

Efficient Steps to Writing Research Summary

1

Decide what your summary will cover

2

Take a quick look at the article

3

The article should be read one or two times

4

Write a summary of each section using your own words

5

Rather than evaluating the findings, report them

6

Be brief when summarizing

7

State the research question and hypothesis

8

Discuss the results and their significance

9

Correct errors and improve the flow of the summary

The Effective Principal A Research Summary

**Center for Science, Mathematics, and
Engineering Education, National
Council of Teachers of Mathematics
and Mathematical Sciences Education
Board, National Research Council**

The Effective Principal A Research Summary:

The Effective Principal, 1982 *The Effective Principal* National Association of Secondary School Principals (U.S.), 1982 The Nature and Role of Algebra in the K-14 Curriculum National Research Council, National Council of Teachers of Mathematics and Mathematical Sciences Education Board, Center for Science, Mathematics, and Engineering Education, 1998-09-23 With the 1989 release of *Everybody Counts* by the Mathematical Sciences Education Board MSEB of the National Research Council and the Curriculum and Evaluation Standards for School Mathematics by the National Council of Teachers of Mathematics NCTM the standards movement in K 12 education was launched Since that time the MSEB and the NCTM have remained committed to deepening the public debate discourse and understanding of the principles and implications of standards based reform One of the main tenets in the NCTM Standards is commitment to providing high quality mathematical experiences to all students Another feature of the Standards is emphasis on development of specific mathematical topics across the grades In particular the Standards emphasize the importance of algebraic thinking as an essential strand in the elementary school curriculum Issues related to school algebra are pivotal in many ways Traditionally algebra in high school or earlier has been considered a gatekeeper critical to participation in postsecondary education especially for minority students Yet as traditionally taught first year algebra courses have been characterized as an unmitigated disaster for most students There have been many shifts in the algebra curriculum in schools within recent years Some of these have been successful first steps in increasing enrollment in algebra and in broadening the scope of the algebra curriculum Others have compounded existing problems Algebra is not yet conceived of as a K 14 subject Issues of opportunity and equity persist Because there is no one answer to the dilemma of how to deal with algebra making progress requires sustained dialogue experimentation reflection and communication of ideas and practices at both the local and national levels As an initial step in moving from national level dialogue and speculations to concerted local and state level work on the role of algebra in the curriculum the MSEB and the NCTM co sponsored a national symposium *The Nature and Role of Algebra in the K 14 Curriculum* on May 27 and 28 1997 at the National Academy of Sciences in Washington D C

Jsl Vol 6-N4 JOURNAL OF SCHOOL LEADERSHIP, 1996-07-01 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement **The Nature and Role of Algebra in the K-14 Curriculum** Center for Science, Mathematics, and Engineering Education, National Council of

Teachers of Mathematics and Mathematical Sciences Education Board, National Research Council, 1998-10-07 With the 1989 release of *Everybody Counts* by the Mathematical Sciences Education Board MSEB of the National Research Council and the Curriculum and Evaluation Standards for School Mathematics by the National Council of Teachers of Mathematics NCTM the standards movement in K 12 education was launched Since that time the MSEB and the NCTM have remained committed to deepening the public debate discourse and understanding of the principles and implications of standards based reform One of the main tenets in the NCTM Standards is commitment to providing high quality mathematical experiences to all students Another feature of the Standards is emphasis on development of specific mathematical topics across the grades In particular the Standards emphasize the importance of algebraic thinking as an essential strand in the elementary school curriculum Issues related to school algebra are pivotal in many ways Traditionally algebra in high school or earlier has been considered a gatekeeper critical to participation in postsecondary education especially for minority students Yet as traditionally taught first year algebra courses have been characterized as an unmitigated disaster for most students There have been many shifts in the algebra curriculum in schools within recent years Some of these have been successful first steps in increasing enrollment in algebra and in broadening the scope of the algebra curriculum Others have compounded existing problems Algebra is not yet conceived of as a K 14 subject Issues of opportunity and equity persist Because there is no one answer to the dilemma of how to deal with algebra making progress requires sustained dialogue experimentation reflection and communication of ideas and practices at both the local and national levels As an initial step in moving from national level dialogue and speculations to concerted local and state level work on the role of algebra in the curriculum the MSEB and the NCTM co sponsored a national symposium *The Nature and Role of Algebra in the K 14 Curriculum* on May 27 and 28 1997 at the National Academy of Sciences in Washington D C

International Handbook of Educational Leadership and Administration Kenneth A. Leithwood, Judith Chapman, P. Corson, P. Hallinger, Ann Hart, 2012-12-06 EDITORS This introduction to the *International Handbook of Educational Leadership and Administration* describes some of the motivation for developing the book and several assumptions on which is based much of the work represented in its 31 chapters A synopsis of the contents of those chapters is also provided

SOME KEY ASSUMPTIONS It is sometimes suggested that the search for an adequate understanding of leadership is doomed to fail After all there is little evidence of agreement about the concept in spite of prodigious efforts dating back hundreds if not thousands of years Such a view is captured for example in Bennis observation that Of all the hazy and confounding areas in social psychology leadership theory undoubtedly contends for top nomination Probably more has been written and less is known about leadership than any other topic in the behavioural sciences 1959 page 259 We do not find this state of affairs discouraging nor entirely accurate and of course it did not prevent Bennis from proceeding either One reason for our desire to continue in the face of such discouraging words is that a great deal of leadership research aspires to develop a general theory a theory which applies to all or most domains

of organized human activity This aspiration inevitably produces decontextualized and therefore abstract categories of practice Howard Gardner s 1995 depiction of leadership as story telling is a case in point *Qualities of Effective Principals* James H. Stronge,Xianxuan Xu,2021-04-28 What does it take to be a good school principal No two principals work exactly the same way but research shows that effective principals focus on a core set of factors critical to fostering success among all students In this second edition of *Qualities of Effective Principals* James H Stronge and Xianxuan Xu delineate these factors and show principals how to successfully balance the needs and priorities of their schools while continuously developing and refining their leadership skills Throughout the book the authors provide practical tools and extensive research that will help principals Assess exhibit and harness instructional leadership to meet a school s goals Foster and sustain an effective school climate for learning Select support and retain high quality teachers and staff Manage school resources effectively and efficiently Create maintain and strengthen internal and external community relationships Define their role in student achievement This book also includes practical skills checklists along with quality indicators and red flags for effective leadership *Qualities of Effective Principals 2nd Edition* is an excellent resource for both experienced and new principals committed to developing and leading strong schools that help all students succeed *Approaches to Administrative Training in Education* Joseph F. Murphy,Philip Hallinger,1987-07-01 In this important new collection Murphy and Hallinger bring together descriptions of a wide range of the new models in use in educational administrative training Most of these eleven models have developed in response to contemporary criticism of the educational administrative theory movement and each in its own way strives to bridge the chasm between educational theory and practice The approaches represented here stress the importance of the administrators engagement in the daily life of the school and encourage administrators to learn from one another While some models have come from leadership academies others have been developed and tested in state departments of education professional associations and educational institutions The book represents an important resource for those working with pre and inservice administrators as they learn ways in which their involvement can improve the nation s schools **Resources in Education** ,1994 **Change in Schools** Gene E. Hall,Shirley M. Hord,1987-01-01 This book summarizes nearly fifteen years of research in schools research geared toward understanding and describing the change process as experienced by its participants It addresses the question What can educators and educational administrators do on a day to day basis to become more effective in facilitating beneficial change The book provides research based tools techniques and approaches that can help change facilitators to attain this goal The authors contend that in order to be more effective educators must be concerned based in their approach to leadership Early chapters deal with teachers evolving attitudes concerns and perceptions of change as well as their gradually developing skills in implementing promising educational innovations The authors next turn to examine the role of the school principal and other leaders as change facilitators and present ways that they can become better informed about the developmental state of teachers as well as how

to use these diagnostic survey and data as the basis for facilitating the change process The emphasis is on practical day to day skills and techniques showing administrators how to design and implement interventions that are supportive of teachers and others Each chapter presents not only the concepts and research of the authors but also translates the concepts in concrete applications which illustrate the ways they can be applied to obtain genuine and lasting improvements The book also contains an important discussion and description of the change process focusing on teachers innovations and the schools

Managing the Primary School Tim Hill,2018-05-11 Originally published in 1989 This book which was one of the first to take account of the recommendations of the Education Reform Act which came into effect in September 1988 provides a practical overview of primary school management from resources which include staff space equipment and finance to relationships with outside bodies governors parents teachers children and non teaching staff **ERIC Clearinghouse**

Publications ,1983 *Formation and Development for Catholic School Leaders: The principal as educational leader* Maria J. Ciriello,1998-04 Addresses seven competencies in leadership and nine in curriculum and instruction Includes more than 150 sources in the bibliography **An Analysis of the Aspiring Principal Preparation Programs Provided by Florida**

School Districts Deborah E. Lawrence,2010-03 The purpose of the study was to identify the basis of the aspiring principal preparation program APPP components Florida school districts provide to their aspiring principals and their relationship if any to the state and ISLLC Standards A total of 50 school districts in Florida participated in this study The research was guided by the following questions To what extent do the Florida school districts provide a formal APPP to their current assistant principals b Upon what are the formal APPPs for current assistant principals based the Florida Principal Competencies FPCs the Interstate School Leaders Licensure Consortium ISLLC Standards or another source c To what extent do the school district APPPs in the 67 Florida districts have component requirements that include professional development mentoring and a performance based experience and d Are there differences among the APPP components provided by Florida school districts of various sizes The findings of the study were found through an examination of quantitative and qualitative data that were collected from the Florida Aspiring Principal Program Assessment FLAPPA survey and the school districts APPP brochures located on their websites This study supported the following conclusions a 75% of the school districts in Florida do provide an APPP for their aspiring principals b the FPCs and the ISLLC Standards are a part of the bases of the components found in APPPs provided by Florida school districts c Florida school districts do provide APPPs that include components of a mentor principal a performance based experience and professional development d very large sized school districts with a population over 100 thousand students contained the largest percentage of standards based components in the APPP small sized school districts with a population of under 7 thousand students contained the least percentage of standards based components in the APPP e school districts in Florida recognized the need to modify and were in the process of modifying their APPPs according to the new Florida leadership standards especially the component of

technology and a lack of funding time and assessment were identified as APPP weaknesses and components in need of improvement. Recommendations of this study included a further research on Florida school districts redesign of their APPP components to identify whether or not the components are based upon the new Florida Leadership Standards especially technology and the ISLLC educational standards and b further research on Florida school districts providing a mentor principal and support team professional development and a performance based experience to their current assistant principals who participate in an APPP thus ensuring best practices in the APPP and improving the quality of their future principals.

Restructuring Education Simon Hakim, Daniel Ryan, Judith C. Stull, 2000-08-30 American education is undergoing rapid change. Concern over poor student performance, the ability and motivation of teachers, and the inefficiency of school bureaucracy have led to numerous recommendations for changing the structure of American education. These vary from small changes in the current structure to wholesale privatization of public schools. The contributions in this book discuss a wide range of proposals including greater school choice, charter schools, promoting contact with the business community, public-private partnerships, and more. Several chapters assess the current research on choice and restructuring. Overall, the consensus is that proposed reforms have a good chance of yielding significant benefits.

Teacher as Assessment Leader, The, Second Edition Thomas R. Guskey, 2025-03-04 In *The Teacher as Assessment Leader, Second Edition*, editor Thomas R. Guskey and expert contributors offer research-backed strategies for re-envisioning assessment to enhance student learning and teacher instruction. The authors provide actionable steps, practical examples, and strategies for utilizing formative assessments. These strategies promote a growth mindset, proficiency, self-regulation, and student ownership, ultimately fostering improved instructional effectiveness and student achievement. K-12 teachers can use this book to adopt new perspectives on assessment's role in guiding student learning. Employ practical strategies to improve instruction and enhance student achievement. Promote regular assessment analysis to enhance instructional strategies. Encourage student self-efficacy in identifying and pursuing learning goals. Lead and collaborate with colleagues in developing more effective practical assessments and alternative instructional strategies.

Contents: Introduction, Chapter 1: Leading the Assessment Revolution From Within, Chapter 2: Harvesting Assessment Evidence to Yield Effective Responses, Chapter 3: Assessing Beyond the Labels, Chapter 4: Sharing Leadership to Align Assessment Practices Across the School, Chapter 5: Using Data as a Flashlight, Not a Hammer, to Illuminate Evidence That Matters, Chapter 6: Developing Self-Regulatory Learners Through Assessment, Chapter 7: Designing Assessments to Accelerate Learning, Chapter 8: Approaching Learning and Assessment as a Subtle Curator, Chapter 9: Leading the Way to Student Success.

Jsl Vol 20-N5 JOURNAL OF SCHOOL LEADERSHIP, 2010-11-16 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting-edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with

international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement **Catholic Schools and the Common Good** Anthony S. Bryk, Valerie E. Lee, Peter B. Holland, 1993 The authors found that Catholic schools have an independent effect on achievement especially in reducing disparities between disadvantaged and privileged students Today s Catholic school they show is informed by a Dewey like vision of the school as a community committed to democratic education and the common good of all students **The Principal as Instructional Leader** Sally J. Zepeda, 2014-01-09 First published in 2007 Routledge is an imprint of Taylor Francis an informa company **Research bulletin** , 1929

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