INSTRUCTIONAL	ORGANIZATIONAL	GOVERNANCE	ACCOUNTABILITY
Clay -Whole language approach to reading	Bolman -Structural, human, political, symbolic; discuss constructs that shape the way we see the world – frames, perspectives, lenses, mindscapes	Coleman -Functional model of schools	Bennis -Leading by example, mentorship, nurturing new leaders, subordinates, team building
Edmonds -Effective Schools Research	Deal - Structural, human, political, symbolic	Collins – Hedgehog, flywheel, brutal facts	Black
Fountas -Literacy emphasis on Reader's Workshop, leveled books, read aloud activities	Foucault -Power relationships	Comer – Social, emotional, academic outcomes; students' social development is as important to society as their academic ability, parents must be prepared and helped to support the efforts for their children, when communities define their own problems and succeed in creating viable solutions empowerment also results.	Darling-Hammond -Effects of teacher quality, school leadership, school reform
Gardner – Multiple intelligences; authentic learning; authentic assessment; resonance- when what the learner is doing has meaning; afford students many frames of mind and allow them in through many windows	Fountas -Community of learners through shared reading	D'Amico	Deming – Appreciation for a system, knowledge, psychology; continuous improvement, 20% of the problems take up 80% of the time, 85% of the problems have to do with the system, 15% with the people
Hawthorne -Transformative curriculum	Fullan – Moral purpose, relationships, knowledge	Hoffer -functional model	Leedy -Step by step process on how to conduct research that meets the

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			standard
Henderson -Transformative curriculum	Leedy -Focuses on organization of research, search methods & writing	Lewicki -Negotiation styles, dispute resolution	Marzano -Classroom instruction, comprehensive, collaborative, continuous
Leedy -Research and methodology processes	Ott -Modern organization design	Marzano -School organization is set up around instruction through collaboration	Reeves -Six principles of accountability, congruence, specificity, relevance, continuous improvement, diversity and focus on achievement
Levin -Accelerated schools – a new strategy for at risk students: need to provide adequate educational experiences for disadvantaged students; current status of compensatory education limits expectations and success; creation of a new model of schooling.			
Meier -Habits of Mind	Pinnell -Organization of reading & writing models	Sergiovanni -Community building, leadership styles	Resnick -Cognitive science of learning and instruction, special education
Newmann – Authentic work and student engagement;	Schein – Artifacts, beliefs, assumptions; levels of culture and their interaction:	Stone –Hobson's choice – when people see things as either/or; not creating the solution; struggles in the commons; distribution and redistribution	Sergiovanni -Role of the principal - effective leadership
Pinnell -Whole language approach	Senge – Systems thinking, shared vision, mental models, team learning, personal mastery	Tierney	Smith – Advocacy Design Center (ADC model), common culture where everyone speaks the

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			same language, interpretive planning model, Instruction, Organization, Governance, Accountability (IOGA), Cohort Model
Popkewitz – Vital, constructivist, technical, illusory	Shafritz -Development of complex organization theory		Tierney
Reeves	Slavin -Cooperative learning groups		Whitaker -Role of the principal-effective leadership
Slavin -Literacy emphasis on structural analysis & graded reading	Stone - a social system in which individuals pursue their own welfare/trade when mutually beneficial Polis – social system in which community seeks public interest and self interest		Wiggins -Understanding by Design-framework for designing curriculum units, teaching for understanding, "backward design"
Wehlage – At risk students, the impediments in the school day that let students know they are not welcome, bonding teach to student	Taylor -Scientific management – structural, rationalist approach through scientific inquiry Belief that management is happy with increased productivity and financial gains. Work is broken down into 2 parts: physical and mental Manager – mental Worker - physical		