

Table 1 - Characteristics of Professional Community Effects Studies in Secondary Education

| Study Author | Operationalization ²⁵ | Dependent variable ²⁶ | Statistical techniques | | | | Effects |
|---------------------------|----------------------------------|-------------------------------------|------------------------|-------------|-----|------------|---------|
| | | | T-test | Correlation | HLM | Multilevel | |
| Newmann & Wehlage, 1995 | Yes | 2 | Yes | | | | Yes |
| Lee & Smith, 1995 | No | 1 | | | Yes | | Yes |
| Marks & Louis, 1997 | Yes | 2 | | Yes | | | Yes |
| Louis & Marks, 1998 | Yes | 2 | | | | Yes | No |
| Supovitz, 2002 | No | 1 | | | Yes | | No |
| Visscher & Witziers, 2003 | No | 1 | | | | Yes | Yes |
| Bolam et al., 2005 | Yes | 3 | | Yes | | | Yes |

²⁵ Shared sense of purpose, Collaborative activity, Focus on student learning, Deprivatized practice and Reflective dialogue (see page 7)

²⁶ Dependent variable: 1 = Student achievement;

2 = Authentic achievement (multidisciplinary standards measuring: construction of knowledge, disciplined inquiry and value beyond school) (Appendix C, 1 – dependent variable)

3 = Academic progress