

# A Framework for Research on Professional Development Schools



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出版者:Rowman & Littlefield Pub Inc

出版时间:2007-9

装帧:Pap

isbn:9780761838227

The purpose of the book is to provide Professional Development School (PDS) workers with a framework for conducting research in a PDS. The book examines the history of these schools as a phenomenon, analyzes PDS research since its inception in 1986, outlines the National Council for Accreditation of Teacher Education's (NCATE) PDS standards, and the American Education Research Association's (AERA) recommended research methods. The result of this examination creates a framework within which researchers in schools, universities, districts, and national groups consider their developmental level. The book includes hypothetical examples of research in these schools that are approved by the AERA. In four chapters the authors investigate the active language of the NCATE / PDS standards that refer to inquiry. A summary of the standards guides the recommended research choices and the hypothetical research projects presented by Professors Jeanne Tunks and Jane Neapolitan. Articles on the PDS system that span the twenty years of its programming tell the story of the schools from multiple perspectives. This book challenges PDS workers to apply the rigor of research methods, beyond narratives, to the deeper question of the effects of Professional Development Schools on learning among all constituents.

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