Contents

	List of illustrations	ix
	List of tables	X
	Acknowledgements	xi
	Preface	xiii
	Foreword	xvii
I The Pro	ocess of Change and Innovation	1
Chapter 1	Knowledge Use and School Improvement	5
Chapter 2	Permanent Innovations: Theoretical and Administrative	
	Issues in Institutionalizing Educational Change	23
Chapter 3	Planning Improvement Efforts	35
Chapter 4	Professional Cultures in Reforming Schools: Does the Myth of Sisyphus Apply?	57
Chapter 5	Beyond "Managed Change": Rethinking How Schools Improve	75
Chapter 6	Organizational Learning and High-performance Learning Communities	95
II Teache	ers in Changing Schools	109
Chapter 7	Cultivating Teacher Engagement: Breaking the Iron Law of Social Class	113
Chapter 8	The Effects of Teacher Quality of Work Life on	
	Commitment and Sense of Efficacy	135

VIII CONTENTS

Chapter 9	Does Professional Community Affect the Classroom? Teachers' Work and Student Experiences in Restructuring Schools	151
Chapter 10	Teacher Teaming and High-school Reform	175
III Organi	izational Perspectives on Innovation and Change	193
Chapter 11	Adoption Revisited: Decision-making and School District Policy	197
Chapter 12	Creating Community in Reform: Images of Organizational Learning in Inner-city Schools	235
Chapter 13	A Culture Framework for Education: Defining Quality Values and their Impact	255
Chapter 14	The Impact of Mental Models, Professional Communitational Interdisciplinary Teaming on Classroom Practice	zy, 277
IV Educat	ional Knowledge in Action	297
Chapter 15	Policy Research in a Policy Vacuum	301
Chapter 16	Improving Urban and Disadvantaged Schools: Dissemination and Utilization Perspectives	327
Chapter 17	Reconnecting Knowledge Utilization and School Improvement	345
	Index	365