التقدير	24. إبداء التقدير للإنجازات التي يحققها الطلاب والطاقم الإداري
• المكافآت • التأكيد	25. إعطاء نموذج مثالي للآخرين
• معرفة المنهاج الدراسي، التدريس والتقييم • المشاركة في المنهاج الدراسي، التدريس والتقييم	

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نبذة عن المؤلفين

روبرت جاي مارزانو

هو كبير العلماء في مركز بحوث وسط القارة للتعليم والتعلم في مدينة أورو، ولاية كولورادو؛ هو أستاذ مساعد في جامعة الكاردينال ستريتش في ميلووكي، ولاية وسكنسون، ونائب رئيس شركة باثفايندر المتحدة للتعليم، رئيس مؤسسة مارزانو وشركائه الاستشارية في مدينة سنتينيال، ولاية كولورادو. طور برامج وأساليب تستخدم في المرحلة الدراسية الممتدة من رياض الأطفال وحتى الصف الثاني عشر التي تترجم البحوث والنظريات الحالية في المعرفة إلى أساليب تعليمية. ألف مارزانو، وهو معروف دولياً بوصفه مدرباً ومتحدثاً، أكثر من 20 كتاباً و150 مقالاً وفصلاً تناول موضوعات مثل تعليم القراءة والكتابة، مهارات التفكير، فعالية المدرسة، إعادة الهيكلة، التقويم، المعرفة وتطبيق المعايير. وتشمل العناوين الأخيرة للكتب الصادرة عن رابطة الإشراف على المناهج الدراسية وتطويرها ASCD «بناء المعرفة الأساسية للتحصيل الأكاديمي» (2004)؛ «الإدارة الناجحة للصف الدراسي»؛ «استراتيجيات قائمة على البحوث لكل مدرس» (مارزانو، مارزانو وبيكرينغ (2003)؛ «ما الذي ينجح في المدارس. ترجمة البحث إلى عمل» (2003)؛ «الكتب الخاص بالتدريس الناجح في الصفوف» (مارزانو، بانيتز، بيكرينغ، وغادي، 2001) والتدريس الناجح في الصفوف: «استراتيجيات قائمة على البحوث لزيادة إنجازات الطلبة» (مارزانو، بيكرينغ، وبولاك، 2001). إضافة إلى ذلك فقد رأس مارزانو فريقاً من المؤلفين الذين قاموا بوضع كتاب «أبعاد التعلم» (رابطة الإشراف على المناهج الدراسية وتطويرها 1992). وهناك كتاب آخر صدر حديثاً هو «مشروع باثفايندرز: اكتشاف قوة الواحد» (مؤسسة باثفايندر للتعليم، 2003). حصل مارزانو على شهادة البكالوريوس الجامعية في اللغة الإنكليزية من كلية أيونا في نيويورك، وعلى شهادة الماجستير في التعليم اختصاص القراءة/وآداب اللغة من جامعة سياتل، ودرجة

الدكتوراه في المناهج الدراسية والتعليم من جامعة واشنطن. بالإمكان الاتصال به على العنوان:

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تيموثي ووترز

عمل مديراً تنفيذياً مسؤولاً لمركز بحوث وسط القارة للتعليم والتعلم (McREL) منذ عام 1995. وعمل قبل ذلك ولمدة 23 عاماً في مجال التعليم العام، كان في السنوات السبع الأخيرة منها مشرفاً على الجهاز التربوي في مدينة غريلي بولاية كولورادو. يعمل ووترز في مجلس إدارة رابطة صناعة المعرفة التعليمية الوطنية وهو مفوض سابق للجنة ولاية كولورادو للتعليم العالي. تلقى شهادته الجامعية في البكالوريوس من جامعة دنفر، وشهادة الماجستير ودبلوم التعليم من جامعة ولاية أريزونا. بالإمكان الاتصال بووترز عند مركز McREL على العنوان الآتي:

McREL, Suite 500, 2550S. Parker Road, Aurora, Co - 1678 - 80014

هاتف: 303-632-5562.

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برايمان آي. ماكلنتي

هونائب رئيس الخدمات الميدانية في مركز بحوث وسط القارة للتعليم والتعلم (McREL) ومسؤول عن تنسيق المساعدات الاستشارية، التدريبية، والفنية للمركز وإيجاد برامج وخدمات جديدة لوضع البحوث التطبيقية للمركز موضع التنفيذ، إضافة إلى تطويرها. عمل ماكلنتي قبل انضمامه إلى مركز McREL مشرفاً مساعداً في مديرية الخدمات التعليمية، المنطقة التعليمية لمدارس مقاطعة أدامز 14، في مدينة كوميرس، بولاية كولورادو. وهو مساعد مفوض سابق للتعليم في وزارة التعليم بولاية كولورادو، ولديه 30 سنة من الخبرة في سلك التعليم. وتشمل مجالات

خبرته تطوير القيادة، فعالية المدارس وتحسينها، التعليم في الطفولة المبكرة، والتعليم الخاص. ونشرت له عدة كتب في هذه المناطق إضافة إلى قيامه بإلقاء محاضرات على نطاق واسع. وكان قد تلقى شهادة الدكتوراه في إدارة التعليم الخاص والإدارة العامة من جامعة دنفر. بالإمكان الاتصال بمكناآتي على العنوان الآتي:

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الموارد ذات الصلة برابطة الإشراف على المناهج المدرسية وتطويرها (ASCD)

في مدة نشر هذا الكتاب، كانت الموارد الآتية الخاصة برابطة الإشراف على المناهج الدراسية وتطويرها متوافرة. للحصول على أحدث المعلومات بشأن موارد الرابطة توجه إلى موقع www.ascd.org. تم تدوين الأرقام المخزنة لرابطة (ASCD) ضمن حاصرتين.

الشبكات Networks.

قم بزيارة موقع ASCD على الإنترنت (www.ascd.org) وابحث عن «Networks» للحصول على معلومات عن الخبراء التربويين الذين شكلوا مجموعات تختص بمتابعة موضوعات مثل «المهارات في التعليم» «التقويم الحقيقي» «التعليم التنافسي القائم على العقل؛ ابحث في «Directory Network» عن عناوين وأرقام هواتف الذين يتولون تقديم التسهيلات في الوقت الراهن.

مقرر دراسي على الإنترنت

ما الذي ينجح في المدارس: مقدمة بقلم جون براون (# PDO40C36)

نسخ مطبوعة

«التدريس الناجح في الصفوف» الإستراتيجيات القائمة على البحوث لزيادة إنجازات الطلبة، روبرت جاي مارزانو، ديورا جاي بيكرينغ (# 103027). جين أي. بولوك (# 101010) «الإدارة الناجحة للصف الدراسي» الإستراتيجيات القائمة على البحوث لكل مدرس» روبرت جاي. مارزانو، جانا إس. مارزانو، ديورا جاي بيكرينغ (# 103027)

مستند: «قصة دينيس ليتكي وصراعه من أجل مدرسة أفضل» سوزان كاميراد

كامبل (#105056)

«من المقاييس إلى النجاح»: دليل لقادة المدارس» مارك اوشي (# 105017)

التصنيف وإعداد التقارير عن تعلم الطلاب «روبرت مارزانو وتوم غاسكي» (أدوات البحث المهني) (# 1061 90)

«الكتيب الخاص بالتدريس الناجح للصفوف» روبرت جاي مارزانو، جينيفر إس. نورفورد، دايان أي باينتر، ديورا جاي. بيكرينغ، بربارة بي. غادي (# 101041)

«كيف تتجح كقائدٍ معلمٍ» جون غابرييل (# 104150)

«كتيب الأنشطة للمدير الجديد: إستراتيجيات النجاح» بام روبنز وهاري في إلفي (#103019)

«الوفاء بالوعود: المحافظة على قيادة المدرسة والمنطقة التعليمية في حقبة مضطربة» ستيفن جاي غروس (#101078)

«ما الذي ينجح في المدارس: ترجمة البحث إلى ممارسة» تأليف روبرت جاي مارزانو (#102971)

أشرطة فيديو

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الإدارة الناجحة للصف الدراسي: تنمية العلاقات (الشريط 2، # 40401)

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