الملحق أ: التقارير التي استخدمت

في التحليل المتعمق

لقـد وجدنـا بالإجمـال 70 تقريراً يتفـق مع المعايير المحددة في الفصـل 3. وتناول تقريران اثنان وبشكل أساسي، الدراسة ذاتها. لذلك تشير مناقشـات 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 الـ25 التي حددتها كوتون والمسؤوليات الـ21

كما جرى إيضاحه في الفصلين 2 و4، فقد قامت كوتون (2003) بتحديد 25 أسلوباً للقيادة كانوا مشابهين للمسؤوليات الـ21 التي عرضناها. ويقارن هذا الجدول ما بين أساليب كوتون الـ25 وبين مسؤولياتنا الـ21.

المسؤوليات الـ21	أساليب كوتون الـ25
• النظام	1. جو مدرسي آمن ومنظم
• التركيز • الساعي للكمال	2. رؤية وأهداف تركز على مستويات عالية من تعلم الطلاب
• التركيز	3. توقعات عالية لتعلم الطلاب
• المثل العليا/ المعتقدات • الساعي للكمال	4. ثقة بالنفس، مسؤولية، مثابرة
• المدخلات • إمكانية الرؤية	5. إمكانية الرؤية وإمكانية الوصول
• الثقافة	6. منهاج مدرسي إيجابي داعم
• التواصل • العلاقة	7. التواصل والتفاعل
• العلاقة • إمكانية الرؤية	8. الدعم العاطفي والدعم المتبادل بين الأشخاص
• الانفتاح	9. امتداد ومشاركة أولياء الأمور والمجتمع
• المكافآت الطارئة • التأكيد	10. الطقوس، الاحتفالات وغيرها من النشاطات الرمزية
• المدخلات • التواصل	11. قيادة مشتركة، صناعة القرار وتعزيز صلاحيات الطاقم الإداري

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

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ℰ𝒢 ℬ𝒢

نبذة عن المؤلفين

روبرت جاي مارزانو

هـو كبير العلماء في مركز بحوث وسـط القـارة للتعليم والتعلـم في مدينة أورورا، ولاية كولورادو؛ هو أسـتاذ مسـاعد في جامعة الكاردينال ستريتش في ميلووكي، ولاية وسكنسـون، ونائب رئيس شـركة باثفايندر المتحـدة للتعليم، رئيس مؤسسة مارزانو وشـركائه الاستشـارية في مدينـة سـنتينيال، ولاية كولـورادو. طور بـرامج وأسـاليب تسـتخدم في المرحلـة الدراسـية الممتـدة مـن ريـاض الأطفـال وحتى الصـف الثاني عشـر التي تترجم البحوث والنظريات الحالية في المعرفة إلى أسـاليب تعليمية. ألف مارزانـو، وهو معروف دوليـاً بوصفه مدربـاً ومتحدثاً، أكثر مـن 20 كتاباً و150 مقالاً وفصـلاً تتنـاول موضـوعات مثل تعليم القـراءة والكتابـة، مهارات التفكيـر، فعّالية المدرسـة، إعادة الهيكلة، التقويم، المعرفة وتطبيق المعايير. وتشـمل العناوين الأخيرة للكتب الصـادرة عن رابطة الإشـراف على المناهج الدراسية وتطويرها ASCD «بناء المعرفة الأساسية للتحصيل الأكاديمي» (2004)؛ «الإدارة الناجحة للصف الدراسي»: إسـتراتيجيات قائمة على البحوث لكل مدرس» (مارزانو، مارزانو وبيكرينغ (2003)؛ «مـا الذي ينجـح في المدارس. ترجمة البحـث إلى عمـل» (2003)؛ «الكتيب الخاص بالتدريس الناجح في الصفوف» (مارزانو، بانيتر، بيكرينغ، وغادي، 2001) والتدريس الناجـح في الصـفوف: «إسـتراتيجيات قائمة على البحوث لزيـادة إنجازات الطلبة» (مارزانـو، بيكرينـغ، وبـولاك، 2001). إضافة إلى ذلك فقـد رأس مارزانـو فريقاً من المؤلفين الذين قاموا بوضـع كتـاب «أبعاد التعلم» (رابطة الإشـراف على المناهج الدراسية وتطويرها 1992). وهنالك كتاب آخر صدر حديثاً هو «مشروع باثفايندرز: اكتشـاف قوة الواحد» (مؤسسة باثفايند للتعليم، 2003). حصل مارزانو على شهادة البكالوريوس الجامعية في اللغة الإنكليزية من كلية أيونا في نيويورك، وعلى شـهادة الماجسـتير في التعليم اختصـاص القـراءة/وآداب اللغة من جامعة سـياتل، 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 البكالوريس 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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برايان آي. ماكنلتي

هو نائب 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 ماكنلتي قبل انضمامه إلى مركز McREL مشرفاً مساعداً في مديرية الخدمات التعليمية، المنطقة التعليمية لمدارس مقاطعة آدامز 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

خبرتـه تطوير القيـادة، فعّاليـة المدارس وتحسـينها، التعليم في الطفولـة المبكرة، والتعليـم الخاص. ونشـرت له عدة كتب في هـذه المناطق إضـافة إلى قيامه بإلقاء محاضرات على نطاق واسع. وكان قد تلقى شهادة الدكتوراه في إدارة التعليم الخاص والإدارة العامة من جامعة دنفر. بالإمكان الاتصال بمكنالتي 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، ديبورا جاي بيكرينغ (103027 #). جين أي. بولوك (101010 #) «الإدارة الناجحة للصف الدراسي» الإستراتيجيات القائمة على البحوث لكل مدرس» روبرت جاي. مارزانو، جانا إس. مارزانو، ديبورا جاي بيكيرينغ (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، دييورا جاي. بيكرينغ، بربارة بي. غادي (101041 #)

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

«كتيب الأنشطة للمدير الجديد: إستراتيجيات النجاح» بـام روبنز وهاريﭞ إلفي (103019#)

«الوفـاء بالوعـود: المحافظـة علـى قيادة المدرسة والمنطقـة التعليميـة ﭬ حقبة مضطربة» ستيفن جاي غروس (101078#)

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أشرطة فيديو

الإدارة النـاجحـة للصف الدراسـي: مشـاركة القواعد والإجراءات
(الشريط1، 404039 #)

الإدارة النـاجحة للصف الدراسي: تنمية العلاقات (الشريط 2. 40401 #)

الإدارة النـاجحـة للصف الدراسـي: تشـجيع الإدارة الذاتية للطلاب
(الشريط3؛ 404041 #)

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(الشريط1؛ 403048 #)

«ما الذي ينجح ﭬ المدارس: عوامل مستوى المدرس «مع روبرت جاي مارزانو
(الشريط 2، 403049 #)

«ما الذي ينجح في المدارس: عوامل مستوى الطالب «مع روبرت جاي. مارزانو

(الشريط 3؛ 403050 #)

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