

DOCUMENT RESUME

ED 292 770

SP 030 014

TITLE Bibliography of Research Related to Secondary Education. Spring, 1988.
INSTITUTION National Center on Effective Secondary Schools, Madison, WI.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 88
GRANT G-008690007
NOTE 49p.; For 1987 edition, see ED 287 843.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Change Strategies; Educational Environment; Inservice Teacher Education; Management Development; Research Projects; *School Effectiveness; School Organization; *Secondary School Curriculum

ABSTRACT

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main categories: (1) references of general interest; (2) reform strategies designed to promote academic achievement; and (3) literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. Citations have been selected upon consultation with researchers at the Secondary Center and other universities and educational research institutions. The bibliography is published twice yearly, in the spring and fall, and is subject to continual review and revision. (Author/JD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

**NATIONAL
CENTER
ON
EFFECTIVE
SECONDARY
SCHOOLS**

*University of Wisconsin-Madison
Wisconsin Center for Education Research
1025 W. Johnson St.
Madison, WI 53706
(608) 263-7575*

**BIBLIOGRAPHY OF RESEARCH RELATED TO
SECONDARY EDUCATION**

SPRING, 1988

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinion, stated in this document do not necessarily represent official OERI position or policy.

ED292770

030 014

Center Mission

The National Center on Effective Secondary Schools conducts research on how high schools can use their resources to enhance student engagement in order to boost the achievement of all students. Its main studies deal with higher order thinking in the curriculum, programs for students at risk, the stratification of learning opportunities, the quality of teachers' work life, and noninstructional influences on adolescents' achievement.

Clearinghouse Services

The Center includes a Clearinghouse, which provides an evolving bibliography, research syntheses on topics relevant to effective secondary schools, and, as resources permit, selective searches of the Center's bibliographic data base upon request. The general bibliography contains about 350 references on such topics as organizational remedies, class size, governance and organizational reform, grouping, school climate, school improvement programs, curriculum remedies, at-risk students and higher order thinking. Single copies are available upon request from the Clearinghouse. Research syntheses are available at cost (see enclosed sheet). For more information, contact Madge Klais, Reference Coordinator, Clearinghouse, National Center on Effective Secondary Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706. Telephone: (608)-263-7575.

Regular Center Publications

In the Fall and Spring of each year, the Center publishes a newsletter that offers analyses of substantive issues, also a resource bulletin on practical topics. To be placed on the mailing list to receive these publications free of charge, please contact Anne Turnbaugh Lockwood, Dissemination Coordinator, National Center on Effective Secondary Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706. Telephone: (608)-263-7575.

BIBLIOGRAPHY OF RESEARCH RELATED TO SECONDARY EDUCATION

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main topics: a category for references of general interest, another for reform strategies designed to promote academic achievement, and a third for literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. These citations have been selected upon consultation with researchers at the Secondary Center and other universities and educational research institutions. The bibliography is published twice yearly, in the Spring and Fall, and is subject to continual review and revision. The Center welcomes suggestions for additions and revisions. Abstracts and database searches of references from this bibliography are available on request. Please contact: Madge Klais, Reference Coordinator (608-263-7575).

A bibliography prepared at the National Center on Effective Secondary Schools, Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison, which is supported in part by a grant from the Office of Educational Research and Improvement, U.S. Department of Education (Grant No. G-008690007).

TABLE OF CONTENTS

I. REFERENCES OF GENERAL INTEREST IN SECONDARY EDUCATION	1
II. GENERAL REFORM STRATEGIES FOR ACADEMIC ACHIEVEMENT	4
A. GENERAL REFERENCES	4
B. ORGANIZATIONAL REMEDIES	5
1. CHOICE IN EDUCATION	5
a. GENERAL REFERENCES	5
b. ALTERNATIVE SCHOOLS	6
c. MAGNET AND SPECIALTY SCHOOLS	6
d. SCHOOLS WITHIN SCHOOLS	6
e. TUITION TAX CREDITS AND VOUCHERS	6
2. CLASS SIZE	7
3. GOVERNANCE AND ORGANIZATIONAL REFORM	7
a. GENERAL REFERENCES	7
b. INCREASED SCHOOL-SITE AUTONOMY	8
c. INCREASED TEACHER DECISION-MAKING	9
4. GROUPING	9
a. TRADITIONAL AND NON-TRADITIONAL GROUPING STRATEGIES	9
b. TUTORING	10

5.	SCHOOL CLIMATE	10
	a. GENERAL REFERENCES	10
	b. STUDENT DISCIPLINE AND RESPONSIBILITY	10
6.	SCHOOL IMPROVEMENT PROGRAMS	11
C.	CURRICULUM REMEDIES	11
	1. COMMUNITY SERVICE	11
	2. COOPERATIVE LEARNING	12
	3. CORE CURRICULUM	12
	4. DIRECT INSTRUCTION	13
	5. EXPERIENTIAL LEARNING	13
	6. INCREASED GRADUATION REQUIREMENTS	13
	7. INTENSIFICATION OF ACADEMICS	14
	a. INCLUSION OF DEPTH CONTENT IN COURSES	14
	b. INTERNATIONAL BACCALAUREATE PROGRAM	14
	c. ADVANCED PLACEMENT PROGRAMS	14
	8. MAJOR CONTENT CHANGES IN SPECIFIC SUBJECT AREAS	15
D.	STAFF TRAINING	15
	1. INSERVICE: CONTENT-RELATED PROGRAMS	15
	2. INSERVICE: INSTRUCTIONAL TECHNIQUES	15
	3. PRINCIPAL LEADERSHIP TRAINING	16
	4. TEACHERS' EXPECTATIONS AND BEHAVIOR	16

E. TESTING AND EVALUATION STRATEGIES	17
1. GENERAL REFERENCES	17
2. EVALUATION OF STUDENT PERFORMANCE	17
a. CRITERION REFERENCE TESTING	17
b. MULTIPLE INDICATORS	17
c. STANDARDIZED TESTING	18
d. WRITING ASSESSMENT	18
3. EVALUATION OF SCHOOL PROGRAMS	18
 III. NATIONAL CENTER ON EFFECTIVE SECONDARY SCHOOLS PROJECTS	 19
A. ADOLESCENCE PROJECT	19
1. GENERAL REFERENCES	19
2. ADOLESCENT DEVELOPMENT	19
a. PEER INFLUENCES.	19
b. EXTRACURRICULAR INFLUENCES	19
c. FAMILY INFLUENCES	20
2. STUDENT EMPLOYMENT	20
B. AT-RISK STUDENT PROJECT	21
1. GENERAL REFERENCES	21
2. DROPOUTS	21
3. INTERVENTIONS	22
C. HIGHER ORDER THINKING PROJECT	22
1. CONCEPTS AND THEORY	22
2. PROGRAM DESCRIPTION AND RESEARCH	23

3. SPECIFIC ISSUES	24
a. ORGANIZATIONAL CONSTRAINTS	24
b. COMPUTERS	25
D. QUALITY OF TEACHERS' WORK LIVES PROJECT	25
1. STUDIES OF TEACHERS' WORK LIVES	25
2. PROPOSALS FOR REFORM	27
3. STUDIES FROM OTHER COUNTRIES OF TEACHERS' WORK LIVES	27
4. SPECIAL TOPICS	28
a. TEACHER COLLEGIALLY AND COLLABORATION	28
b. TEACHER STRESS AND TEACHER LOAD	29
c. ADMINISTRATIVE STRATEGIES TO AFFECT TEACHERS' WORK	29
AUTHOR INDEX	31
SUBJECT INDEX	40

**BIBLIOGRAPHY OF RESEARCH RELATED TO
SECONDARY EDUCATION**

I. REFERENCES OF GENERAL INTEREST IN SECONDARY EDUCATION

- Adler, M. J. (1982). The Paideia proposal: An educational manifesto. New York: Macmillan.
- Asher, C. (1986). Black students and private schooling. Urban Review, 18(2), 137-145.
- Atkin, J. M. et al. (1981). America's schools: Public and private. Daedalus, 110(3).
- Boyer, E. L. (1983). High school: A report on secondary education in America. New York: Harper & Row.
- Branscomb, L. S. et al. (1986). A nation prepared: Teachers for the 21st century. The Report of the Task Force on Teaching as a Profession. New York: Carnegie Forum on Education and the Economy.
- Cnubb, J. E., & Moe, T. M. (1986). Politics, markets, and the organization of schools. (Governmental Studies Discussion Paper #1). Washington, DC: The Brookings Institution.
- Coleman, J. S., Hoffer, T., Kilgore, S. (1982). High school achievement. New York: Basic Books.
- Coleman, J. S. & Hoffer, T. (1987). Public and Private High Schools: The Impact of Communities. New York: Basic Books.
- Coles, R. et al. (1981). America's schools: Portraits and perspectives. Daedalus, 110(4).
- The College Entrance Examination Board. (1983). Academic preparation for college: What students need to know and be able to do. New York: Author.
- Cookson, P. W., & Persell, C. H. (1985). Preparing for power: America's elite boarding schools. New York: Basic Books.
- Corcoran, T. B. (1985). Effective secondary schools. In R. Kyle (Ed.), Reaching for excellence: Effective schools source book. Washington, D.C.: National Institute of Education.
- Corcoran, T. B., & Wilson, B. L. (1986). The search for successful secondary schools: The first three years of the secondary school recognition program. Philadelphia, PA: Research for Better Schools.

- Cusick, P. A. (1973). Inside high school. New York: Holt, Rinehart and Winston.
- Cusick, P. A. (1983). The egalitarian ideal and the American high school: Studies of three schools. New York: Longman.
- Gaddy, G. (in press). Order and achievement in the American high school. American Journal of Education, 96(4).
- Goodlad, J. I. (1984). A place called school: Prospects for the future. New York: McGraw-Hill.
- Haertel, E. H., James, T., & Levin, H. M. (1987). Comparing public and private schools. Vol. 2: School Achievement. New York: The Falmer Press. (The Stanford Series on Education and Public Policy).
- Hampel, R. (1986). The last little citadel. Boston: Houghton Mifflin.
- Hawley, W. D., Rosenholtz, S. J., Goodstein, H., & Hasselbring, T. (1984). Good schools: What research says about improving student achievement. Peabody Journal of Education Research, 61(4).
- Kirsch, I. S., & Jungblut, A. (1986). Literacy: Profiles of America's young adults. Princeton, NJ: National Assessment of Educational Progress at Educational Testing Service.
- Koehler, V. (1987) Educator's handbook: Research into practice. New York: Longman.
- Leestma, R. et al. (1987). Japanese education today. A Report from the U.S. Study of Education in Japan. Washington, D.C.: U.S. Department of Education.
- Lightfoot, S. L. (1983). The good high school: Portraits of character and culture. New York: Basic Books.
- Lipsitz, J. (1977). Growing up forgotten: A review of research and programs concerning early adolescence. Lexington, MA: Heath.
- Lipsitz, J. (1984). Successful schools for young adolescents. New Brunswick, NJ: Transaction Books.
- Lortie, D. C. (1975). Schoolteacher: A sociological study. Chicago: University of Chicago Press.
- McNeil, L. (1986). Contradictions of control. Boston: Routledge and Kegan Paul.

- National Catholic Education Association. (1984). Effective Catholic schools. Washington, DC: National Center for Research in Total Catholic Education.
- National Catholic Education Association. (1985). The Catholic high school. Washington, DC: National Catholic Education Association.
- National Catholic Education Association. (1986). Catholic high schools: Their impact on low-income students. Washington, DC: National Catholic Education Association.
- Oakes, J. (1985). Keeping track: How schools structure inequality. New Haven: Yale University Press.
- Perrone, V. (Ed.). (1985). Portraits of high schools. Princeton, NJ: Princeton University Press.
- Fowell, A. G., Farrar, E., & Cohen, D. K. (1986). The shopping mall high school. Boston: Houghton Mifflin.
- Ravitch, D., & Finn, C. E., Jr. (1987). What do our 17-year-olds know: A report on the first national assessment of history and literature. New York: Harper and Row.
- Rosenbaum, J. E. (1976). Making inequality: The hidden curriculum of high school tracking. New York: John Wiley & Sons.
- Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). Fifteen thousand hours: Secondary schools and their effects on children. Cambridge, MA: Harvard University Press.
- Shulman, L. S., & Sykes, G. (Eds.). (1983). Handbook of teaching and policy. New York: Longman.
- Sizer, T. S. (1984). Horace's compromise: The dilemma of the American high school. Boston: Houghton Mifflin.
- Tomlinson, T. M., & Walberg, H. J. (1986). Academic work and educational excellence: Raising student productivity. Berkeley, CA: McCutchan.
- Tyc, B. B. (1985). Multiple realities: A study of thirteen American high schools. Lanham, MD: University Press of America.
- Venezky, R. L., Kaestle, C. F., & Sum, A. M. (1987). The subtle danger: Reflections on the literacy abilities of America's young adults. Princeton, NJ: Center for the Assessment of Educational Progress, Educational Testing Service.

Wittrock, M. C. (Ed.). (1986). Handbook of research on teaching (3rd ed.). A project of the American Educational Research Association. New York: Macmillan.

Wolcott, H. F. (1977). Teachers versus technocrats. Eugene, OR: Center for Educational Policy and Management, University of Oregon.

II. GENERAL REFORM STRATEGIES FOR ACADEMIC ACHIEVEMENT

School-based reform strategies and their impact on student achievement including intermediate goals such as increased student motivation and engagement:

A. GENERAL REFERENCES:

Chubb, J. E. (in press). Why the current wave of school reform will fail. The Public Interest.

Clune, W. (in press). The cultural or communications theory of school effectiveness, school improvement, and staff development: Limitations, scope and implications for research and policy. Madison, WI: National Center on Effective Secondary Schools.

Cohen, D. K. (1987). Educational technology: The next generation of policy and research issues. Educational Evaluation and Policy Analysis, 9(2), 153-170.

Corcoran, T. B. (1985). Effective secondary schools. In R. Kyle (Ed.), Reaching for excellence: Effective schools source book. Washington, D.C.: National Institute of Education.

Cuban, L. (1982). Persistent instruction: The high school classroom 1900-1980. Phi Delta Kappan, 64(2), 113-118.

Farrar, E. (in press). Business involvement in public education: The case of the Boston Compact. In J. Fonte (Ed.), New Perspectives. Edison, NJ: Transaction Books.

Farrar, E., Neufeld, B., & Miles, M. B. (1983). Effective schools programs in high schools: Implications for policy, practice and research. Cambridge, MA: Huron Institute.

Fullan, M. (1982). The meaning of educational change. New York: Teachers College Press.

Gregory, T. B., & Smith, G. R. (1987). High schools as communities: The small school reconsidered. Bloomington, IN: Phi Delta Kappa Educational Foundation.

- James, T., & Tyack, D. (1983). Learning from past efforts to reform the high school. Phi Delta Kappan, 64(6), 400-406.
- Kirst, M. W., & Meister, G. R. (1985). Turbulence in American secondary schools: What reforms last? Curriculum Inquiry, 15(2), 33-40.
- Passow, A. H. (1984). Reforming schools in the 1980s: A critical review of the national reports. New York: ERIC Clearinghouse on Urban Education.
- Rowan, B., Bossert, S. T., & Dwyer, D. C. (1983). Research on effective schools: A cautionary note. Educational Researcher, 4, 24-31.
- Sedlak, M. W., Wheeler, C. W., Pullin, D. C., & Cusick, P. A. (1986). Selling students short: Classroom bargains and academic reform in the American high school. New York, NY: Teachers College Press.

B. ORGANIZATIONAL REMEDIES

1. CHOICE IN EDUCATION

a. GENERAL REFERENCES:

- Coons, J., & Sugarman, S. (1978). Education by choice: The case for family control. Berkeley, CA: University of California Press.
- Elmore, R. F. (1986). Choice in public education. Santa Monica, CA: Center for Policy Research in Education, The Rand Corporation.
- Institute for Contemporary Studies. (1977). Parents, teachers, and children. San Francisco, CA: Author.
- Lamm, K. D. et al. (1986). Governor's task force on parent involvement and choice. Washington, DC: Governor's Task Force on Education.
- Levin, H. M. (1987). Education as a public and private good. Journal of Policy Analysis and Management, 6(4), 628-641.
- Murnane, R. J. (1986). Family choice in public education: The roles of students, teachers, and system designers. Teacher's College Record, 88(2), 169-189.
- Raywid, M. A. (1984). Synthesis of research on schools of choice. Educational Leadership, 41(7), 71-78.
- Raywid, M. A. (1985). Family choice arrangements in public schools: A review of the literature. Review of Educational Research, 55(4), 435-467.
- Snider, W. (Ed.). (1987). The call for choice: Competition in the educational market place. Education Week, June 24.

b. ALTERNATIVE SCHOOLS:

Duke, D. L., & Perry, C. (1978). Can alternative schools succeed where Benjamin Spock, Spiro Agnew, and B. F. Skinner have failed? Adolescence, 8(51), 375-392.

c. MAGNET AND SPECIALTY SCHOOLS:

Blank, R. K., Dentler, R. A., Baltzell, D. C., & Chabotar, K. (1983). Survey of magnet schools: Analyzing a model for quality integrated education. Washington, D.C.: James H. Lowry & Associates.

Metz, M. H. (1986). Different by design: The context and character of three magnet schools. Boston, MA: Routledge and Kegan Paul.

d. SCHOOLS WITHIN SCHOOLS:

Rand Corporation. (1981). A study of alternatives in American education, Vol. 7: Conclusions and policy implications. Santa Monica, CA: Author.

Sedin, C. A. (1978). Schools within schools: An answer to the public school dilemma. New York: Blythe-Pennington, Ltd.

e. TUITION TAX CREDITS AND VOUCHERS:

Doyle, D. P. (1983-84). Private interests and the public good. The College Board Review, 130, 6-11.

James, T., & Levin, H. (1983). Public dollars for private schools. Philadelphia, PA: Temple University Press.

Krashinsky, M. (1986). Why educational vouchers may be bad economics. Teachers College Record, 88(2), 139-167. (Includes response by E. G. West and rejoinder by Krashinsky).

Wise, A. E., & Darling-Hammond, L. (1984). Education by voucher: Private choice and the public interest. Educational Theory, 34(1), 29-51. (Includes replies by R. J. Murnane and E. G. West.)

2. CLASS SIZE:

- Bennett, S. (1987). New dimensions in research on class size and academic achievement. Madison, WI: National Center on Effective Secondary Schools.
- Glass, G. V., Cahen, L. S., Smith, M. L., & Filby, N. N. (1982). Why are smaller classes better? In School class size: Research and policy (pp. 67-74). Beverly Hills, CA: Sage Publications.
- Glass, G. V., & Smith, M. L. (1979). Meta-analysis of research on class size and achievement. Evaluation and Policy Analysis, 1(1), 2-16.
- Klein, K. R. (1985). Practical applications of research: Class size. Phi Delta Kappan, 66, 578-580.
- LaFleur, C. D., Sumner, R. J., & Witton, E. (1975). Class size and survey. AACRDE Report No. 4, Australian Committee on Research and Development in Education. Canberra: Australian Government Publishing Service.
- McKenna, B. H. (1977). Some philosophical, organizational and definitional considerations. In Class size (Reference, and Resource Series). Washington, DC: National Education Association.
- Robinson, G., & Wittebols, J. (1986). Class size research: A related cluster analysis for decision making. Arlington, VA: Educational Research Service.
- Ryan, D. W., & Greenfield, T. B. (Eds.). (1975). Review of class size research. In The class size question (pp. 170-231). Toronto: Ontario Institute for Studies in Education.
- Slavin, R. E. (1984). Meta-analysis in education: How has it been used? Educational Researcher, 13, 6-15, 20-21, 25-26. (Includes reply by G. V. Glass et al. and rejoinder by Slavin.)
- Smith, W. L. et al. (1986). Class size and English instruction in the secondary school. Report of the NCTE Task Force on Study of Class Size and Workload in Secondary English Instruction. Urbana, IL: National Council of Teachers of English, and ERIC.

3. GOVERNANCE AND ORGANIZATIONAL REFORM

a. GENERAL REFERENCES:

- Bird, T., & Little, J. W. (1986). How schools organize the teaching profession. The Elementary School Journal, 86(4), 493-511.

- Clark, D. L., & McKibbin, S. (1982). From orthodoxy to pluralism: New views of school administration. Phi Delta Kappan, 63(10), 669-672.
- Cole, M., & Griffin, P. (Eds.). (1987). Contextual factors in education: Improving science and mathematical education for minorities and women. Madison, WI: Center for Education Research, University of Wisconsin.
- Daft, R., & Becker, S. (1978). Innovation in organization: Innovation adoption in school organizations. New York: Elsevier.
- Firestone, W., & Corbett, H. D. (1987). Planned organizational change. In N. Boyan (Ed.), Handbook on research on educational administration. New York: Longman.
- Guthrie, J. W. (1980). Organizational scale and school success. In Education finance and organization: Research perspectives for the future (pp. 119-134). Washington, DC: National Education Association.
- Talbert, J. E. (1980). School organizational and institutional change: Exchange and power in loosely coupled systems. Palo Alto, CA: Institute for Research on Education, Finance, and Governance, Stanford University.
- Weick, K. (1976). Educational organizations as loosely coupled systems. Administrative Science Quarterly, 21(1), 1-19.

b. INCREASED SCHOOL-SITE AUTONOMY:

- Clune, W. H., & White, P. (in press). School based management: Institutional variation, implementation, and issues for further research. New Brunswick, NJ: Center for Policy Research in Education, Rutgers University.
- Fullan, M. (1985). Change processes and strategies at the local level. The Elementary School Journal, 85(3), 391-421.
- Guthrie, J. W., & Kirst, M. W. (Eds.). (1984). Data-based accountability in education. Report from the PACE Project. Palo, Alto, CA: Policy Analysis for California Education.
- Marburger, C. (1985). One school at a time: School-based management, a process of change. Washington, DC: National Committee for Citizens in Education.
- Purkey, S. C., & Smith, M. S. (1985). School reform: The district policy implications of the effective schools literature. Elementary School Journal, 85(3), 353-389.
- Stevenson, R. B. (1987). Autonomy and support: The dual needs of urban high schools. Urban Education, 22(3), 366-386.

Wakefield, R. I. (1983). Shared governance: Active cooperation for a more effective education (2nd ed.). Salt Lake City, UT: Salt Lake City School District.

White, P. A. (1988). Resource materials on school based management. New Brunswick, NJ: Center for Policy Research in Education, Rutgers University.

Yin, R. K., & White, J. L. (1986). Managing for excellence in urban high schools: District and school roles. Washington, DC: Cosmos Corporation.

c. INCREASED TEACHER DECISION-MAKING:

Bacharach, S. B., Bauer, S. C., & Shedd, J. B. (1986). The work environment and school reform. Teachers College Record, 88(2), 241-256.

Hanson, E. M. (1981). Organizational control in educational systems: A case study of governance in schools. In S. Bacharach (Ed.), Organizational behavior in schools and school districts (pp. 245-276). New York: Praeger.

McNeil, L. (1983). Defensive teaching and classroom control. In M. Apple & L. Weis (Eds.), Ideology and practice in schooling (pp. 114-142). Philadelphia, PA: Temple University Press.

McNeil, L. (1987). School governance and teacher leadership. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Rutter, R. A. (1987). Facilitating teacher engagement. Madison, WI: National Center on Effective Secondary Schools, University of Wisconsin.

4. GROUPING

a. TRADITIONAL AND NON-TRADITIONAL GROUPING STRATEGIES (includes ability grouping, tracking, non-graded programs, task grouping):

Alexander, K. L., & Cook, M. A. (1982). Curricula and coursework: A surprise ending to a familiar story. American Sociological Review, 47, 626-640.

Bessert, S. T., Barnett, B. G., & Filby, N. N. (1984). Grouping and instructional organization. In P. L. Peterson et al. (Eds.), The social context of instruction. New York: Academic Press.

Gamoran, A. (1987). The stratification of high school learning opportunities. Sociology of Education, 60(3), 135-155.

- Gamoran, A., & Berends, M. (1986). The effects of stratification in secondary schools: Synthesis of survey and ethnographic research. Madison, WI: National Center on Effective Secondary Schools, University of Wisconsin.
- Kulik, C., & Kulik, J. (1982). Effects of ability grouping on secondary school students: A meta-analysis of evaluation findings. American Educational Research Journal, 19 (3), 415-428.
- Oakes, J. (1985). Keeping track: How schools structure inequality. New Haven, CT: Yale University Press.
- Webb, N. M. (1982). Student interaction and learning in small groups. Review of Educational Research, 52(3), 421-445.

b. TUTORING:

- Hedin, D. (1987). Students as teachers: A tool for improving school climate and productivity. Social Policy, 17(3), 42-47.

5. SCHOOL CLIMATE

a. GENERAL REFERENCES:

- Anderson, C. S. (1982). The search for school climate: A review of the research. Review of Educational Research, 52(3), 368-420.
- Anderson, C. S. (1985). The investigation of school climate. In G. R. Austen & H. Garber (Eds.), Research on exemplary schools (pp. 97-126). New York: Academic Press.
- Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review. Elementary School Journal, 83(4), 427-452.
- Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). Fifteen thousand hours: Secondary schools and their effects on children. Cambridge, MA: Harvard University Press.

b. STUDENT DISCIPLINE AND RESPONSIBILITY:

- Grant, G. (1981). The character of education and the education of character. Daedalus, 110(3), 135-149.
- Grossnickle, D. R., & Sesko, F. P. (1985). Promoting effective discipline in school and classroom: A practitioner's perspective. Reston, VA: National Association of Secondary School Principals.
- Newmann, F. M. (1981). Reducing student alienation in high schools: Implications of theory. Harvard Educational Review, 51(4), 546-564.

Reitz, R. J., & Fink, A. H. (Eds.). (1984-1985). Discipline (Hot Topics Series No. 8). Bloomington, IN: Phi Delta Kappan.

6. SCHOOL IMPROVEMENT PROGRAMS:

Anderson, B., & Odden, A. (1986). State initiatives can foster school improvement. Phi Delta Kappan, 67(8), 578-581.

Berman, P. (1984). Improving school improvement: A policy evaluation of the California School Improvement Program (Executive Summary and Recommendations). Berkeley, CA: Berman, Weiler, and Associates.

Darling-Hammond, L., & Wise, A. E. (1985). Beyond standardization: State standards and school improvement. The Elementary School Journal, 85(3), 315-336.

Grobe, R. P., Andrew, J. P., Adkins, D. G., & Arramith, D. G. (1984). Developing a school improvement plan: Integrating a large assessment system with instruction. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Hall, G. E., & Hord, S. M. (1987). Change in schools: Facilitating the process. Albany: SUNY Press.

Lieberman, A. (Ed.). (1986). Rethinking school improvement: Research, craft, and concept. New York: Teachers College Press.

Purkey, S. C., Rutter, R. A., & Newmann, F. M. (1986-87). United States high school improvement programs: A profile from the high school and beyond supplemental survey. Metropolitan Education, No. 3, 59-91.

C. CURRICULUM REMEDIES

1. COMMUNITY SERVICE:

Conrad, D., & Hedin, D. (1981). National assessment of experiential education: Summary and implications. Journal of Experiential Education, 4(2), 6-20.

Newmann, F. M., & Rutter, R. A. (1986). A profile of high school community service programs. Educational Leadership, 43(4), 64-71.

Harrison, C. H. (1987). Student service. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

2. COOPERATIVE LEARNING:

- Cooperative learning. (1986). The Harvard Education Letter, 2(5), 4-6.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1984). Circles of learning: Cooperation in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D. W., Maryuyama, G., Johnson, R., Nelson, D., & Skon, L. (1981). Effects of cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis. Psychological Bulletin, 89(1), 47-62.
- Johnson, D. W., & Johnson, R. (1985). The internal dynamics of coop-learning groups. In R. E. Slavin et al., Learning to cooperate, cooperating to learn. New York: Plenum.
- Newmann, F. M., & Thompson, J. A. (1987). Effects of cooperative learning on achievement in secondary schools: A summary of research. Madison, WI: National Center on Effective Secondary Schools.
- Parker, R. E. (1985). Small group cooperative learning: Improving academic, social gains in the classroom. NASSP Bulletin, 69(479), 48-55.
- Sharan, S. (1980). Cooperative learning in small groups: Recent methods and effects on achievement, attitudes, and ethnic relations. Review of Educational Research, 50, 241-271.
- Slavin, R. E. (1983). When does cooperative learning increase student achievement? Psychology Bulletin, 94(3), 429-455.
- Slavin, R. E. (1985). Cooperative learning. New York: Plenum.

3. CORE CURRICULUM:

- Adler, M. J. (1982). The Paideia proposal: An educational manifesto. New York: Macmillan.
- Boyer, E. L. (1983). High school: A report on secondary education in America. New York: Harper and Row.
- California State Board of Education. (1985). Model curriculum standards: Grades nine through twelve. Sacramento, CA: California State Department of Education.
- Goodlad, J. I. (1986). A new look at an old idea: Core curriculum. Educational Leadership, 44(4), 8-16.

- Hirsch, E. D., Jr. (1987). Cultural literacy: What every American needs to know. Boston: Houghton-Mifflin.
- Lazerson, M. et al. (1985). An education of value: The purposes and practices of schools. New York: Cambridge University Press.
- Newmann, F. M. (1988). Can depth replace coverage in the high school curriculum? Phi Delta Kappan, 69(5), 345-348.
- Roberts, A. D., & Cawelti, G. (1984). Redefining general education in the American high school. Washington, DC: Association for Supervision and Curriculum Development.

4. DIRECT INSTRUCTION:

- Good, T. L., & Grouws, D. A. (1979). The Missouri mathematics effectiveness project. Journal of Educational Psychology, 71, 355-382.
- Rosenshine, B. V. (1979). Content, time and direct instruction. In P. Peterson & H. Walberg, Research on teaching, concepts, findings, and the implications (pp. 28-56). Berkeley, CA: McCutchan.
- Strother, D. B. (1984). Another look at Time-on-Task. Phi Delta Kappan, 65(10), 714-717.

5. EXPERIENTIAL LEARNING:

- Conrad, D., & Hedin, D. (1982). The impact of experiential education on adolescent development. In D. Conrad & D. Hedin (Eds.), Youth participation and experiential education (pp. 57-76). New York: Haworth Press.
- Hamilton, S. F. (1980). Experiential learning programs for youth. American Journal of Education, 88(2), 179-214.
- Hamilton, S. F. (1981). Adolescents in community settings. Theory and Research in Social Education, 9(2), 23-38.
- Moore, D. (1981). Discovery of the pedagogy of experience. Harvard Educational Review, 51, 286-300.

6. INCREASED GRADUATION REQUIREMENTS:

- McDill, E. L., Natriello, G., & Pallas, A. M. (1985). Raising standards and retaining students: The impact of the reform recommendations on potential dropouts (Report No. 358). Baltimore, MD: Center for Social Organization of Schools, The Johns Hopkins University.

National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. Washington, DC: Department of Education.

7. INTENSIFICATION OF ACADEMICS

a. INCLUSION OF DEPTH CONTENT IN COURSES:

College Entrance Examination Board. (1983-1986). Academic preparation for college: Teaching for transition from high school to college (Vol. 1-6). New York: College Board Publications.

Sizer, T. S. (1984). Horace's compromise: The dilemma of the American high school. Boston, MA: Houghton-Mifflin.

Smith, M. S. (1984). Educational improvements which make a difference: Thoughts about the recent national reports on education. Paper presented at a Science and Public Policy Seminar sponsored by the Federation of Behavioral, Psychological and Cognitive Sciences, Washington, DC.

b. INTERNATIONAL BACCALAUREATE PROGRAM:

Fox, E. (1985). International schools and the International Baccalaureate. Harvard Educational Review, 55(1), 53-68.

Renaud, G. (1974). Experimental period of the International Baccalaureate: Objectives and results. Experiments and Innovations in Education No. 14. Paris: The Unesco Press and the International Bureau of Education.

c. ADVANCED PLACEMENT PROGRAMS:

Casserly, P. L. (1986). Advanced placement revisited (College Board Report No. 86-6, ETS Research Report No. 86-35). New York: College Board Publications.

Advanced Placement Program, The College Board. (1986). AP yearbook 1986. New York: Advanced Placement Program, The College Entrance Examination Board.

Williams, L. C., Gordon, C. H., & Austin, G. R. (1986). Review of the Advanced Placement Program in Anne Arundel County Public Schools. College Park, MD: Center for Educational Research and Development, University of Maryland.

Willingham, W. W., & Morris, M. (1986). Four years later: A longitudinal study of Advanced Placement students in college (College Board Report No. 86-2, ETS Research Report No. 85-46). New York: College Board Publications.

8. MAJOR CONTENT CHANGES IN SPECIFIC SUBJECT AREAS:

Applebee, A. N. (1981). Writing in the secondary school. Urbana, IL: NCTE.

Hirsch, E. D. (1987). Cultural literacy: What every American needs to know. Boston: Houghton Mifflin.

Newmann, F. M. (1985). Educational Reform and social studies: Implications of six reports. (Report prepared for the ERIC Clearinghouse for Social Studies/Social Education.) Boulder, CO: Social Science Education Consortium, Inc.

Shymansky, J. A., Kyle, W. C., Jr., & Alport, J. M. (1983). The effects of the new science curricula on student performance. Journal of Research in Science Teaching, 20, 387-404.

Walker, D. F., & Schaffarzick, J. (1974). Comparing curriculum. Review of Educational Research, 44, 83-111.

D. STAFF TRAINING

1. INSERVICE: CONTENT-RELATED PROGRAMS:

Armento, B. J. (1986). Research on teaching social studies. In M. C. Wittrock (Ed.), Handbook of research on teaching (pp. 942-951). New York: Macmillan.

Begle, E. C. (1973). Some lessons learned by SMSG. Mathematics Teacher, 66, 207-214.

Druva, C. A., & Anderson, R. D. (1983). Science teacher characteristics by teacher behaviors and by student outcome: A meta-analysis of research. Journal of Research in Science Teaching, 20, 467-479.

2. INSERVICE: INSTRUCTIONAL TECHNIQUES:

Acheson, K., & Gall, M. (1987). Techniques in the clinical supervision of teachers: Preservice and inservice applications (2nd ed.). New York: Longman.

Glickman, C. (1985). Supervision of instruction: A developmental approach. Boston: Allyn & Bacon.

Harris, B. (1981). Improving staff performance through inservice education. Boston: Allyn & Bacon.

McLaughlin, M. W., & Marsh, D. D. (1978). Staff development and school change. Teachers College Record 80(1), 69-94.

3. PRINCIPAL LEADERSHIP TRAINING:

Bossert, S. T., Dwyer, D. C., Rowan, B., & Lee, G. V. (1982). The instructional management role of the principal. Educational Administration Quarterly, 18(3), 34-64.

Keefe, J. W., & Jenkins, J. M. (1984). Instructional leadership handbook. Reston, VA: National Association of Secondary School Principals.

Kelley, E. A. (1980). Improving school climate: Leadership techniques for principals. Reston, VA: National Association of Secondary School Principals.

Pitner, N. J. (1982). Training of the school administrator. Eugene, OR: Center for Educational Policy and Management, University of Oregon.

Rossmiller, R. A. (1986). Some contemporary trends and their implications for the preparation of educational administrators. The University Council for Educational Administration Review, 27(1), 2-3.

Sweeney, J. (1982). Research synthesis on effective school leadership. Educational Leadership, 39(5), 346-352.

4. TEACHERS' EXPECTATIONS AND BEHAVIOR:

Ashton, P. T., & Webb, R. B. (1986). Making a difference: Teachers' sense of efficacy and student achievement. New York: Longman.

Brophy, J. E. (1983). Research on the self-fulfilling prophecy and teacher expectations. Journal of Educational Psychology, 75(5), 631-661.

Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 328-375). New York: Macmillan.

Good, T. L. (1982). How teachers' expectations affect results. American Education, 18(10), 25-32.

Stevenson, R. B. (1987). Staff development for effective secondary schools: A synthesis of research. Teaching and Teacher Education, 3(3), 233-248.

E. TESTING AND EVALUATION STRATEGIES

1. GENERAL REFERENCES:

Archbald, D., & Newmann, F. M. (in press). Beyond standardized tests: Improving the assessment of academic achievement in high schools. Reston, VA: National Association of Secondary School Principals.

Frederiksen, N. (1984). The real test bias: Influences of testing on teaching and learning. American Psychologist, 39(3), 192-202.

National Academy of Education Study Group. (1987). The nation's report card: Improving assessment of student achievement. Cambridge, MA: National Academy of Education.

Natriello, G. (1987). Evaluation processes in schools and classrooms. Baltimore, MD: Center for Research on Elementary and Middle Schools.

Resnick, D. P., & Resnick, L. B. (1985). Standards, curriculum, and performance: A historical and comparative perspective. Educational Researcher, 14(4), 5-21.

2. EVALUATION OF STUDENT PERFORMANCE

a. CRITERION REFERENCE TESTING:

Carlson, S. B. (1985). Creative classroom testing. Princeton, N.J.: Educational Testing Service.

Department of Education and Science (DES). Department of Education for Northern Ireland, Welsh Office. Assessment of Performance Unit. (1982). Science in schools: Age 15: Report No. 1. London, UK: Her Majesty's Stationery Office.

Fielding, G. D., & Schalock, H. D. (1985). Integrating teaching and testing: A handbook for high school teachers. Monmouth, OR: Teaching Research Division, Oregon State System of Higher Education.

National Association of Secondary School Principals. (1976). Competency tests and graduation requirements. Reston, VA: Author.

b. MULTIPLE INDICATORS:

Alverno College Faculty. (1979). Assessment at Alverno College. Milwaukee, WI: Alverno College.

Burgess, T., & Adams, E. (1980). Outcomes of education. New York: MacMillan.

Quinto, F., & McKenna, B. (1977). Alternatives to standardized testing. Washington, D.C.: National Education Association.

c. STANDARDIZED TESTING:

Jaeger, R. M., & Title, C. K. (Eds.). (1980). Minimal competency achievement testing. Berkeley, CA: McCutchan.

Lerner, B. (1987). A national census of educational quality--What is needed? NASSP Bulletin, 71(497), 42-60.

Postlethwaite, T. N. (1986). The use of standardized tests in secondary schools in four European countries. Madison, WI: Center on Effective Secondary Schools, University of Wisconsin.

d. WRITING ASSESSMENT:

Diederich, P. B. (1974). Measuring growth in English. Urbana, IL: National Council of Teachers of English.

Faigley, L. et al. (1985). Assessing writers' knowledge and processes of composition. Norwood, NJ: Ablex Publishing.

Greenberg, K. L., Wiener, H. S., & Donovan, R. A. (1986). Writing assessment: Issues and strategies. New York: Longman.

Hillocks, G., Jr. (1987). Synthesis of research on teaching writing. Educational Leadership, 44(8), 71-82.

Hogan, T., & Mishler, C. (1979). Judging the quality of students' writing: When and how. The Elementary School Journal, 79, 142-146.

3. EVALUATION OF SCHOOL PROGRAMS:

Cooley, W. W., & Bickel, W. E. (1986). Decision-oriented educational research. Boston: Kluwer-Nijhoff.

Lazarus, M. (1982). Evaluating educational programs. Arlington, VA: American Association of School Administrators.

Madaus, G. F., Airasian, P. W., & Kellaghan, T. (1980). Strategies and analytic procedures in investigating school effectiveness. In School effectiveness: A reassessment of the evidence (pp. 111-171). New York: McGraw-Hill.

III. NATIONAL CENTER ON EFFECTIVE SECONDARY SCHOOLS PROJECTS

A. ADOLESCENCE PROJECT

1. GENERAL REFERENCES

Becker, H. J. (1987). Addressing the needs of different groups of early adolescents. Baltimore, MD: Center for Research on Elementary and Middle Schools.

2. ADOLESCENT DEVELOPMENT

a. PEER INFLUENCES:

Biddle, B. J., Bank, B. J., & Marlin, M. M. (1980). Parental and peer influence on adolescents. Social Forces, 58(4), 1057-1079.

Cohen, J. (1983). Peer influence on college aspirations with initial aspirations controlled. American Sociological Review, 48(5), 728-734.

Davies, M., & Kandel, D. B. (1981). Parental and peer influence on adolescents' educational plans: Some further evidence. American Journal of Sociology, 87(2), 363-387.

Epstein, J. L. (1983). The influence of friends on achievement and affective outcomes. In J. L. Epstein & N. Karweit (Eds.), Friends in school: Patterns of selection and influence in secondary schools (pp. 177-200). New York: Academic Press.

Ide, J. K., Parkerson, J., Haertel, G. D., & Walberg, H. J. (1981). Peer group influence on educational outcomes: A quantitative synthesis. Journal of Educational Psychology, 73(4), 472-484.

Natriello, G., & McDill, E. L. (1986). Performance standards, student effort on homework, and academic achievement. Sociology of Education, 59(1), 18-31.

b. EXTRACURRICULAR INFLUENCES:

Otto, L. B. (1982). Extracurricular activities. In H. J. Walberg (Ed.), Improving educational standards and productivity (pp. 217-233). Berkeley, CA: McCutchan.

Waxman, H. C., & Sulton, L. D. (1984). Evaluating effects of nonclass experiences on students' educational aspirations and academic achievement. Psychological Reports, 54(7), 619-622.

c. FAMILY INFLUENCES:

- Baker, D. P. and Stevenson, D. L. (1986). Mothers' strategies for children's achievement: Managing the transition to high school. Sociology of Education, 59(3), 156-166.
- Epstein, J. L. (1985). Home and school connections in schools for the future: Implications of research on parent involvement. Peabody Journal of Education, 62, 18-41.
- Keith, T. Z., Reimers, T. M., Fehrmann, P. G., Pottebaum, S. M., & Aubey, L. W. (1986). Parental involvement, homework, and tv time: Direct and indirect effects on high school achievement. Journal of Educational Psychology, 78, 373-380.
- Milne, A. M., Myers, D. E., Rosenthal, A. S., & Ginsburg, A. (1986). Single parents, working mothers, and the educational achievement of school children. Sociology of Education, 59, 125-139.
- Spence, J. T. (Ed.). (1984). Achievement and achievement motives. San Francisco: W. H. Freeman & Co.

2. STUDENT EMPLOYMENT:

- D'Amico, R. (1984). Does employment in high school impair academic progress? Sociology of Education, 57(3), 152-164.
- Finch, M. D. & Mortimer, J. T. (1985). Adolescent work hours and the process of achievement. In Alan C. Kerchoff (Ed.), Research in Sociology of Education, 5, 171-196.
- Greenberger, E., & Steinberg, L. (1986). When teenagers work: The psychological and social costs of adolescent employment. New York: Basic Books.
- Hamilton, S. F. (1987). Apprenticeship as a transition to adulthood in West Germany. American Journal of Education, 95(2), 314-345.
- McNeil, L. M. (1984). Lowering expectations: The impact of student employment on classroom knowledge. Madison, WI: Wisconsin Center for Education Research, University of Wisconsin.
- Steinberg, L. D. (1982). Jumping off the work experience bandwagon. Journal of Youth and Adolescence, 2(3), 183-205.

B. AT-RISK STUDENT PROJECT

1. GENERAL REFERENCES:

- Gibson, M. A. (1982). Reputation and respectability: How competing cultural systems affect students' performance in school. Anthropology and Education Quarterly, 13(1), 3-27.
- Howe, H., II., & Edelman, M. W. (1985). Barriers to excellence: Our children at risk. Boston: National Coalition on Advocates for Students.
- Wehlage, G. G. (1986). At-risk students and the need for high school reform. Education, 107(1), 18-28.

2. DROPOUTS:

- Alexander, K. L., Natriello, G., & Pallas, A. M. (1986). For whom the school bell tolls: The impact of dropping out on cognitive performance. Baltimore, MD: Center for Social Organization of Schools.
- Center on Evaluation, Development, Research. (1987). Dropouts, pushouts, and other casualties. Bloomington, Indiana: Phi Delta Kappa.
- Combs, J., & Cooley, M. W. (1968). Dropouts: In high school and after school. American Educational Research Journal, 5(3), 343-363.
- Earle, J., Roach, V., & Fraser, K. (1987). Female dropouts: A new perspective. Alexandria, VA: National Association of State Boards of Education.
- Howard, M. P., & Anderson, R. J. (1978). Early identification of potential school dropouts: A literature review. Child Welfare, 57(4), 221-231.
- Natriello, G. et al. (1986). School dropouts: Patterns and policies. Teachers College Record, 87(3).
- Rumberger, R. W. (1983). Dropping out of high school: The influence of race, sex, and family background. American Educational Research Journal, 20(2), 199-220.
- Rumberger, R. W. (1987). High school dropouts: A review of issues and evidence. Review of Education Research, 57(2), 101-121.
- Steinberg, L., Blinde P. L., & Chan, K. S. (1984). Dropping out among language minority youth. Review of Educational Research, 54, 113-132.
- Wheelock, A. (1986). The way out: Student exclusion practices in Boston Middle Schools. Boston: Massachusetts Advocacy Center.

Williams, P. A. (1986). Standardizing school dropout measures. Madison, WI: Center for Policy Research in Education, University of Wisconsin.

3. INTERVENTIONS:

California Department of Education. (1986). Beyond language: Social and cultural factors in schooling language minority students. Los Angeles: Evaluation, Dissemination, and Assessment Center.

Cummins, J. (1986). Empowering minority students: A framework for intervention. Harvard Education Review, 56(1), 18-36.

Foley, E. M., & McConaughy, S. B. (1982). Towards school improvement: Lessons from alternative high schools. New York: Public Education Association.

Hahn, A., & Danzberger, J. (1987). Dropouts in America: Enough is known for action. Washington, DC: Institute for Educational Leadership.

Orr, M. T. (1987). Keeping students in school: A guide to effective dropout prevention programs and services. San Francisco: Jossey-Bass.

Wehlage, G. G. (1983). Effective programs for the marginal high school student. Fastback. Bloomington, IN: Phi Delta Kappan Educational Foundation.

Wehlage, G. G., Rutter, R. A., & Turnbaugh, A. (1987). A program model for at-risk high school students. Educational Leadership, 44(6), 70-73.

C. HIGHER ORDER THINKING PROJECT

1. CONCEPTS AND THEORY:

Beyer, B. (1985). Critical thinking: What is it? Social Education, 49(4), 270-276.

Cornbleth, C. (1985). Critical thinking and cognitive processes. In W. B. Stanley (Ed.), Review of research in social studies education: 1976-1983. Boulder, CO: ERIC Clearinghouse for Social Studies/Social Science Education.

Ennis, R. H. (1962). A concept of critical thinking. Harvard Educational Review, 32(1), 81-111.

Glaser, R. (1984, February). Education and thinking: The role of knowledge. American Psychologist, 39, 93-105.

- Mayer, R. E. (1983). Thinking, problem solving, cognition. New York: W. H. Freeman.
- McPeck, J. E. (1981). Critical thinking and education. New York: St. Martins.
- Newmann, F. M. (in press). Higher order thinking in the high school curriculum. NASSP Bulletin.
- Newmann, F. M. (in press). Higher order thinking in the teaching of social studies: Connections between theory and practice. In D. Perkins, J. Segal, & J. Voss (Eds.), Informal reasoning and education. Hillsdale, NJ: Erlbaum.
- Resnick, L. B. (1986). Education and learning to think. Report for the Commission on Behavioral and Social Sciences and Education, National Research Council. Pittsburgh, PA: Learning Research and Development Center.
- Schrag, F. (1987). Thinking in school and society. New York: Routledge & Kegan Paul.
- Simon, H. A. (1973). The structure of ill-structured problems. Artificial Intelligence, 4, 181-201.
- Sternberg, R. J., & Bhana, K. (1986). Synthesis of research on the effectiveness of intellectual skills programs: Snake-oil remedies or miracle cures? Educational Leadership, 44(2), 60-67.
- Voss, J. F., Greene, T. R., Post, T. A., & Penner, B. C. (1983). Problem-solving in the social sciences. In G. H. Bower (Ed.), The psychology of learning and motivation: Advances in research theory (Vol. 17, pp. 165-213). New York: Academic Press.

2. PROGRAM DESCRIPTION AND RESEARCH:

- Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C. (1983). Learning, remembering, and understanding. In J. H. Flavell & E. M. Markam (Eds.), Carmichael's handbook of child psychology (Vol. 3). New York: John Wiley and Sons.
- Chance, P. (1986). Thinking in the classroom: A survey of programs. New York: Teachers College Press.
- Costa, A. (Ed.). (1985). Developing minds: A resource book for teaching thinking. Alexandria, VA: Association for Supervision and Curriculum Development.
- de Bono, E. (1983). The direct teaching of thinking as a skill. Phi Delta Kappan, 64(10), 703-708.

- Foshay, A. W. (1976). Utilizing man's experience: The quest for meaning. In W. Van Til (Ed.), Issues in secondary education (75th yearbook of the National Society for the Study of Education, Part 2), pp. 137-152. Chicago: University of Chicago Press.
- Herrnstein, R. J., Nickerson, R. S., De Sanchez, M., & Swets, J. A. (1986). Teaching thinking skills. American Psychologist, *41*(11), 1279-1289.
- Lipman, M. (1985). Thinking skills fostered by philosophy for children. In J. W. Segal, S. F. Chipman, & R. Glaser (Eds.), Thinking and learning skills, vol. 1: Relating instruction to research, pp. 83-108. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Nickerson, R. S., Perkins, D. N., & Smith, E. E. (1985). The teaching of thinking. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Norris, S. P. (1985). Synthesis of research on critical thinking. Educational Leadership, *42*(8), 40-45.
- Oliver, D. W., & Shaver, J. P. (1966). Teaching public issues in the high school. Logan, UT: Utah State University Press.
- Segal, J. W., Chipman, S. F., & Glaser, R. (Eds.). (1985). Thinking and learning skills, Vol. 1: Relating instruction to research. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Sternberg, R. J., & Bhana, K. (1986). Synthesis of research on the effectiveness of intellectual skills programs: Snake-oil remedies or miracle cures? Educational Leadership, *44*(2), 60-67.
- Wigginton, E. (1985). Sometimes a shining moment: The Foxfire experience. Garden City, NY: Anchor Press/Doubleday.

3. SPECIFIC ISSUES

a. ORGANIZATIONAL CONSTRAINTS:

- Cuban, L. (1984). Policy and research dilemmas in the teaching of reasoning: Unplanned designs. Review of Educational Research, *54*(4), 655-681.
- Goodlad, J. I. (1983). A study of schooling: Some findings and hypotheses. Phi Delta Kappan, *64*(7), 465-470.
- McNeil, L. M. (1986). Contradictions of control: School structure and school knowledge. New York: Routledge & Kegan Paul.
- Powell, A. G., Farrar, E., & Cohen, D. K. (1985). The shopping mall high school: Winners and losers in the educational marketplace. Boston: Houghton Mifflin.

Schrag, F. (1987, December). Thoughtfulness: Is high school the place for thinking? Education Digest, 16-19.

b. COMPUTERS:

Becker, H. J. (1986). Instructional uses of school computers: Reports from the 1985 national survey. Baltimore, MD: Center for Social Organization of Schools, The Johns Hopkins University.

Johnson, R. T., Johnson, D. W., & Stanne, M. B. (1986). Comparison of computer-assisted cooperative, competitive, and individualistic learning. American Educational Research Journal, 23, 382-392.

Lesgold, A., & Reif, F. (1983). Computers in education: Realizing the potential (Chairmen's Report of a Research Conference). Washington, DC: U.S. Government Printing Office.

Patterson, J. H., & Smith, M. S. (1986). The role of computers in higher-order thinking. In Microcomputers and education (85th Yearbook of the National Society for the Study of Education. Part 1). Chicago: University of Chicago Press.

D. QUALITY OF TEACHERS' WORK LIVES PROJECT

1. STUDIES OF TEACHERS' WORK LIVES

Bacharach, S. B., Bauer, S. C., & Shedd, J. B. (1986). The learning workplace: The conditions and resources of teaching. New York: Organizational Analysis and Practice of Ithaca, New York.

Boston Women's Teachers' Group. (1983). Teaching: An imperilled profession. In L. S. Shulman & G. Sykes (Eds.), Handbook of teaching and policy (pp. 261-299). New York: Longman.

Britzman, D. P. (1986). Cultural myths in the making of a teacher: Biography and social structure in teacher education. Harvard Educational Review, 56(4), 442-456.

Elbaz, F. (1983). Teacher thinking: A study of practical knowledge. London: Croom Helm.

Firestone, W. A. & Wilson, B. L. (1986). Management and organizational outcomes: The effects of approach and environment in schools. Philadelphia, PA: Research for Better Schools, Inc.

Goodlad, J. I. (1984). A place called school: Prospects for the future. New York: McGraw-Hill Book Co.

- Grant, G. R. (1983). The teacher's predicament. Teacher College Record, 84(3), 593-609.
- Lortie, D. C. (1975). Schoolteacher: A sociological study. Chicago, IL: University of Chicago Press.
- Lortie, D. C. (1986). Teacher status in Dade county: A case of structural strain? Phi Delta Kappan, 67(8), 568-575.
- McNeil, L. (1986). Contradictions of control. Boston, MA: Routledge and Kegan Paul.
- McLaughlin, M. W., Pfeifer, R. S., Swan-Owens, D., & Yee, S. (1986). Why teachers won't teach. Phi Delta Kappan, 67, 420-426.
- McPherson, G. H. (1972). Small town teacher. Cambridge, MA: Harvard University Press.
- Metz, M. H. (1978). Classrooms and corridors. Berkeley, CA: University of California Press.
- Metz, M. H. (1987). Teachers' pride in craft, school subcultures, and societal pressures. Educational Policy, 1(1), 115-134.
- Palonsky, S. B. (1986). 900 shows a year: A look at teaching from a teacher's side of the desk (1st ed.). New York: Random House.
- Powell, A. G., Farrar, E., & Cohen, D. K. (1985). The shopping mall high school. Boston: Houghton Mifflin.
- Purkey, S. C., & Rutter, R. A. (1987). High school teaching: Teacher practices and beliefs in urban and suburban public schools. Educational Policy 1(3), 375-393.
- Raphael, R. (1985). The teacher's voice: A sense of who we are. Portsmouth, NH: Heineman.
- Rosenholtz, S. J. (1985). Needed resolves for educational research. National Center for Education Statistics, Washington, DC.
- Rosenholtz, S. J. (1986). Organizational determinants of teacher commitment. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Sarason, S. (1982). The culture of the school and the problem of change (2nd ed.). Boston: Allyn & Bacon.
- Wolcott, H. F. (1977). Teachers vs. technocrats. Eugene, OR: Center for Educational Policy and Management.

2. PROPOSALS FOR REFORM:

- Branscomb, L. et al. (1986). A nation prepared: Teachers for the 21st century (The report of the Task Force on Teaching as a Profession). New York: Carnegie Forum on Education and the Economy.
- The Holmes Group, Inc. (1986). Tomorrow's teachers: A report of the Holmes Group. East Lansing, MI: Author.
- Johnson, S. (1984). Merit pay: A poor prescription for reform. Harvard Educational Review, 54(2), 175-185.
- Rosenholtz, S. (1985). Political myths about education reform. Phi Delta Kappan, 66(5), 349-355.
- Tom, A. R. (1984). Teaching as a moral craft. New York: Longman.

3. STUDIES FROM OTHER COUNTRIES OF TEACHERS' WORK LIVES:

- Ball, S. J. (1981). Beachside comprehensive: A case study of secondary schooling. Cambridge, U.K.: Cambridge University Press.
- CConnell, R. W. (1985). Teachers' work. London: George Allen and Unwin.
- Eggleston, J. (1979). Teacher decision-making in the classroom. London: Routledge and Kegan Paul.
- Hargreaves, A. (1984). Experience counts, theory doesn't: How teachers talk about their work. Sociology of Education, 57, 215-231.
- Hargreaves, A., & Woods, P. (Eds.). (1984). Classrooms and staffrooms. Milton Keynes, U.K.: Open University Press.
- Hargreaves, D. (1982). The challenge for the comprehensive school. London: Routledge and Kegan Paul.
- Lacey, C. (1977). The socialization of teachers. Bungay, Suffolk, U.K.: Richard Clay-Chaucer Press.
- Woods, P. (1980). Teacher strategies. London: Croom Helm.
- Woods, P. (1983). Sociology and the school. London: Routledge and Kegan Paul.
- Young, R. E. (1980). The controlling curriculum and the practical ideology of teachers. Australian and New Zealand Journal of Sociology, 16(3).

Young, R. E. (1981). The epistemic discourse of teachers: An ethnographic study. Anthropology and Education Quarterly, 12(2), 122-144.

4. SPECIAL TOPICS

a. TEACHER COLLEGIALITY AND COLLABORATION:

Cohen, E. G. (1981). Sociology looks at team teaching. Sociology of Education and Socialization, 2, 163-193.

Copeland, W. D., & Jamgochian, R. Colleague training and peer review. Journal of Teacher Education 36(2), 18-21.

Cusick, P. (1981). A study of networks among professional staffs in secondary schools. Educational Administration Quarterly, 17(3), 114-138.

Doyle, W., & Olszewski, R. W. (1975). Colleague interaction and teacher performance. Education 95, 276-279.

Johnson, D. W., & Johnson, R. T. Research shows the benefits of adult cooperation. Education Leadership 45(3), 27-30.

Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. American Educational Research Journal, 19(3), 325-340.

Little, J. W. (1987). Teachers as colleagues. In V. Koehler (Ed.), Educator's handbook: Research into practice (pp. 491-518). New York: Longman.

Romberg, T., & Pitman, A. (1985). Annual Report to the Ford Foundation: The Urban Mathematics Collaborative Project Program (Report 86-1). Madison, WI: Wisconsin Center for Education Research, University of Wisconsin.

Rosenholtz, S. J. (1985). Effective schools: Interpreting the evidence. American Journal of Education, 93(3), 352-388.

Rosenholtz, S. (in press). Teachers' workplace: A study of social organization. New York: Longman.

Rosenholtz, S. J., & Kyle, S. J. (1984). Teacher isolation: Barrier to professionalism. American Educator, 8(4), 10-15.

Rossmann, G. B. (1985). Studying professional cultures in improving high schools. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

b. TEACHER STRESS AND TEACHER LOAD:

- Applebee, A. (1978). A survey of teaching conditions in English 1977. Urbana, IL: National Council of Teachers of English, and ERIC.
- Bacharach, S. B., Bauer, S. C., & Conley, S. C. (1986). Organizational analysis of stress: The case of elementary and secondary schools. Work and Occupations, 13(1), 7-32.
- Bamburg, B. (1977). Report of a survey of the workload of California teachers of English. Redlands, CA: California Association of Teachers of English.
- Beasley, C. R., Myette, B. M., and Serna, B. (1983). On-the-job stress and burnout: Contributing factors and environmental alternatives in educational settings. Paper presented at the annual meeting of the American Educational Research Association, Montreal, April 11-14.
- Coates, T. J., & Thoresen, C. E. (1976). Teacher anxiety: A review with recommendations. Review of Educational Research, 46(2), 159-184.
- Farber, B. A. (1984). Teacher burnout: Assumptions, myths, and issues. Teachers College Record, 86(2), 321-337.
- Friesen, D., & Williams, M. J. (1985). Organizational stress among teachers. Canadian Journal of Education, 10(1), 13-34.
- Kyriacou, C., & Sutcliffe, J. A. (1978). A model of teacher stress. Educational Studies, 4(1), 1-6.
- Lortie, D. C. (1975). Schoolteacher: A sociological study. Chicago: University of Chicago Press.
- Mier, M. (1984). Class size and writing instruction. Washington, DC: National Institute of Education.
- Schwab, R. L., and Iwanicki, E. F. (1982). Perceived role conflict, role ambiguity, and teacher burnout. Educational Administration Quarterly, 18(1), 60-74.

c. ADMINISTRATIVE STRATEGIES TO AFFECT TEACHERS' WORK:

- Bredeson, P. V., Fruth, M. J., & Kasten K. L. (1983). Organizational incentives and secondary school teaching. Journal of Research and Development in Education, 16(4), 52-58.
- Firestone, W. R., & Wilson, B. L. (1985). Using bureaucratic and cultural linkages to improve instruction: The principal's contribution. Educational Administration Quarterly, 21(2), 7-30.

- Guskey, T. (1984). The influences of change in instructional effectiveness upon the affective characteristics of teachers. American Educational Research Journal, 21(2), 245-259.
- Lieberman, A. & Miller, L. (1978). The social realities of teaching. Teachers College Record, 80(1), 54-68.
- Lipham, J. (1983). Leadership and decision making for effective educational change. The Executive Review, 3(8). Published by the Institute for School Executives, The University of Iowa.
- Rosenholtz, S. (1986). Teacher commitment: District level influences. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

AUTHOR INDEX

Acheson, K., 15.
Adams, E., 18.
Adkins, D. G., 11.
Adler, M., 1, 12.
Advanced Placement Program, The College Board, 14.
Airasian, P. W., 18.
Alexander, K. L., 9, 21.
Alport, J. M., 15.
Alverno College Faculty, 17.
Anderson, B., 11.
Anderson, C. S., 10.
Anderson, R. D., 15.
Anderson, R. J., 21.
Andrew, J. P., 11.
Applebee, A. N., 15, 29.
Archbald, D., 17.
Armento, B. J., 15.
Arrasmith, D. G., 11.
Asher, C., 1.
Ashton, P. T., 16.
Atrian, J. M., 1.
Arbey, L. W., 20.
Austin, G. R., 14.
Bacharach, S. B., 9, 25, 29.
Baker, D. P., 20.
Ball, S. J., 27.
Baltzell, D. C., 6.
Bamburg, B., 29.
Bank, B. J., 19.
Barnett, B. G., 9.
Bauer, S. C., 9, 25, 29.
Beasley, C. R., 29.
Becker, H. J., 19, 25.
Becker, S., 8.
Begle, E. C., 15.
Bennett, S., 7.
Berends, M., 10.
Berman, P., 11.
Beyer, B., 22.
Bhana, K., 23, 24.
Bickel, W. E., 18.
Biddle, B. J., 19.
Bird, T., 7.
Blank, R. K., 6.

Blinde, P. L., 21.
Bossert, S. T., 5, 9, 16.
Boston Women's Teachers' Group, 25.
Boyer, E. L., 1, 12.
Branscomb, L. S., 1, 27.
Bransford, J. D., 23.
Bredeson, P. V., 29.
Britzman, D. P., 25.
Brophy, J. E., 16.
Brown, A. L., 23.
Burgess, T., 18.
Cahen, L. S., 7.
California Department of Education, 22.
California State Board of Education, 12.
Campioni, J. C., 23.
Carlson, S. B., 17.
Casserly, P. L., 14.
Cawelti, G., 13.
Center on Evaluation, Development, Research, 21.
Chabotar, K., 6.
Chan, K. S., 21.
Chance, P., 23.
Chipman, S. F., 24.
Chubb, J. E., 1, 4.
Clark, D. L., 8.
Clune, W. H., 4, 8.
Coates, T. J., 29.
Cohen, D. K., 3, 4, 24, 26.
Cohen, E. G., 28.
Cohen, J., 19.
Cole, M., 8.
Coles, R., 1.
Coleman, J. S., 1.
College Entrance Examination Board, 1, 14.
Combs, J., 21.
Conley, S. C., 29.
Connell, R. W., 27.
Conrad, D., 11, 13.
Cook, M. A., 9.
Cookson, P. W., 1.
Cooley, M. W., 21.
Cooley, W. W., 18.
Coons, J., 5.
Copeland, W. D., 28.
Corbett, H. D., 8.
Corcoran, T. B., 1, 3, 4.
Cornbleth, C., 22.

Costa, A., 23.
Cuban, L., 4, 24.
Cummins, J., 22.
Cusick, P. A., 2, 5, 28.
Daft, R., 8.
D'Amico, R., 20.
Danzberger, J., 22.
Darling-Hammond, L., 6, 11.
Davies, M., 19.
de Bono, E., 23.
De Sanchez, M., 24.
Dentler, R. A., 6.
Department of Education and Science (DES), 17.
Diederich, P. B., 18.
Donovan, R. A., 18.
Doyle, D. P., 6.
Doyle, W., 28
Druva, C. A., 15.
Duke, D. L., 6.
Dwyer, D. C., 5, 16.
Earle, J., 21.
Edelman, M. W., 21.
Eggleston, J., 27.
Elbaz, F., 25.
Elmore, R. F., 5.
Ennis, R. H., 22.
Epstein, J. L., 19, 20.
Faigley, L., 18.
Farber, B. A., 29.
Farrar, E., 3, 4, 24, 26.
Fehrmann, P. G., 20.
Ferrara, R. A., 23.
Fielding, G. D., 17.
Filby, N. N., 7, 9.
Finch, M. D., 20.
Fink, A. H., 11.
Finn, C. E., Jr., 3.
Firestone, W., 8, 25, 29.
Foley, E. M., 22.
Foshay, A. W., 24.
Fox, E., 14.
Fraser, K., 21.
Frederiksen, N., 17.
Friesen, D., 29.
Fruth, M. J., 29.
Fullan, M., 4, 8.
Gaddy, G., 2.
Gall, M., 15.
Gamoran, A., 9, 10.

Gibson, M. A., 21.
Ginsburg, A., 20.
Glaser, P., 22, 24.
Glass, G. V., 7.
Glickman, C., 16.
Good, T. L., 13, 16.
Goodlad, J. I., 2, 12, 24, 25.
Goodstein, H., 2.
Gordon, C. H., 14.
Grant, G., 10, 26.
Greenberg, K. L., 18.
Greenberger, E., 20.
Greene, T. R., 23.
Greenfield, T. B., 7
Gregory, T. B., 4.
Griffin, P., 8.
Grobe, R. P., 11.
Grossnickle, D. R., 10.
Grouws, D. A., 13.
Guskey, T., 30.
Guthrie, J. W., 8.
Haertel, E. H., 2.
Haertel, G. D., 19.
Hahn, A., 22.
Hall, G. E., 11.
Hamilton, S. F., 13, 20.
Hampel, R., 2.
Hanson, E. M., 9.
Hargreaves, A., 27.
Hargreaves, D., 27.
Harris, B., 16.
Harrison, C. H., 11.
Hasselbring, T., 2.
Hawley, W. D., 2.
Hedin, D., 10, 11, 13.
Herrnstein, R. J., 24.
Hillocks, G., Jr., 18.
Hirsch, E. D., Jr., 13, 15.
Hoffer, T., 1.
Hogan, T., 18.
Holmes Group, Inc., 27.
Holubec, E. J., 12.
Hord, S. M., 11.
Howard, M. P., 21.
Howe, H., II., 21.
Ide, J. K., 19.
Institute for Contemporary Studies, 5.
Iwanicki, E. F., 29.
Jaeger, R. M., 18.

James, T., 2, 5, 6.
Jamgochian, R., 28.
Jenkins, J. M., 16.
Johnson, D. W., 12, 25, 28.
Johnson, R. T., 12, 25, 28.
Johnson, S., 27.
Jungblut, A., 2.
Kaestle, C. F., 3.
Kandel, D. B., 19.
Kasten, K. L., 29.
Keefe, J. W., 16.
Keith, T. Z., 20.
Kellaghan, T., 13.
Kelley, E. A., 16.
Kilgore, S., 1.
Kirsch, I. S., 2.
Kirst, M. W., 5, 8.
Klein, K. R., 7.
Koehler, V., 2.
Krashinsky, M., 6.
Kulik, C., 10.
Kulik, J., 10.
Kyle, R., 4.
Kyle, S. J., 28.
Kyle, W. C., Jr., 15.
Kyriacou, C., 29.
Lacey, C., 27.
LaFleur, C. D., 7.
Lamm, K. D., 5.
Lazarus, M., 18.
Lazerson, M., 13.
Lee, G. V., 16.
Leestma, R., 2.
Lerner, B., 18.
Lesgold, A., 25.
Levin, H. M., 2, 6.
Lieberman, A., 11, 30.
Lightfoot, S. L., 2.
Lipham, J., 30.
Lipman, M., 24.
Lipsitz, J., 2.
Little, J. W., 7, 28.
Lortie, D. C., 2, 26, 29.
Madaus, G. F., 18.
Marburger, C., 8.
Marlin, M. M., 19.
Marsh, D. D., 16.
Maryuyama, G., 12.

Maughan, B., 3, 10.
 Mayer, R. E., 23.
 McConaughy, S. B., 22.
 McDill, E. L., 13, 19.
 McKenna, B. H., 7, 18.
 McKibbin, S., 8.
 McLaughlin, M. W., 16, 26.
 McNeil, L., 2, 9, 20, 24, 26.
 McPeck, J. E., 23.
 McPherson, G. H., 26.
 Meister, G. R., 5.
 Metz, M. H., 6, 26.
 Mier, M., 29.
 Miles, M. B., 4.
 Miller, L., 30.
 Milne, A. M., 20.
 Mishler, C., 18.
 Moore, T. M., 1.
 Moore, D., 13.
 Morris, M., 15.
 Mortimer, J. T., 20.
 Mortimore, P., 3, 10.
 Murnane, R. J., 5.
 Myers, D. E., 20.
 Myette, B. M., 29.
 National Academy of Education Study Group, 17.
 National Association of Secondary School Principals, 17.
 National Catholic Education Association, 3.
 National Commission on Excellence in Education, 14.
 Natriello, G., 13, 17, 19, 21.
 Nelson, D., 12.
 Neufeld, B., 4.
 Newmann, F. M., 10, 11, 12, 13, 15, 17, 23.
 Nickerson, R. S., 24.
 Norris, S. P., 24.
 Oakes, J., 3, 10.
 Odden, A., 11.
 Oliver, D. W., 24.
 Olszewski, R. W., 28.
 Orr, M. T., 22.
 Otto, L. B., 19.
 Ouston, J., 3, 10.
 Pallas, A. M., 13, 21.
 Palonsky, S. B., 26.
 Parker, P. E., 12.
 Parkerson, J., 19.
 Passow, A. H., 5.
 Patterson, J. H., 25.

Penner, B. C., 23.
Perkins, D. N., 24.
Perrone, V., 3.
Perry, C., 6.
Persell, C. H., 1.
Pfeifer, R. S., 26.
Pitman, A., 28.
Pitner, N. J., 16.
Post, T. A., 23.
Postlethwaite, T. N., 18.
Pottebaum, S. M., 20.
Powell, A. G., 3, 24, 26.
Pullin, D. C., 5.
Purkey, S. C., 8, 10, 11, 26.
Quinto, F., 18.
Rand Corporation, 6.
Raphael, R., 26.
Ravitch, D., 3.
Raywid, M. A., 5.
Reif, F., 25.
Reimers, T. M., 20.
Reitz, R. J., 11.
Renaud, G., 14.
Resnick, D. P., 17.
Resnick, L. B., 17, 23.
Roach, V., 21.
Roberts, A. D., 13.
Robinson, G., 7.
Rombert, T., 28.
Rosenbaum, J. E., 3.
Rosenholtz, S. J., 2, 26, 27, 28, 30.
Rosenshine, B. V., 13.
Rosenthal, A. S., 20.
Rossman, G. B., 28.
Rossmiller, R. A., 16.
Rowan, B., 5, 16.
Rumberger, R. W., 21.
Rutter, M., 3, 10.
Rutter, R. A., 9, 11, 22, 26.
Ryan, D. W., 7.
Sarason, S., 26.
Schaffarzick, J., 15.
Schalock, H. D., 17.
Schrag, F., 23, 25.
Schwab, R. L., 29.
Sedin, C. A., 6.
Sedlak, M. W., 5.
Segal, J. W., 24.

Serna, B., 29.
Sesko, F. P., 10.
Sharan, S., 12.
Shaver, J. P., 24.
Shedd, J. B., 9, 25.
Shulman, L. S., 3.
Shymansky, J. A., 15.
Simon, H. A., 23.
Sizer, T. S., 3, 14.
Skon, L., 12.
Slavin, R. E., 7, 12.
Smith, A., 3, 10.
Smith, E. E., 24.
Smith, G. R., 4.
Smith, M. L., 7.
Smith, M. S., 8, 10, 14, 25.
Smith, W. L., 7.
Snider, W., 5.
Spence, J. T., 20.
Stanne, M. B., 25.
Steinberg, L. D., 20, 21.
Sternberg, R. J., 23, 24.
Stevenson, D. L., 20.
Stevenson, R. B., 8, 17.
Strother, D. B., 13.
Sugarman, S., 5.
Sulton, L. D., 19.
Sum, A. M., 3.
Sumner, R. J., 7.
Sutcliffe, J. A., 29.
Swan-Owens, D., 26.
Sweeney, J., 16.
Swets, J. A., 24.
Sykes, G., 3.
Talbert, J. E., 8.
Thompson, J. A., 12.
Thoresen, C. E., 29.
Title, C. K., 18.
Tom, A. R., 27.
Tomlinson, T. M., 3.
Turnbaugh, A., 22.
Tyack, D., 5.
Tye, B. B., 3.
Venezky, R. L., 3.
Voss, J. F., 23.
Wakefield, R. I., 9.
Walberg, H. J., 3, 19.
Walker, D. F., 15.

Waxman, H. C., 19.
Webb, N. M., 10.
Webb, R. B., 16.
Wehlage, G. G., 21, 22.
Weick, K., 8.
Wheeler, C. W., 5.
Wheelock, A., 21.
White, J. L., 9.
White, P., 9.
Wiener, H. S., 18.
Wigginton, E., 24.
Williams, L. C., 14.
Williams, M. J., 29.
Williams, P. A., 22.
Willingham, W. W., 15.
Wilson, B. L., 1, 25, 29.
Wise, A. E., 6, 11.
Wittebols, J., 7.
Witton, E., 7.
Wittrock, M. C., 4.
Wolcott, H. F., 4, 26.
Woods, P., 27.
Yee, S., 26.
Yin, R. K., 9.
Young, R. E., 27, 28.

SUBJECT INDEX

Administrative strategies to affect teachers' work, 29.
Adolescence Project, 19.
Adolescent development, 19-20.
Advanced placement programs, 14.
Alternative schools, 6.
At-Risk Student Project, 21-22.
Choice in education, 5-6.
Class size, 7.
Collegiality, teacher, 28.
Community service, 11.
Computers, 25.
Cooperative learning, 12.
Core curriculum, 12-13.
Criterion reference testing, 17.
Curriculum remedies, 11-15.
Direct instruction, 13.
Dropouts, 21-22.
Employment, student, 20.
Evaluation of school programs, 18.
Evaluation of student performance, 17-18.
Evaluation strategies, 17-18.
Experiential learning, 13.
Extracurricular influences, 19.
Family influences, 20.
Governance, 7-9.
Graduation requirements, 13-14.
Grouping, 9-10.
Higher Order Thinking Project, 22-25.
Inservice: content-related programs, 15.
Inservice: instructional techniques, 15-16.
Intensification of academics, 14-15.
International Baccalaureate Program, 14.
Magnet schools, 6.
Multiple indicators, 17-18.
National Center on Effective Secondary School Projects, 19-30.
Organizational remedies, 5-11.
Peer influences, 19.
Principal leadership training, 16.
Quality of Teachers' Work Lives Project, 25-30.
School climate, 10-11.
School-site autonomy, 8-9.
Schools within schools, 6.
Specialty schools, 6.
Staff training, 15-17.
Standardized testing, 18.
Stress, teacher, 29.

Student discipline, 10-11.
Student employment, 20.
Student responsibility, 10-11.
Teacher collaboration, 28.
Teacher collegiality, 28.
Teacher decision-making, 9.
Teacher load, 29.
Teacher stress, 29.
Teachers' behavior, 16-17.
Teachers' expectations, 16-17.
Teachers' work lives, 25-28.
Testing strategies, 17-18.
Tracking, 9-10. (See Grouping).
Tuition tax credits, 6.
Tutoring, 10.
Vouchers, 6.
Writing assessment, 18.