

**EDA 683C: School Restructuring and Renewal**  
**Unique # 08885**  
**Syllabus**  
**Spring 2005**

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Course Description

This course has as its focus a critical examination of school restructuring and renewal. Much has been written and said about how to improve schools, and the purpose of this course is to provide participants the opportunity to critically examine the research and the processes that are claimed to be important and significant for school improvement. School restructuring concepts and processes will be studied and criticized, including the influences of teachers, highlighting structural and cultural issues, the analyses of students' performance and organizational characteristics, and school change through systemic school improvement planning. In addition to a critical examination of the literature, ongoing interactions with organizations will provide participants opportunities to place this theory into practice in authentic settings. It is hoped that the participants, from the university and selected organizations, will gain substantial insight into the complex school change issues involved in school improvement through planning, carrying out and reflecting on these interactions.

The work in this course will be accomplished in two modes--individual and team. Individual work will include reading, critiquing, analyzing, reflecting on and summarizing results. Participants will review literature and participate in discussions and projects that address school improvement. Much of the work of the course will be conducted in teams.

Course Objectives

The objectives for the course are for participants to:

- 1) Study relevant literature to identify critique and report on various perspectives engaged in the discourse regarding school restructuring and renewal, data-driven decision making, organizational culture, and school improvement planning.

- 2) Engage in dialogue, both in class and on site, regarding how school improvement initiatives can be implemented and facilitated through school-university partnerships.
- 3) Contribute to the planning and implementation of school-university partnerships.

### Required textbooks

- Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2nd ed.). San Francisco, CA: Jossey-Bass Publishers.
- Freire, P. (2002). *Pedagogy of the Oppressed* (30<sup>th</sup> Anniversary Edition). New York, NY: The Continuum International Publishing Group Inc.
- Miller, R. (1997). *What Are Schools For?: Holistic Education in American Culture* (3<sup>rd</sup> ed.). Brandon, Vermont: Holistic Education Press.
- Articles on e-reserve

### Recommended textbooks

- Alinsky, S. (1971). *Rules for radicals*. New York, NY: Random House.
- Berliner, D., and Biddle, B. (1995), *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools*. Reading, Massachusetts: Addison-Wesley.
- Blase, J., & Anderson, G. (1995). *The micropolitics of educational leadership: From control to empowerment*. New York, NY: Cassell.
- Cloke, K., & Goldsmith, J. (2002). *End of management and the rise of organizational democracy*. San Francisco, CA: Jossey-Bass.
- Common Schools, Uncommon Futures: A Working Consensus for School Renewal*, edited by Barry S. Kogan (1997). New York, NY: Teachers College Press.
- Fullan, M.G. (2001). *The New Meaning of Educational Change* (3<sup>rd</sup> Edition). New York, NY: Teachers College Press.
- Hall, G. E., & Hord, S. M. (2001). *Implementing change: Patterns, principles, and potholes*. Boston, MA: Allyn and Bacon.
- Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oaks, CA: Corwin Press.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.
- Senge, P.M., et al., (2000). *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. New York, NY: Doubleday.

### Course requirements

**Readings:** Each student is responsible for reading and being prepared to discuss all required readings prior to the class for which they are assigned (**See Appendix 1: Required and Supplementary Literature**). To relate theory drawn from the literature to course experiences, student teams will lead discussions of the literature. The discussions should be prepared according to the guidelines provided by the instructor. The teams are responsible for allocating the preparation work fairly among team

members. Blocks of time will be scheduled for the teams to lead discussions of the readings. **The purposes of the literature review are to identify the author's (or authors') main assertions, to relate these points to course experiences, and to critique these points based on other sources.** PowerPoint presentations and other evidential products associated with literature reviews should be posted in the 'Literature Reviews' section of EPC website.

**Milestone Activities:** Much of the written work in the class will focus on completion of two milestone activities, a semester plan and a semester summary including an annotated bibliography of the references used during the semester:

- *A semester plan:* Each student should prepare and post a semester plan to the 'Semester Plans' section of the website by Wednesday, September 15. This plan should include expected semester activities or tasks, estimated completion dates, and space for recording actual completion dates. After that initial posting the students should update and re-post the plan showing progress toward completion of proposed activities. The final, fully updated plan should be posted
- *Semester summaries:* Students should prepare and post a semester summary (with annotated bibliography) in the 'Semester Summaries' section of website.

Associated with the planned activities or tasks are *evidential products* that provide evidence of completing the activities. The products may be a PowerPoint presentations, trip reports, analyses, a summaries of articles, minutes of a meetings, etc. Students should post these products in the 'Evidential Products' section of website.

**Journals:** To encourage reflection on the progress of teams, the class, the organizations, and individual projects, students are required to post short weekly journals. Each week, the student will be required to write a short summary (roughly one or two pages per class meeting) of her/his learning experiences during the course (class work, projects, and/or assignments) and the lessons learned from those experiences. Weekly journals should be posted to the "Journals" section of the EPC web site by Saturday evening. The final journal should focus on the entire course. All weekly journals should: (1) accurately reflect course content, (2) show depth of reflection, (3) be well written, and (4) be free of grammatical and spelling errors.

**Annotated bibliographies:** Students should select, study, and summarize entire books, articles from research journals, or chapters from books. For full credit the student should select, read, and summarize at least 650 pages from books or journal articles. To earn credit for a book review, the student will be required to read the entire book and write in the annotated bibliography a one-page, single-spaced summary of the book that describes what it is about, why it was written, and what were its main points or results. To earn credit for reviewing an article or chapter in a book, the student should write a brief summary (approximately one paragraph – a few sentences) of each article or chapter in the annotated bibliography. Annotated bibliographies should include all pertinent information about the publications (author, title, journal or chapter name, etc.). Annotated bibliographies should be posted with the semester summaries in the 'Semester Summaries' section of the website.

**Note: Unless stated otherwise, all writing assignments should be single-spaced.**

## Grading criteria

Student grades will be determined using the individual grading checklist shown in **Appendix 2**. Students will earn points by completing individual reading and writing assignments and/or by serving in various roles as a team member. Please note that supplementary articles and books may be read and counted for extra credit. In certain cases, incomplete or substandard assignments might be returned for corrections. Students can assume that assignments that were not returned received full credit.

**Note: Unless stated otherwise, all writing assignments should be single-paced.**

### Grading criteria\*

	Maximum Points
Attendance	50
Readings	30
Assignments	40
Interactions with organizations	20
Grand Total	140

Grades: A: 100-140, B: 90-99, C: 80-89

\*See Appendix 2: Grade Sheet.

## Attendance

Students are expected to attend all class sessions. Student participation and contribution to class discussions will affect the success of the course. Students must attend all classes and be on time in order to participate fully. Please contact the professor should circumstances prevent your attendance. ***Students may compensate for a limited number of absences by earning extra points through reviews of literature, interactions with organizations, or preparation of evidential products.***

## Weekly schedule

Week	Agenda	Assignments for next class
January 17	Holiday – no class	Not applicable
January 24	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Introduction</u> Orientation, ground rules, examples Team assignments Sign up for literature reviews 6-7 PM: <u>Individual or team planning</u>	•Log on to EPC website and join EPC •Action plan •Assigned reading #1
January 31	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u>	•First journal •Action plan

	American culture History of education School-university partnerships 6-7 PM: <u>Individual or team planning</u>	•Assigned reading #2
February 7	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> The holistic paradigm in education Closing the achievement gap 6-7 PM: <u>Individual or team planning</u>	•Journal •Action plan •Assigned reading #3
February 14	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> The education crisis and future of education Justification for pedagogy of the oppressed 6-7 PM: <u>Individual or team planning</u>	•Journal •Action plan •Assigned reading #4
February 21	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> The dream deferred The “banking” concept of education as an instrument of oppression Dialogics – the essence of education as a practice of freedom 6-7 PM: <u>Individual or team planning</u>	•Journal •Action plan •Assigned reading #5
February 28	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> Antialogics (oppression) and dialogics (liberation) as opposing theories (instruments) of cultural action Data in the reform process Building leadership and data teams 6-7 PM: <u>Individual or team planning</u>	•Journal •Action plan •Assigned reading #6 • <b>Products and summaries of first milestone due</b>
March 7	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> Making sense of organizations Reframing organizations: the structural frame Literature reviews <u>Whole group:</u> Debrief, update, and/or inform	• <b>Post literature reviews</b> •Journal •Action plan •Assigned reading #7
March 14	No class -- spring break	Relax
March 21	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> Ed. organizations as loosely coupled systems The human resources frame 6-7 PM: <u>Individual or team planning</u>	•Journal •Action plan •Assigned reading #8
March 28	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> The political frame Power and politics in schools	•Journal •Action plan •Assigned reading #9 • <b>Products and</b>

	6-7 PM: <u>Individual or team planning</u>	<b>summaries for second milestone due</b>
April 4	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> Conflict in organizations The symbolic frame Reshaping leadership in action Literature review 6-7 PM: <u>Individual or team planning</u>	<ul style="list-style-type: none"> <li>• <b>Post literature reviews</b></li> <li>• Journal</li> <li>• Action plan</li> <li>• Assigned reading #10</li> </ul>
April 11	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> Improving leadership practice 6-7 PM: <u>Individual or team planning</u>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Action plan</li> <li>• Assigned reading #11</li> </ul>
April 18	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> Leadership for school restructuring Implementing change: patterns, themes and principles Change leaders/facilitators and what they do 6-7 PM: <u>Individual or team planning</u>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Final action plan</li> <li>• <b>Products and summaries for third milestone due</b></li> </ul>
April 25	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Theory</u> Literature reviews 6-7 PM: <u>Individual or team planning</u>	<ul style="list-style-type: none"> <li>• <b>Post literature reviews</b></li> <li>• Final journal</li> <li>• <b>Drafts of semester summaries due</b></li> </ul>
May 2	1-4 PM: <u>Stupski project</u> 4-6 PM: <u>Conclusion</u> Literature reviews Course evaluation	<ul style="list-style-type: none"> <li>• <b>Post literature reviews</b></li> <li>• <b>Semester summaries due.</b></li> </ul>

## APPENDIX 1: REQUIRED AND SUPPLEMENTARY LITERATURE

A primary objective of the course is to engage the class in discussions of the literature relevant to school governance and school change. By entering into dialogue with the community of scholars working on various aspects of this complex issue, we hope to expand our knowledge base and to inform our planning of the partnership activities. While it is impossible for students to read all the relevant literature prior to planning, an effort has been made to expose the team to important ideas before specific partnership activities.

The text readings draw from three distinct but complementary areas of the literature: philosophy of education, organizational theory, and organizational change. Ron Miller's book (*What are schools for?*) focuses on the philosophical foundations of education and elaborates a holistic vision of education. In *Pedagogy of the Oppressed*, Paulo Freire provides philosophy and theory related to "...the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." In *Reframing organizations: Artistry, choice, and leadership*, Bolman and Deal provide a number of frameworks from which to analyze and understand organizational change. Finally, the journal articles and additional chapters explore various themes in the complex reality of designing and implementing educational change.

### REQUIRED READINGS

#### Required texts

- Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2nd ed.). San Francisco, CA: Jossey-Bass Publishers.
- Freire, P. (2002). *Pedagogy of the Oppressed* (30<sup>th</sup> Anniversary Edition). New York, NY: The Continuum International Publishing Group Inc.
- Miller, R. (1997). *What Are Schools For? -- Holistic Education in American Culture* (3<sup>rd</sup> ed.). Brandon, Vermont: Holistic Education Press.
- Articles on e-reserve

**Other reserves: Supplementary articles and texts  
Will be placed on reserve in SZB 360A.**

**Reading Schedule: Students are expected to read the assigned text and articles/chapters before the assigned date to receive credit.**

#### **Reading # 1 for January 31**

- **Text:** Miller, introductory pages and Chapters 1 through 3.
- **Required articles**
  - *Chapter 7: The Promise of Partnership for Promoting Reform.* In Rust, F. O. C. and H. Freidus (2001). *Guiding school change: The role and work of change agents.* New York, Teachers College Press.

- Chapter 9: Between school and university: Barth, R. S., & Guest, L. S. (1990). *Improving schools from within: teachers, parents, and principals can make the difference* (1st ed.). San Francisco: Jossey-Bass.

### **Reading #2 for February 7**

- **Text:** Miller, Chapters 4 through 7.
- **Required articles**
  - *Chapter 1, The Achievement Gap: Framing Our Minds to Set Our Sights.* In Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools.* Thousand Oaks, CA: Corwin Press.

### **Reading #3 for February 14**

- **Texts:** Miller, Chapters 8 and 9. Freire, introductory pages and Chapter 1.
- **Required articles:** None

### **Reading #4 for February 21**

- **Text:** Freire, Chapters 2 and 3.
- **Required articles**
  - Kozol, J. (1992). The dream deferred, again, in San Antonio, *Savage inequalities: Children in America's schools* (1st Harper Perennial ed., pp. 206-234). New York, NY: Harper Perennial.

### **Reading #5 for February 28**

- **Text:** Freire, Chapter 4.
- **Required articles**
  - *Chapter 3: Data in the Reform Process and Chapter 4: Building Leadership and Data Teams.* In Johnson (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools.* Thousand Oaks, CA: Sage.

### **Reading #6 for March 7**

- **Text:** Bolman and Deal, Parts 1 and 2.
- **Required articles:** None

### **Reading #7 for March 21**

- **Text:** Bolman and Deal, Part 3
- **Required articles**
  - Weick, K. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly*, 21, 1-19.

### **Reading #8 for March 28**

- **Text:** Bolman and Deal, Part 4
- **Required articles**
  - *Chapter 6: Power and politics in schools.* In Hoy, W. K., & Miskel, C. G. (2001). *Educational administration: theory, research, and practice* (6th ed.). Boston: McGraw-Hill.

### **Reading #9 for April 4**

- **Text:** Bolman and Deal, Part 5.
- **Required articles**
  - *Chapter 7: Conflict in Organizations.* In Owens, R. G. (1998). *Organizational behavior in education.* Boston, Allyn and Bacon.
  - *Chapter 8: Exploring New Approaches to Teacher Leadership for School Improvement.* In Murphy, J. (2002). *The educational leadership challenge: redefining leadership for the 21st century.* Chicago, IL: The University of Chicago Press.

### **Reading #10 for April 11**

- **Text:** Bolman and Deal, Part 6.
- **Required articles:** None

### **Reading #11 for April 18**

- **Text:** None
- **Required articles**
  - Leithwood (1994). Leadership for school restructuring. *Educational Administration Quarterly*, Nov94, Vol. 30 Issue 4, p498, 21p, 1 chart, 1 diagram.
  - *Chapter 1, implementing change: patterns, themes and principles* and *Chapter 6, describing what change facilitators do.* In Hall and Hord (2001). *Implementing Change: Patterns, Principles, and Potholes.* Boston, MA: Allyn and Bacon.

## **RECOMMENDED READINGS**

### **Recommended texts**

- Alinsky, S. (1971). *Rules for radicals.* New York, NY: Random House.
- Berliner, D., and Biddle, B. (1995), *The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools.* Reading, Massachusetts: Addison-Wesley.
- Blase, J., & Anderson, G. (1995). *The micropolitics of educational leadership: From control to empowerment.* New York, NY: Cassell.
- Cloke, K., & Goldsmith, J. (2002). *End of management and the rise of organizational democracy.* San Francisco, CA: Jossey-Bass.
- Common Schools, Uncommon Futures: A Working Consensus for School Renewal,* edited by Barry S. Kogan (1997). New York, NY: Teachers College Press.
- Fullan, M.G. (2001). *The New Meaning of Educational Change* (3<sup>rd</sup> Edition). New York, NY: Teachers College Press.
- Hall, G. E., & Hord, S. M. (2001). *Implementing change: Patterns, principles, and potholes.* Boston, MA: Allyn and Bacon.
- Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools.* Thousand Oaks, CA: Corwin Press.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study.* Chicago, IL: University of Chicago Press.

Senge, P.M., et al., (2000). *Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. New York, NY: Doubleday.

#### Recommended articles

##### ○ ***School-university partnerships***

- Watson, N. & Fullan, M.G. (1992). *Beyond school district-university partnerships*. In Fullan, M. & Hargreaves, A. (Eds.) *Teacher Development & Educational Change*. London: Falmer Press.
- Cole, Donna J.; Tomlin, James; Renick, Patricia (1999). School Renewal: Analysis and Findings From a School-University Partnership. *Education, Summer99, Vol. 119 Issue 4*, p695, 11p.
- Dannelle D. Stevens (1999). The Ideal, Real and Surreal in School-University Partnerships: Reflections of a Boundary Spanner. *Teaching and Teacher Education; v15 n3* p287-99.
- Gifford, Bernard R. (1986). The Evolution of the School-University Partnership for Educational Renewal. *Education and Urban Society; v19 n1* p77-106.
- *Chapter 1: The promise of school partnerships*. In Byrd L. Jones & Robert W. Maloy (1988). *Partnerships for improving schools*. Connecticut, Greenwood Press.
- *Chapter 3: Understanding school partnerships*. In Byrd L. Jones & Robert W. Maloy (1988). *Partnerships for improving schools*. Connecticut, Greenwood Press.
- *Chapter 3: Establishing school-university partnerships for school improvement*. In Frost, D. (2000). *Teacher-led school improvement*. London; New York: Routledge/Falmer.

##### ○ ***Closing the achievement gap***

- Green, R. Stephen (2001). Closing the Achievement Gap: Lessons Learned and Challenges Ahead. *Teaching & Change, Winter2001, Vol. 8 Issue 2*.
- Skrla, L., Scheurich, J., Johnson, J., Hogan, D., Koschoreck, J., & Smith, P. (2000). *Equity driven achievement focused school districts: A report on systemic school success in four Texas school districts serving diverse student populations*. Austin, TX: Charles A. Dana Center.
- Reyes, P., Scribner, J. D., & Scribner, A. P. (1999). *Lessons from high-performing Hispanic schools: Creating learning communities*. New York: Teachers College Press.

##### ○ ***School structure***

- *Chapter 8: The organizational nature of schools*. In Guthrie, J. W., & Reed, R. J. (1991). *Educational administration and policy: effective leadership for American education* (2nd ed.). Englewood Cliffs, N.J.: Prentice Hall.
- *Chapter 1: The school as a social system*. In Hoy, W. K., & Miskel, C. G. (2001). *Educational administration: theory, research, and practice* (6th ed.). Boston: McGraw-Hill.

- *Chapter 3: Structure in schools.* In Hoy, W. K., & Miskel, C. G. (2001). *Educational administration: theory, research, and practice* (6th ed.). Boston: McGraw-Hill.
- **Organizational and political behaviors in schools**
  - *Chapter 6: Interests, Conflict, and Power.* In Morgan, G. (1997). *Images of organization* (2nd ed.). Thousand Oaks, Calif.: Sage Publications.
  - Ball, S. J. (1987). Orthodoxy and alternative. In S. J. Ball (Ed.), *The micro-politics of the school: towards a theory of school organization* (pp. 1-27). New York, NY, USA: Methuen.
  - Blase, J. (1991). The micropolitical orientation of teachers toward closed school principals. *Education and Urban Society*, 23(4), 356-378.
  - Iannaccone, L. (1991). Micropolitics of education: What and why? *Education and Urban Society*, 23(4), 465-471.
  - Hoyle, E. (1999). The two faces of micropolitics. *School Leadership and Management*, 19(2), 213-222.
- **School culture**
  - Ball, S. J. (1987). The politics of change: Some case studies. In S. J. Ball (Ed.), *The micro-politics of the school: towards a theory of school organization* (pp. 1-27). New York, NY: Methuen.
  - Gee, J. P., Hull, G. A., & Lankshear, C. (1996). Sociocultural literacy, discourses, and the new work order. In J. P. Gee & G. A. Hull & C. Lankshear (Eds.), *The new work order: Behind the language of the new capitalism* (pp. 1-23). Boulder, CO: Westview Press.
  - *Chapter 3: The cultures of school.* In Maehr, M. L., & Midgley, C. (1996). *Transforming school cultures*. Boulder, Colo.: Westview Press.
  - *Chapter 5: Culture and climate of schools.* In Hoy, W. K., & Miskel, C. G. (2001). *Educational administration: theory, research, and practice* (6th ed.). Boston: McGraw-Hill.
  - *Chapter 6: The power of school culture.* In Stoll, L., & Fink, D. (1996). *Changing our schools: linking school effectiveness and school improvement*. Buckingham [England]; Philadelphia: Open University Press.
  - Shaw, Jim and Reyes, Pedro (1992). School Cultures: Organizational Value Orientation and Commitment. *Journal of Educational Research*, Vol. 8, Issue 5.
- **Organizational leadership**
  - Ogawa, R. T., & Bossert, S. T. (1995). Leadership as an organizational quality. *Educational Administration Quarterly*, 31(2), 224-243.
  - Harris, Alma (2002). Effective Leadership in Schools Facing Challenging Contexts. *School Leadership & Management*, Vol. 22 Issue 1.
  - Buckner, Kermit C. and McDowell, James O. (2000). Developing Teacher Leaders: Providing Encouragement, Opportunities, and Support. *NASSP Bulletin*, v84. May 2000.
  - Daresh, John C.; Gantner, Myrna W.; Dunlap, Karen; Hvizdak, Marianne (2000). Words from "the Trenches": Principals' Perspectives on Effective School Leadership Characteristics. *Journal of School Leadership*, v10 n1. Jan 2000.

- Leithwood, Kenneth; Rosanne Steinbach; and Doris Jantzi (2002). School Leadership and Teachers' Motivation to Implement Accountability Policies. *Educational Administration Quarterly* Vol. 38, No. 1.
- Leithwood, Kenneth & Jantzi, Doris (2000). Principal and Teacher Leadership Effects: A Replication. *School Leadership & Management*, v20 n4 p415-34.
- *Chapter 10: Providing leadership that is facilitative and democratic*. In Blase, J., & Blase, J. R. (2001). Empowering teachers: what successful principals do (2nd ed.). Thousand Oaks, Calif.: Corwin Press.
- **Collegial roles in schools**
  - Scribner, Jay & Cockrell, Karen (1999). Professional Communities in Schools through Organizational Learning: An Evaluation of a School Improvement Process. *Educational Administration Quarterly*, Vol. 35 Issue 1.
  - Fullan, M. (1995). The school as a learning organization: Distant dreams. *Theory Into Practice*, 34(4), 230-235.
  - Fullan, M. (1996). Professional culture and educational change. *School Psychology Review*, 25(4), 496-503.
  - Collective teacher efficacy: Its meaning, measure and impact on student achievement. By: Goddard, R.; Hoy, W.; Hoy, A. W.; American Education Research Journal, 37 (?) pp. 479-507.
  - Toward an organizational model of achievement in high schools: The significance of collective efficacy. By: Hoy, Wayne K.; Sweetland, Scott R.; Smith, Page A.; Educational Administration Quarterly, Feb2002, Vol. 38 Issue 1, p77, 17p.
- **Management theories**
  - Bowles, M. (1997). The myth of management: Direction and failure in contemporary organizations. *Human Relations*, 50(7), 779-803.
  - Fayol, H. (2001). General principles of management. In J. M. Shafritz & J. S. Ott (Eds.), *Classics of organization theory* (5th ed., pp. 48-60). Pacific Grove, CA: Brooks/Cole Pub. Co.
  - Taylor, F. W. (2001). The principles of scientific management. In J. M. Shafritz & J. S. Ott (Eds.), *Classics of organization theory* (5th ed., pp. 61-72). Pacific Grove, CA: Brooks/Cole Pub. Co.
- **Organizational change in schools**
  - Fullan, M. (1993). Innovation, reform and restructuring strategies. In G. Cawelti (Ed.), *Challenges and achievements of American education* (pp. 116-133). Alexandria, Va.: Association for Supervision and Curriculum Development.
  - Fullan, M., & Watson, N. (2000). School-based management: Reconceptualizing to improve learning outcomes. *School Effectiveness and School Improvement*, 11(4), 453-473.
  - *Chapter 11: Educational planning and evaluation*. In Guthrie, J. W., & Reed, R. J. (1991). *Educational administration and policy: effective leadership for American education* (2nd ed.). Englewood Cliffs, N.J.: Prentice Hall.
  - *Chapter 9: Organizational Change*. In Owens, R. G. (1998). *Organizational behavior in education*. Boston, Allyn and Bacon.

- *Chapter 12: Educational Change* In Hanson, E. M. (1995). *Educational administration and organizational behavior*. Boston, Allyn and Bacon.
- **Organizational planning**
  - *Chapter 1: Achievement-Oriented School Design*. In Hallinan, M. T. (1995). *Restructuring schools: promising practices and policies*. New York: Plenum Press.
  - *Chapter 4: School improvement through systematic planning*. In Gerald C. Ubben, Cynthia J. Norris, Larry W. Hughes. *The Principal: Creative Leadership for Effective Schools* (4th Ed.). Boston, Allyn and Bacon.
  - *Chapter 5: School development planning: a path to change*. In Stoll, L., & Fink, D. (1996). *Changing our schools: linking school effectiveness and school improvement*. Philadelphia: Open University Press.
  - *Chapter 12: Restructuring time: scheduling*. In Gerald C. Ubben, Cynthia J. Norris, Larry W. Hughes. *The Principal: Creative Leadership for Effective Schools* (4th Ed.). Boston, Allyn and Bacon.
  - Hoy, W. K., & Sweetland, S. R. (2001). Designing better schools: The meaning and measure of enabling school structures. *Educational Administration Quarterly*, 37(3), 296-321.
- **Facilitating change**
  - Fullan, M. (2002). The change leader. *Educational Leadership*, 59(8), 16-24.
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  - *Chapter 8: Unfolding Logics of Change*. In Morgan, G. (1997). *Images of organization* (2nd ed.). Thousand Oaks, Calif.: Sage Publications.
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