ED 342 121   EA 023 742

AUTHOR	Prager, Karen
TITLE	Bibliography on School Restructuring, 1992.
INSTITUTION	Center for Research on the Context of Secondary School Teaching.; Wisconsin Center for Education Research, Madison.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	92
CONTRACT	RI17Q00005-91
NOTE	30p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Curriculum Development; Educational Environment; Educational Policy; Elementary Secondary Education; *Governance; Grouping (Instructional Purposes); Parent Participation; *Professional Development; School Based Management; School Business Relationship; *School Community Relationship; *School Restructuring; Social Services; Student Evaluation; *Student Experience; *Teaching (Occupation)
IDENTIFIERS	*Partnerships in Education; School Culture

ABSTRACT

This bibliography provides a recommended list of research and theoretical literature in school restructuring of interest to practitioners, policymakers, and researchers. The first section contains general references, including 66 articles and books on school reform proposals, how schools work, and the change process. The second section, addressing student experience, lists 60 references related to curricular and instructional reform, student grouping methods, student engagement, and alternative assessment methods. The third section, which deals with the professional life of teachers, contains 23 articles and books that analyze teachers' work life and offer proposals for enhancing the teaching profession. The fourth section contains 44 references on school governance divided among policy issues and new accountability structures; school-site management; leadership; and school climate and culture. The final section, treating school-community collaboration, has 26 articles and books on policy issues, coordination of children's social services, business-school partnerships, and parent involvement. An author index is included. (MLH)

ERIC
Full Text Provided by ERIC

Center Mission

The Center on Organization and Restructuring of Schools will study how organizational features of schools can be changed to increase the intellectual and social competence of students. The five-year program of research focuses on restructuring in four areas: the experiences of students in school; the professional life of teachers; the governance, management and leadership of schools; and the coordination of community resources to better serve educationally disadvantaged students.

Through syntheses of previous research, analyses of existing data, and new empirical studies of education reform, the Center will focus on six critical issues for elementary, middle and high schools: How can schooling nurture authentic forms of student achievement? How can schooling enhance educational equity? How can decentralization and local empowerment be constructively developed? How can schools be transformed into communities of learning? How can change be approached through thoughtful dialogue and support rather than coercion and regulation? How can the focus on student outcomes be shaped to serve these five principles?

Center Publications

In the fall and spring of each year, the Center publishes a newsletter, *Issues in Restructuring Schools*, which offers analyses of substantive issues. In addition, three "briefs" targeted to special audiences will be offered yearly, and this bibliography will be updated each year. Occasional papers will be available at cost. To be placed on the mailing list, please contact Karen Prager, Dissemination Coordinator, Center on Organization and Restructuring of Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706. Telephone: (608) 263-7575.

3

BIBLIOGRAPHY ON SCHOOL RESTRUCTURING
1992

This bibliography provides a recommended list of research and theoretical literature in school restructuring. The literature, chosen to be of interest for practitioners, policymakers and researchers, is organized into five areas: general references, student experiences, professional life of teachers, school governance issues, and collaboration between schools and community. These topics reflect specific research projects conducted at the Center on Organization and Restructuring of Schools.

CENTER ON ORGANIZATION AND RESTRUCTURING OF SCHOOLS

University of Wisconsin-Madison
Wisconsin Center for Education Research
1025 West Johnson Street, Madison, WI 53706
(608) 263-7575

TABLE OF CONTENTS

BIBLIOGRAPHY ON SCHOOL RESTRUCTURING

I. GENERAL REFERENCES ON SCHOOL RESTRUCTURING

A. PROPOSALS FOR SCHOOL REFORM

Blythe, T., & Gardner, H. (1990). A school for all intelligences. *Educational Leadership, 47*(7), 33-36.

Carnegie Council on Adolescent Development. (1989). *Turning points: Preparing American youth for the 21st century.* Report of the Carnegie Task Force on the Education of Young Adolescents. New York: Author.

Comer, J. (1988). Educating poor minority children. *Scientific American, 259*(5), 42-48.

Chubb, J. E., & Moe, T. M. (1990). *Politics, markets, & America's schools.* Washington, DC: Brookings Institution.

Council of Chief State School Officers. (19 ,. *Success for all in a new century.* Washington, DC: Author.

Elmore, R. F., & Associates. (1990). *Restructuring schools: The next generation of educational reform.* San Francisco: Jossey-Bass.

Finn, C. E., Jr. (1991). *We must take charge: Our schools and our future.* New York: Free Press.

Hopfenberg, W. S., Levin, H. M., Meister, G. & Rogers, J. (1990). *Toward's accelerated middle schools for at-risk youth.* Stanford, CA: Stanford University, Accelerated School Project.

Kearns, D. T., & Doyle, D. P. (1989). *Winning the brain race: A bold plan to make our schools competitive.* San Francisco: Institute for Competitive Studies.

Lewis, A. (1989). *Restructuring America's schools.* Arlington, VA: American Association of School Administrators.

Lieberman, A., & Miller, L. (1990). Restructuring schools: What matters and what works. *Phi Delta Kappan, 71*(10), 759-764.

Murphy, J. (1991). *Restructuring schools: Capturing and assessing the phenomena.* Nashville, TN: Vanderbilt University, National Center for Educational Leadership.

National Commission on Excellence in Education. (1983). *A nation at risk.* Washington, DC: U.S. Government Printing Office.

1

National Governors' Association. (1989). *From rhetoric to action: State progress in restructuring the education system*. Washington, DC: Author.

Newmann, F. M. (1988). Can depth replace coverage in the high school curriculum? *Phi Delta Kappan, 69*(5), 345-348.

Oakes, J., & Lipton, M. (1990). *Making the best of schools: A handbook for parents, teachers, and policymakers*. New Haven, CT: Yale University Press.

O'Neil, J. (1990). Piecing together the restructuring puzzle. *Educational Leadership, 47*(7), 4-10.

Quality Education for Minorities Project. (1990). *Education that works: An action plan for the education of minorities*. Cambridge, MA: Author, Massachusetts Institute of Technology.

Resnick, L. B. (1987). Learning in school and out. *Educational Researcher, 16*(9), 13-20.

Schlechty, P. C. (1990). *Schools for the 21st century: Leadership imperatives for educational reform*. San Francisco: Jossey-Bass.

Shanker, A., & Rosenberg, B. (1991, Winter). *Politics, markets and America's schools: The fallacies of private school choice*. Washington, DC: American Federation of Teachers.

Shanker, A. (1990). The end of the traditional model of schooling--and a proposal for using incentives to restructure our public schools. *Phi Delta Kappan, 71*(5), 344-357.

Sizer, T. R. (1992). *Horace's School: Redesigning the American high school*. Boston: Houghton Mifflin.

B. HOW SCHOOLS WORK

Barr, R., & Dreeben, R. (1983). *How schools work*. Chicago: University of Chicago Press.

Bidwell, C. E. (1965). The school as a formal organization. In J. G. March (Ed.), *Handbook of organizations* (pp. 972-1023). Chicago: Rand McNally.

Bliss, J. R., Firestone, W. A., & Richards, C. E. (1991). *Rethinking effective schools: Research and practice*. Englewood Cliffs, NJ: Prentice-Hall.

Brandt, R. (Ed.). (1991). Restructuring schools: What's really happening? *Educational Leadership, 48*(8). [Entire issue].

Clune, W. H., & Witte, J. F. (Eds.). (1990). *Choice and control in American education: Vol. 1. The theory of choice and control in American education*. Philadelphia: Falmer Press.

2

Clune, W. H., & Witte, J. F. (Eds.). (1990). *Choice and control in American education: Vol. 2. The practice of choice, decentralization and school restructuring.* Philadelphia: Falmer Press.

Coleman, J. S., & Hoffer, T. (1987). *Public and private high schools: The impact of communities.* New York: Basic Books.

Corcoran, T. B., & Wilson, B. L. (1986). *The search for successful secondary schools: The first three years of the secondary school recognition program.* Philadelphia: Research for Better Schools.

Cusick, P. A. (1983). *The egalitarian ideal and the American high school: Studies of three schools.* New York: Longman.

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

McNeil. L. (1986). *Contradictions of control: School structure and school knowledge.* New York: Routledge & Kegan Paul.

Metz, M. H. (1978). *Classrooms and corridors: The crisis of authority in desegregated secondary schools.* Berkeley, CA: University of California Press.

Metz, M. H. (1986). *Different by design: The context and character of three magnet schools.* New York: Routledge & Kegan Paul.

Meyer, J. W., & Rowan, B. (1983). The structure of educational organizations. In J. W. Meyer, & W. R. Scott (Eds.), *Organizational environments: Ritual and rationality* (pp. 71-97). Beverly Hills, CA: Sage Publications.

Powell, A. G., Farrar, E., & Cohen, D. K. (1985). *The shopping mall high school: Winners and losers in the educational marketplace.* Boston: Houghton Mifflin.

Ratzki, A., & Fisher, A. (1989/90). Life in a restructured school. *Educational Leadership, 47*(4), 46-51.

Rutter, M., Maughan, B., Mortimore, P., & Ouston, J. (1979). *Fifteen thousand hours: Secondary schools and their effects on children.* Cambridge, MA: Harvard University Press.

Sizer, T. R. (1984). *Horace's Compromise: The dilemma of the American high school.* Boston: Houghton Mifflin.

C. THE CHANGE PROCESS

Barth, R. S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference.* San Francisco: Jossey-Bass.

3

Berman, P., & McLaughlin, M. W. (1978). *Federal programs supporting education change, Vol. III: Implementing and sustaining innovations*. Santa Monica, CA: Rand.

Conley, D. (1991). *Restructuring schools: Educators adapt to a changing world*. Eugene, OR: University of Oregon, ERIC Clearinghouse on Educational Management.

Crandall, D. P., Eiseman, J. W., & Louis, K. S. (1986). Strategic planning issues that bear on the success of school improvement efforts. *Educational Administration Quarterly. 22*(3), 21-53.

Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher, 19*(1), 3-13.

David, J. L., Purkey, S., & White, P. A. (1989). *Restructuring in progress: Lessons from pioneering districts*. Washington, DC: National Governors' Association and University of Wisconsin-Madison, Center for Policy Research in Education.

David, J., Cohen, M., Honetschalager, D., & Traiman, S. (1990). *State actions to restructure schools: First steps*. Washington, DC: National Governors' Association.

Elmore, R. F., & McLaughlin, M. W. (1988). *Steady work: Policy, practice, and the reform of American education*. Santa Monica, CA: Rand

Ford Foundation. (1972). *A Foundation goes to school*. New York: Author.

Fuhrman, S. H., & Malen, B. (Eds.). (1991). *The politics of curriculum and testing*. Philadelphia: Falmer Press.

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

Fullan, M. G. (1991). *The new meaning of educational change* (2nd ed.). New York: Teachers College Press.

Glickman, C. D. (1990). Pushing school reform to a new edge: The seven ironies of school empowerment. *Phi Delta Kappan, 72*(1), 68-75.

Hall, G., & Hord, S. M. (1987). *Change in schools: Facilitating the process*. Albany, NY: State University of New York.

Huberman, A. M., & Miles, M. B. (1984). *Innovation up close: How school improvement works*. New York: Plenum.

Kyles, R. M. J. & White, E. H., *Reaching for excellence: An effective schools sourcebook*. Washington DC: National Institute of Education.

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

9

Louis, K. S., & Miles, M. B. (1990). *Improving the urban high school: What works and why.* New York: Teachers College Press.

National Governors' Association. (1989). *From rhetoric to action: State progress in restructuring the education system.* Washington, DC: Author.

Popkewitz, T. S., Tabachnick, B. R., & Wehlage, G. (1982). *The myth of educational reform: A study of school responses to a program of change.* Madison: University of Wisconsin Press.

Sarason, S. B. (1982). *The culture of the school and the problem of change, 2nd edition.* Boston: Allyn and Bacon, Inc.

Sarason, S. B. (1990). *The predictable failure of educational reform: Can we change course before it's too late?* San Francisco: Jossey-Bass.

Timar, T. B., & Kirp, D. L. (1988). *Managing educational excellence.* Philadelphia: Falmer Press.

Tyack, D. (1974). *The one best system.* Cambridge, MA: Harvard University Press.

Wise, A. E. (1979). *Legislated learning: The bureaucratization of the American classroom.* Berkeley, CA: University of California Press.

5

II. STUDENT EXPERIENCE

A. CURRICULAR AND INSTRUCTIONAL REFORM

American Association for the Advancement of Science. (1989). *Science for all Americans: A project 2061 report on literacy goals in science, mathematics, and technology.* Washington, DC: Author.

Applebee, A. N. (1991). *Literature instruction in American schools.* Albany: National Research Center on Literature Teaching & Literature.

Applebee, A. N. (1989). *The teaching of literature in programs with reputations for excellence in English* (Tech. Rep. No. 1.1). Albany: University at Albany, State University of New York, Center for the Learning and Teaching of Literature.

Curriculum Task Force of the National Commission on Social Studies in the Schools. (1989). *Charting a course: Social studies for the 21st century.* Washington, DC: Author.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* New York: Basic Books.

Johnson, D. W., & Johnson, R. T. (1975). *Learning together and alone: Cooperation, competition and individualization.* Englewood Cliffs, NJ: Prentice-Hall.

Langer, J. A., & Applebee, A. N. (1987). *How writing shapes thinking: A study of teaching and learning* (Research Report No. 22). Urbana, IL: National Council of Teachers of English.

Mathematical Sciences Education Board. (1990). *Reshaping school mathematics.* Washington, DC: National Academy Press.

Murnane, R. J., & Raizen, S. A. (Eds.). (1988). *Improving indicators of the quality of science and mathematics education in grades K-12.* Washington, DC: National Academy Press.

National Center for Improving Science Education. (1991). *The high stakes of high school science.* Andover, MA: The Network, Inc.

National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author.

National Council of Teachers of Mathematics. (1991). *Professional standards for teaching mathematics.* Reston, VA: Author.

Newmann, F. M. (1991). Linking restructuring to authentic student achievement. *Phi Delta Kappan, 72*(6), 458-463.

6

Noddings, N. (1988). An ethic of caring and its implications for instructional arrangements. *American Journal of Education, 96*(2), 215-231.

Nystrand, M., & Gamoran, A. (1991). Student engagement: When recitation becomes conversation. In H. Waxman & H. Walberg (Eds.), *Contemporary research on teaching* (pp. 257-276). Berkeley: McCutchan.

Oakes, J., Gamoran, A., & Page, R. N. (in press). Curriculum differentiation: Opportunities, outcomes, and meanings. In P. W. Jackson (Ed.), *Handbook of Research on Curriculum* Washington, DC: American Educational Research Association.

Resnick, L. B. (1987). Learning in school and out. *Educational Researcher, 16*(9), 13-20.

Sharan, S., Kusell, P., Hertz-Lazarowtiz, R., Berjarano, Y., Raviv, S., & Sharan, Y. (1984). *Cooperative learning in the classroom: Research in desegregated schools.* Hillside, NJ: Lawrence Erlbaum.

Smith, M. S., O'Day, J., & Cohen, D. K. (1990). National curriculum American st ie: Can it be done? What might it look like? *American Educator, 14*(4), pp. 10-17, 40-47.

Slavin, R. E. (1983). *Cooperative learning.* New York: Longman.

B. METHODS OF GROUPING STUDENTS
(includes ability grouping, tracking, non-graded programs, task grouping)

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

DiPardo, A., & Freedman, S. (1988). Peer response groups in the writing classroom: Theoretic foundations and new directions. *Review of Educational Research, 58*(2), 119-149.

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

Gamoran, A., & Berends, M. (1987). The effects of stratification in secondary schools: Synthesis of survey and ethnographic research. *Review of Educational Research, 57*(4), 415-435.

Kerckhoff, A. C. (1986). Effects of ability grouping in British secondary schools. *American Sociological Review, 51*(6), 842-858.

Kilgore, S. B. (1991). The organizational context of tracking in schools. *American Sociological Review, 56*, 189-203.

Lee, V.E., & Bryk, A. S. (1988). Curriculum tracking as mediating the social distribution of high school achievement. *Sociology of Education, 61*(2), 78-94.

7

12

Murphy, J., & Hallinger, P. (1989). Equity as access to learning: Curricular and instructional treatment differences. *Journal of Curriculum Studies, 21*(2), 129-149.

Natriello, G., Pallas, A. M., & Alexander, K. (1989). On the right track? Curriculum and academic achievement. *Sociology of Education, 62*(2), 109-118.

Oakes, J. (1985). *Keeping track: How schools structure inequality.* New Haven, CT: Yale University Press.

Page, R. N. (1991). *Lower track classrooms: A circular and cultural perspective.* New York: Teachers College Press.

Page, R. N., & Valli, L. (Eds.). (1990). *Curriculum differentiation: Interpretive studies in U. S. secondary schools.* Albany, NY: SUNY.

Rosenbaum, J. E. (1976). *Making inequality: The hidden curriculum of high school tracking.* New York: John Wiley & Sons.

Slavin, R. E. (1987). Ability grouping and achievement in elementary schools: A best-evir'ce synthesis. *Review of Educational Research, 57*(3), 293-336.

Slavin, R. E. (1990). Achievement effects of ability grouping in secondary schools: A best-evidence synthesis. *Review of Educational Research, 60*(3), 471-499.

Sorensen, A. (1987). The organizational differentiation of students in schools as an opportunity structure. in M.T. Hallinan (Ed.), *The social organization of schools* (pp. 103-129). New York: Plenum Press.

Sorensen, A. B., & Hallinan, M. T. (1986). Effects of ability grouping on growth in academic achievement. *American Educational Research Journal, 23*(4), 519-542.

C. STUDENT ENGAGEMENT

Csikszentmihalyi, M., & Larson, R. (1984). *Being adolescent: Conflict and growth in the teenage years.* New York: Basic Books.

Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school.* New York: Teachers College Press.

Elkind, D. (1989). Developmentally appropriate practice: Philosophical and practical implications. *Phi Delta Kappan, 71*(2), 30-33.

Farrell, E. (1990). *Hanging in and dropping out: Voices of at-risk high school students.* New York: Teachers College Press.

8

Newmann, F. M. (1981). Reducing student alienation in high schools: Implications of theory. *Harvard Educational Review, 51*(4), 546-564.

Newmann, F. M. (in press). *Student engagement and achievement in American secondary schools.* New York: Teachers College Press.

Newmann, F. M. (1989). Student engagement and high school reform. *Educational Leadership, 46*(5), 34-36.

Nystrand, M., & Gamoran, A. (1991). Instructional discourse, student engagement, and literature achievement. *Research in the Teaching of English, 25*(3), 261-290.

Powell, A. G., Farrar, E., & Cohen, D. K. (1985). *The shopping mall high school: Winners and losers in the educational marketplace.* Boston: Houghton Mifflin.

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: Teachers College Press.

Stipek, D. (1986). Children's motivation to learn. In T. M. Tomlinson & H. J. Walberg (Eds.), *Academic work and educational excellence* (pp. 197-221). Berkeley, CA: McCutchan.

D. ALTERNATIVE ASSESSMENT

Applebee, A. N., Langer, J. A., & Mullis, I. V. S. (1989). *Understanding direct writing assessments.* Princeton, NJ: Educational Testing Service.

Archbald, D., & Newmann, F. M. (1988). *Beyond standardized testing: Assessing authentic academic achievement in the secondary school.* Reston, VA: National Association of Secondary School Principals.

Berlak, H., Newmann, F. M., Adams, E., Archbald, D. A., Burgess, T., Raven, J., & Romberg, T. (1992). *Toward a new science of educational testing and assessment.* Albany, NY: SUNY.

Champagne, A. B., Lovitts, B. E., & Calinger, B. J. (1990). *Assessment in the service of instruction.* Washington, DC: American Association for the Advancement of Science.

Gifford, B. (Ed). (1990). *From gatekeeper to gateway: Transforming testing in America.* National Commission on Testing and Public Policy. Boston: Kluwer.

Klum, G. (1990). *Assessing higher order thinking in mathematics.* Washington, DC: American Association for the Advancement of Science.

National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author.

9

National Council of Teachers cf Mathematics. (1991). *Professional standards for teaching mathematics*. Reston, VA: Author.

National Research Council. (1989). *Everybody counts: A report to the nation on the future of mathematics education*. Washington, DC: National Academy Press.

Perrone, V. (1991). *Expanding student assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. (1989). The futility of trying to teach everything of importance. *Educational Leadership, 47*(3), 44-59.

Wiggins. G. (1991). Standards, not standardization: Evoking quality student work. *Educational Leadership, 48*(5), 18-25.

Wiggins, G. (1989). A true test: Toward more authentic and equitable assessment. *Phi Delta Kappan, 70*(9), 703-714.

10

III. PROFESSIONAL LIFE OF THE TEACHERS

A. ANALYSIS OF TEACHERS' WORK LIFE

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

Bidwell, C. E., & Quiroz, P. A. (1991). Organizational control in the high school workplace: A theoretical argument. *Journal of Research on Adolescence, 3*, 211-229.

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

Fuller, B., & Izu, J. A. (1986). Explaining school cohesion: What shapes the organizational beliefs of teachers? *American Journal of Education, 94*(4), 501-535.

Johnson, S. M. (1990). *Teachers at work: Achieving success in our schools*. New York: Basic Books.

Lee, V. E., Dedrick, R. F., & Smith, J. B. (1991). The effect of the social organization of schools on teacher satisfaction. *Sociology of Education, 64*, 190-208.

Little, J. W. (1990). Conditions of professional development in secondary schools. In M. W. McLaughlin, J. E. Talbert, & N. Bascia (Eds.), *The contexts of teaching in secondary schools* (pp. 187-223). New York: Teachers College Press.

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

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

Louis, K. S. (1990). Social values and the quality of teacher work life. In M. McLaughlin, J. Talbert & N. Bascia (Eds.), *The context of teachers' work in secondary schools* (pp. 17-39). New York: Teachers College Press.

McLaughlin, M., Talbert, J. E., & Bascia, N. (Eds.). (1990). *The context of teachers' work in secondary schools*. New York: Teachers College Press.

Reyes, P. (Ed.). (1990). *Teachers and their workplace: Commitment, performance and productivity*. San Francisco: Sage.

Rosenholtz, S. J. (1991). *Teachers' workplace: The social organization of schools*. New York: Teachers College Press.

Shedd, J. B., & Bacharach, S. B. (1991). *Tangled hierarchies: Teachers as professionals and the management of schools*. San Francisco: Jossey-Bass.

11

Waller, W. (1932). *The sociology of teaching.* New York: Russell & Russell.

B. PROPOSALS FOR ENHANCING THE TEACHING PROFESSION

Carnegie Forum on Education and the Economy. (1986). *A nation prepared: Teachers for the 21st century.* New York: Author.

Corcoran, T. B., Walker, L. J., & White, J. L. (1988). *Working in urban schools.* Washington, DC: Institute for Educational Leadership.

Holmes Group. (1986). *Tomorrow's teachers: A report of the Holmes Group.* East Lansing, MI: Author.

Levin, H. M. (1991). *Building school capacity for effective teacher empowerment: Applications to elementary schools with at-risk students.* Rutgers, NJ: Consortium for Policy Research in Education.

Lichtenstien, G., McLaughlin, M., Knudsen, J. (1991). *Teacher empowerment and professional knowledge.* Rutgers, NJ: Consortium for Policy Research in Education.

Lieberman, A. (Ed.). (1988). *Building a professional culture in schools.* New York: Teachers College Press.

Schon, D. (1983). *The reflective practitioner: How professionals think in action.* New York: Basic Books.

Sykes, G. (1983). Public policy and the problem of teacher quality: The need for screens and magnets. In L. S. Shulman, & G. Sykes (Eds.), *Handbook of teaching and policy* (pp. 97-125). New York: Longman.

IV. SCHOOL GOVERNANCE

A. POLICY ISSUES AND NEW STRUCTURES FOR ACCOUNTABILITY

Clune, W. H., & Witte, J. F. (Eds.). (1990). *Choice and control in American education: Vol. 1. The theory of choice and control in American education.* Philadelphia: Falmer Press.

Clune, W. H., & Witte, J. F. (Eds.). (1990). *Choice and control in American education: Vol. 2. The practice of choice, decentralization and school restructuring.* Philadelphia: Falmer Press.

Clune, W. H. (1990). Three views of curriculum policy in the school context: The school as policy mediator, policy critic, and policy constructor. In M. W. McLaughlin, J. E. Talbert, & N. Bascia (Eds.), *The contexts of teaching in secondary schools* (pp. 256-270). New York: Teachers College Press.

Holmes, M., & Wynne, E. A. (1989). *Making the school an effective community: Belief, practice and theory in school administration.* Philadelphia: Falmer Press.

James, T., & Levin, H. M. (1988). *Comparing public and private schools: Vol. 1. Institutions and organizations.* Philadelphia: Falmer Press.

Kirst, M. W. (1990). *Accountability: Implications for state and local policy makers.* Washington, DC: U. S. Department of Education, Office of Educational Research and Improvement.

Shanker, A. (1990). The end of the traditional model of schooling--and a proposal for using incentives to restructure our public schools. *Phi Delta Kappan, 71*(5), 344-357.

B. SCHOOL SITE MANAGEMENT

Clune, W. H., & White, P. A. (1988). *School-based management: Institutional variation, implementation, and issues for further research* (CPRE Research Report Series RR-008). New Brunswick, NJ: Rutgers University, Center for Policy Research in Education.

Cohen, D. K. (1990). Governance and instruction: The promise of decentralization and choice. In W. H. Clune and J. F. Witte (Eds.), *Choice and control in American education: Vol. 1. The theory of choice and control in American education* (pp. 337-386). Philadelphia: Falmer Press.

Conley, S., & Bacharach, S. (1990). From school-site management to participatory school-site management. *Phi Delta Kappan, 71*(7), 539-44.

Glickman, C. D. (1990). Pushing school reform to a new edge: The seven ironies of school empowerment. *Phi Delta Kappan, 72*(1), 68-75.

13

Hill, P., & Bonan, J. (1991). *Decentralization and accountability in public education.* Santa Monica, CA: Rand.

Lieberman, A., Darling-Hammond, L., & Zuckerman, D. *Early lessons in restructuring schools.* New York: National Center for Restructuring Education, Schools, and Teaching.

Lieberman, A., Zuckerman, D., Wilkie, A., Smith, E., Barinas, N., & Hergert, L. (1991). *Early lessons in restructuring schools: Case studies of schools of tomorrow...today.* New York: National Center for Restructuring Education, Schools, and Teaching, Columbia University.

Malen, B., & Ogawa, R. T. (1988). Professional patron influence on site-based governance councils: A confronting case study. *Educational Evaluation and Policy Analysis, 10*(4), 251-270.

Malen, B., Ogawa, R. T., & Kranz, J. (1990). What do we know about school-based management? A case study of the literature – A call for research. In W. Clune, & J. Witte (Eds.), *Choice and control in American education: Vol. 2. The practice of choice, decentralization and school restructuring* (pp. 289-342). Philadelphia: Falmer Press.

Marburger, C. L. (1985). *One school at a time: School based management, a process for change.* Columbia, MD: The National Committee for Citizens in Education.

C. LEADERSHIP

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.

Deal, T. E., & Peterson, K. D. (1990). *The principal's role in shaping school culture.* Washington, DC: U.S. Government Printing Office.

Deal, T. (1990). Reframing reform. *Educational Leadership, 47*(8), 6-12.

Firestone, W., & Wilson, B. L. (1985). Using bureaucratic and cultural linkages to improve instruction: The principal's contribution. *Educational Administration Quarterly, 21*(2), 7-30.

Greenfield, W. (Ed.). (1987). *Instructional leadership: Concepts, issues, and controversies.* Boston: Allyn & Bacon.

Johnson, D., & Johnson, R. (1988). *Leading the cooperative school.* Edina, MN: Interaction Book Co.

Manasse, A. L. (1985). Improving conditions for principal effectiveness: Policy implications of research. *The Elementary School Journal, 85*(3), 138-162.

14

Murphy, J. (1990). Principal instructional leadership. In P. W. Thurston & L. S. Lotto (Eds.), *Advances in educational administration: Vol. 1, Part B. Changing perspectives on the school* (pp. 163-200). Greenwich, CT: JAI Press.

National LEADership Network; Study Group on Restructuring Schools. (1991). *Developing leaders for restructuring schools: New habits of mind and heart.* (GPO No. 065-000-004445) Washington, DC: U.S. Department of Education.

Sergiovanni, T. (1987). The theoretical basis for cultural leadership. In L. T. Shieve & M. B. Schoenheit (Eds.), *Leadership: Examining the elusive* (pp. 116-129). Alexandria, VA: Association for Supervision and Curriculum Development. Check the page numbers.

D. SCHOOL CLIMATE AND CULTURE

Anderson, C. S. (1982). The search for school climate: A review of the research. *Review of Educational Research, 52*(3), 368-420.

Bryk, A. S., & Driscoll, M. E. (1988). *The high school as community: Contextual influences, and consequences for students and teachers.* Madison: University of Wisconsin-Madison, National Center on Effective Secondary Schools.

Cusick, P. A. (1973). *Inside high school: The student's world.* New York: Holt, Rinehart, & Winston.

Deal, T. E., & Peterson, K. D. (1990). *The principal's role in shaping school culture.* Washington, DC: U.S. Government Printing Office.

Fine, M. (1991). *Framing dropouts.* Albany, NY: SUNY.

Firestone, W. A., & Rosenblum, S. (1988). Building commitment in urban high schools. *Educational Evaluation and Policy Analysis, 10*(4), 285-299.

Fullan, M. (1985). Change processes and strategies at the local level. *The Elementary School Journal, 85*(3), 391-421.

Hill, P. T., Foster, G. E., & Gendler, T. (1990). *High schools with character.* Santa Monica: Rand.

Lightfoot, S. L. (1983). *The good high school: Portraits of character and culture.* New York: Basic Books.

Lipsitz, J. (1984). *Successful schools for young adolescents.* New Brunswick, NJ: Transaction Books.

McNeil, L. (1986). *Contradictions of control: School structure and school knowledge.* New York: Routledge & Kegan Paul.

15

Metz, M. H. (1978). *Classrooms and corridors: The crisis of authority in desegregated secondary schools*. Berkeley, CA: University of California Press.

Metz, M. H. (1986). *Different by design: The context and character of three magnet schools*. New York: Routledge & Kegan Paul.

Newmann, F. M., Rutter, R. A., & Smith, M. S. (1989). Organizational factors affecting school sense of efficacy, community, and expectations. *Sociology of Education*, 62(4), 221-238.

Powell, A. G., Farrar, E., & Cohen, D. K. (1985). *The shopping mall high school: Winners and losers in the educational marketplace*. Boston: Houghton Mifflin.

Sarason, S. B. (1982). *The culture of the school and the problem of change, 2nd edition*. Boston: Allyn and Bacon.

Schein, E. N. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

16

21

V. COLLABORATION BETWEEN AND SCHOOLS AND COMMUNITY

A. POLICY ISSUES

Basiean, A., Fruchter, N., Gittell, M., Greer, C., & Haskins, K. (1986). *Choosing equality: The case for democratic schooling.* Philadelphia: Temple University Press.

Center for the Study of Social Policy. (1988). *New futures: Plans for assisting at-risk youth in five cities.* Washington, DC: Author.

Committee for Economic Development. (1985). *Investing in our children.* Washington, DC: Author.

Committee for Economic Development. (1987). *Children in need: Investment strategies for the educationally disadvantaged.* New York: Author.

Kirst, M. W. (1990). *Accountability: Implications for state and local policy makers.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Melaville, A. I. with Blank, M. J. (1991). *What it takes: Structuring interagency partnerships to connect children and families with comprehensive services.* Washington, DC: Education and Human Services Consortium.

Newmann, F. M., & Oliver, D. W. (1967). Education and community. *Harvard Educational Review, 37*(1), 61-106.

Shanker, A. (1990). The end of the traditional model of schooling--and a proposal for using incentives to restructure our public schools. *Phi Delta Kappan, 71*(5), 344-357.

Wehlage, G., Rutter, R., Smith, G., Lesko, N., & Fernandez, R. (1988). *Reducing the risk: Schools as the communities of support.* London: Falmer Press.

B. COORDINATION OF SOCIAL SERVICES FOR CHILDREN

Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology, 94 Supplement,* S95-S120.

Gardner, S. (1990). Failure by fragmentation. *Equity and Choice, 6*(2), 4-12.

Joe, T., & Nelson, D. (1989). New futures for America's children. In F. Macchiarola & A. Gartner (Eds.), *Caring for America's children* (pp. 214-223). New York: The Academy of Political Science.

Lewis, A. C. (1986). *Partnerships: Connecting school and community.* Arlington, VA: American Association of School Administrators.

Schorr, L. B. (1989). *Within our reach: Breaking the cycle of disadvantage.* New York: Doubleday.

W. T. Grant Foundation Commission on Work, Family and Citizenship. (1988). *The forgotten half: Pathways to success for America's youth and young families.* Washington, DC: Author.

C. BUSINESS AND SCHOOL PARTNERSHIPS

Hamilton, S. F. (1990). *Apprenticeship for adulthood: Preparing youth for the future.* New York: Free Press.

Levine, M., & Trachtman, R. (1988). *American business and the public school: Case studies of corporate involvement in public education.* New York: Committee for Economic Development.

National Center on Education and the Economy. (1990). *America's choice: High skills or low wages.* [The report of the Commission on Skills of the American Workforce.] Rochester, NY: Author.

Seeley, D. S. (1985). *Education through partnership.* Washington, DC: American Enterprise Institute for Public Policy Research.

D. PARENT INVOLVEMENT

Dornbusch, S. M., Ritter, P. L., & Leiberman, P. H. (1987). The relation of parenting style to adolescent school performance. *Child Development, 58*(5), 1244-1257.

Epstein, J. L. (1985). Home and school connections in schools for the future: Implications of research on parental involvement. *Peabody Journal of Education, 62*(2), 18-41.

Epstein, J. L. (1987). Toward a theory of family-school connections: Teacher practices and parent involvement. In K. Hurrelmann, F. X. Kaufmann, & F. Lasel (Eds.), *Social intervention: Potential and constraints* (pp. 121-136). New York: Walter de Gruyter.

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*(5), 373-380.

Lareau, A. (1989). *Home advantage: Social class and parental intervention in elementary education.* New York: Falmer Press.

McLaughlin, M., & Shields, P.M. (1987). Involving low income parents in the schools: A role for policy? *Phi Delta Kappan, 69*(2), 156-160.

Moles, O. C. (1982). Synthesis of recent research on parent participation in children's education. *Educational Leadership, 40*(2), 44-47.

AUTHOR INDEX

19

24

20

22

27

23

29