



Student Achievement

By Michael Vinella

VDM Verlag Mai 2008, 2008. Taschenbuch. Book Condition: Neu. 220x150x11 mm. This item is printed on demand - Print on Demand Neuware - The No Child Left Behind Act of 2001 has challenged educational leaders to develop effective strategies to increase the academic achievement of all learners. At the center of this reform is the school principal. This study explored the relationship between creating professional learning communities in public highschools and student achievement. The purpose of this study was to measure, compare, and contrast the perceptions of high school principal's regarding the degree to which their school had developed learning communities based on Peter Senge's five disciplines. Descriptive and ex post facto research was conducted to gather quantitative data through the use of the Learning Organization Survey. A sample of 100 high school principals was used to develop an equal sized stratified random sample based on student performance of the High School Proficiency Assessment. Results indicated a statistically significant difference on 36 out of the 40 questions surveyed. These results further indicated a significant difference between high- and low- achieving principals regarding the disciplines of personal mastery, mental models, shared vision, team learning, and systems thinking between. 184 pp. Englisch.



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