

Index

A

Ability, learning variance due to, 101–102

Academic learning: for elite vs. all students, xi–xii, 6–7, 161–163, 161n; valuing of, 15–16, 163

Academics, work not valued by, 15–16

Accountability: strategies for, affecting teacher incentives, 78; vs. responsiveness, 193. *See also* Standardized testing; Standards

Accreditation, performance-based, 135

Action research paradigm, 100

Active learning, 225

Adams, J., 211n

Adams, J. Q., 211n

Aesthetic knowledge, 94, 95–96

Aesthetic norms, 22, 201

Affiliation, and engaging schoolwork, 235

Affirmation of performance, and engaging schoolwork, 236–237, 236n

Alvarado, A., 101, 104

American Association of School Administrators, 188

American Educational Research Association, 89, 108n

American Federation of Teachers, 188

American Society (Williams), 49n

Anti-intellectualism, 16, 162–163

Associationism: as consistent with compliance, 102; as knowledge base of pedagogy, 100–101, 102

Attendance: parents held responsible for, by students, 186; schools designed to produce, 17, 19

Attention: as essential for engagement, 8, 9; role in compliance, 9–10

Attention deficit hyperactivity disorder (ADHD), 27–28, 28n

Authenticity, in engaging schoolwork, 238–239

Authority: defined, 112; expert, 113. *See also* Power and authority systems

B

Baby Bells, recruitment and induction in, 70

Bay Area Writing Project, 228–229

“Behaviorally disordered (BD)” label, 28n

Belmont, M., 229

Benign neglect, as adaptation to innovation, 41

Bennett, W., 206, 211n

Bloom, B. S., 7

Bloom’s taxonomy, 7n, 8, 10

Board of Education, Brown, v., 161

Boards of education. *See* School boards

Bonuses, signing, 76

Boundary systems, 167–195; and boundary extensiveness, 170–171; and boundary maintenance, 175–177; and boundary permeability, 171–175; and competing loyalties, 147, 149–151; defined, xiv, 167; implications of, for school reform, 187–190; and organizational set, 168–169, 187; and parents as guarantors, 184–187; and parents as partners, 183–184, 189–190; questions about, 190–194; and redefining boundaries of parents and

Boundary systems, continued
 students, 180–187; and relationship between schools and communities, 177–180, 179nn, 189, 192–193, 194–195; and students as customers, 182–183

Boundary-spanning positions, 147

“Brain damaged” label, 28n

“Break the mold” schools, 20, 20n

Brewster, C., 13, 14, 228, 230

Bridenbaugh, C., 4, 199

Brooks, S. R., 13, 230

Brown v. Board of Education, 161

Budgets. *See* Funding

C

Career development programs: clear standards for entry and promotion in, 86; incentives offered by, 77n

Carnegie units, 48–49

Centralization: and change adeptness, 128; with No Child Left Behind (NCLB) legislation, 159n

Change: creating need for, 103–104, 108; dialogue as essential for, 109–110; feeling of failure in middle stages of, 44–45, 130; importance of intelligent resistance to, 42n. *See also* Innovations; Systemic changes

Change adeptness, 62, 127, 128

Chattanooga, Tennessee, school governance system reform, 174–175, 191

Child Study Movement, 101

Choice: in engaging schoolwork, 237–238; in industrial settings, 238n

Christensen, C., xii–xiii

Chubb, J. E., 172

Citizenship, use of term, 187n

Clark, J., 56–57

Co-optation, 150

College graduation rate, 6

Commitment: constructivism as consistent with, 102; to disruptive innovation, prerequisites for, 38–43, 60–61; as essential for engagement, 8, 9

Common culture, transmission of, 5, 5n, 202–207, 203n

Common school movement, 5, 5n, 203n, 204

Community: as context for establishment of education system, 5; loss of, 189, 195, 211; and parents as guarantors, 185–186; relationship between schools and, 177–180, 179nn, 189, 192–193, 194–195

A Comparative Analysis of Complex Organizations (Etzioni), 41n

Competing loyalties, 146–151; and boundary systems, 147, 149–151; defined, 146; in elementary schools, 147–149; in high schools, 146–147, 148–149; outside sources of, 149; ranking of, 191

Competition, in schools, 128

Compliance: associationism as consistent with, 102; and Direct Instruction and Success for All programs, 92, 92n; extrinsic rewards to induce, 14; grudging, as adaptation to innovation, 41; normative order and, 49–53; with norms, sources of variance in, 46–58; norms of evasion and, 53–54; required amount of, 54–58; role of attention in, 9–10; schools designed to produce, 16–17, 19; through social control, 58–60; types of, 10–11

Computers, in classrooms, 237

Consequences: of changes in power and authority systems, 122–124; manifest and latent (unintended), 47–49, 62; negative, protection from, 226–229; of structure of social systems, 47

Constructivism: commitment as consistent with, 102; knowledge-based, 101, 103

Context: changed, for educational system, 4–5, 199; qualities related to, of engaging schoolwork, 219–233

Continuing education. *See* Staff development

Continuous improvement: continuous evaluation and learning needed with, 139–140; norms of, 39–40, 127–128; and standardized testing, 134–137; vs. mastery, 39, 134–136

Control: legal, sources of, 190–191; social, compliance through, 58–60

Conventional knowledge, 94–95

Conventions, 23

Convincing, vs. persuading, 89–93

Coordination of effort, 157–160

Core business, 18

Corporal punishment, 55, 56–58

Corwin, R. G., xviii

Cosby, B., 13

Critical analysis, 99

Critical friends groups, 87n

Cuber, J. F., 24n

Cultural fictions, 24, 24n; defined, 24, 24n; question about, 36; strategies for maintaining, 27–31. *See also* Pretenses

Cultural literacy, 206

Culture: school, 26, 31–33; transmission of, by public schools, 5, 5n, 202–207, 203n

Curriculum: alignment, 217n; interest-centered, 220–221; and schools as instrumental organizations, 206–207. *See also* Engaging schoolwork

Curriculum supervisors, systemic changes resisted by, 113–118

Customers, students as, 182–183, 219n

D

Decentralization: coordinating effort when implementing, 157–160; school reform through, 120–121, 124

Decision making, people involved in, 128–129

Demographic shifts, 193–194

Denial of reality, 30–31

Dev, P. C., 13, 14

Dialogue, as essential for change, 109–110

Direct Instruction: assumptions underlying, 91–92, 91n; and student compliance, 92, 92n; teacher's role unchanged with, 33

Directional systems, 145–166; and competing loyalties, 146–151; coordinating effort with, 157–160; defined, xiv; and goal clarity, 151–153; and goal consensus, 153–155; and goal displacement, 155–157; questions about, 164–166; and structural lag, 160–164

Disengagement, sources of, in schoolwork, 225–232

Disney Corporation, induction system, 72

Disruptive innovations: adapting to norms accompanying, 40–43, 41n; defined, xiii; expulsion or domestication of, 19–20, 19n; introduced as sustaining innovations, 93; prerequisites for implementing, 38–43, 60–61; questions about introducing, 60–63; reasons for failure of, 40, 45–46, 62, 71; resisted by power and authority systems, 112–118; stages of developing, 43–45; for survival of public schools, 18–20, 34–35, 211–212; systemic changes to support, 45–46, 61–62, 93

Distance learning, normative coherence necessary for, 33–34

Douglas, S., 223

Drucker, P., 88

Dulles, F. R., 225

Durkheim, É., 31n, 90

E

Economic class: educational performance disparity associated with, 10n; enjoyment of academic work and, 15; and labeling problem behavior, 28n

Education reform. *See* School reform

Educational system: academic vs. non-academic learning in, 6–7; changed context for, 4–5, 199; future of,

- Educational system, *continued*
 213–216; paradigm shift needed in, 16–17; privatization of, 214; systemic change necessary for survival of, 18–20, 34–35, 211–212. *See also* Public schools
- Educators: changed roles of, with engagement, 18; and future of public education, 215; leadership development programs for, 79, 79n; loyalties of, 191; opinion of, on parental involvement, 24, 25. *See also* Principals; Superintendents; Teachers
- Effort: coordination of, 157–160; and failure, 226n; learning variance due to, 101–102
- Effort-based education, 101, 104–105
- Elementary schools: competing loyalties in, 147–149; context for establishment of, 5
- Engagement: compliance vs., 9–11; as core value, and induction system, 72–73; defining, 7–9, 7n; educators' changed roles with, 18; learning with, 11–12; need to design schools to produce, 17, 214–215; and valuing of work, 15–16. *See also* Engaging schoolwork
- Engaging Schools* (National Research Council and Institute of Medicine), 217
- Engaging schoolwork: content and substance of, 219–223; designing, 217–219, 240; optional qualities of, 233–239, 240; organization of knowledge in, 223–225; sources of disengagement from, 225–232; ubiquitous qualities of, 219–233, 240
- Equity, and standardized testing, 164
- Etzioni, A., 12n, 41n
- Euphemisms, use of, 27–28
- Evaluating with Validity* (House), 89
- Evaluation: convincing vs. persuasive, 89–93; effect of evaluator on, 236n; of long-term vs. immediate effects of schools, 3
- Evaluation systems, 133–144; coercive and remunerative power used in, 133–134; defined, xiv; and knowledge of expectations, 140–141; making evaluations count in, 139–140; and mastery vs. continuous improvement norms, 134–137; performance visibility in, 137–139; questions about, 142–144; types of standards in, 141–142
- Evasion, norms of, 53–54, 140
- Expectations: changed, of public schools, xi–xii, 3–4, 5, 26; knowledge of, 140–141; questions about, and evaluation, 142–144
- Expert authority, 113
- Expressive organizations: defined, 200; and leadership, 202; public schools transformed from, into instrumental organizations, 202–207; and technology, 200–201
- Extrinsic motivation, 13, 14
- F**
- Fager, J., 13, 14, 228, 230
- Failure, fear of, 226, 226n
- Fink, E., 101, 104
- Finn, C., 206
- Fullan, M., xii, 42n, 130
- Funding: and boundary systems, 191–192; public, justified by instrumental reasons, 203; and resistance to systemic change, 113–114, 115–116, 118–119; as solution to education problems, 215–216
- Future of public education, 213–216
- G**
- Gap analysis, 24
- Gardner, H., 220
- Goal clarity, 151–153
- Goal consensus, 153–155
- Goal displacement, 155–157, 221
- Goals, questions about, 152, 164–166

Governance systems. *See* School governance systems
 Grading, 104, 226–227, 228
 Grants, 114, 118–119
 Great mutation, 4, 199
 Gross, N., 46n, 130
 Group work, 235
 Guiding coalitions, 44

H

Hall, M. W., 100–102
 Herriot, R. E., 46n, 130
 Hickam, H. H., 15
 High schools: competing loyalties in, 146–147, 148–149; comprehensive, unintended consequences of, 62; context for establishment of, 5; graduation rate, 6; organizational set for, 168, 169
 Higher learning. *See* Academic learning
 Higher-order thinking, with engagement, 11–12
 Holmes Group, 99
 Homans, G., 139
 Home schooling, 25, 210–211, 211n
 House, E., 89

I

Implementation dip, 130
 Improvement. *See* Continuous improvement
 Incentives: monetary, to encourage support of change, 126–127; offered by career development program, 77n; and recruitment systems, 75, 76–78. *See also* Rewards
 Indoctrination of the naïve, 29–30
 Induction: defined, 67; focus of, 71–73; as high-leverage activity, 67–70; and learning communities, 86–87; linkage between recruitment and, 73; systems for, 79–81. *See also* Recruitment and induction systems
 Influence, power vs., 111–112
 Informed resistance, as adaptation to innovation, 42, 42n

Innovations: drivers of, in expressive vs. instrumental organizations, 201; limited, in past, 20, 20n; questions about introducing, 60–63; types of, xii–xiii. *See also* Disruptive innovations; Sustaining innovations
The Innovator's Dilemma (Christensen), xiii

Institute of Medicine of the National Academies, 217

Instrumental organizations: defined, 200; and leadership, 202; public schools transformed from expressive organizations into, 202–207; and technology, 200–201

Interest-centered curriculum, 220–221

Intrinsic motivation, 13–14

J

Jefferson County, Kentucky, parent responsibility for student attendance, 186

Jencks, C., 3

Jesuits, induction system, 72

K

K–12 (corporation), 211n

Kanter, R. M., 44, 130

Kentucky Education Reform Act (KERA): coordinating effort when implementing, 158–160, 158n, 159n; norm of evasion with, 53–54; school site councils created with, 119–120; structural lag with, 161

Knowledge: creation and importation of, 97–100; defined, 223; of expectations, 140–141; getting teachers to understand, 103–104; organization of, in engaging schoolwork, 223–225; scientific, 89–90, 108n, 143, 201; types of, 93–95

Knowledge base: necessity of understanding, 100–102, 108–109; for validating expectations, 143

Knowledge transmission systems, 88–110; and convincing vs. persuading, 89–93; defined, xiv; and gap between theory and practice, 104–106; importance of, 88; questions about, 107–110; in schools, 95–96. *See also* Knowledge
 Knowledge work, 88
 Knowledge-based constructivism, 101, 103
 Kotter, J. P., 44

L

Labeling of children, 27–28, 28n
 Leaders: change in expressive organizations driven by, 201; continuous improvement modeled by, 140; expressive vs. instrumental concerns of, 202; honest, and implementing systemic changes, 84–85; mixed messages from, 110; questions for, about goal setting, 152; recruiting, for systemic change, 85–86; teachers as, 106–107
 Leadership development programs, 79, 79n
 Learning: active vs. passive, 225; distance, 33–34; engagement vs., 7–8; with engagement vs. compliance, 11–12; role in schools, 8, 9; variance in, due to effort vs. ability, 101–102. *See also* Academic learning
 Learning communities: creating, 241–242; defined, 241; and induction systems, 86–87; nested, 101, 103; popularity of, 87n
 Learning organizations, 88
 “Learning Organizations for Sustainable Education Reform” (Resnick and Hall), 100
 Learning styles, 218, 220, 224
 Legal control, sources of, 190–191
 Lesson plan requirements, 55–56
 Lincoln, A., 32, 223
 Logic: of confidence, 139; of public verification, analysis, and discourse, 139

Lortie, D., 31n
 Loyalties. *See* Competing loyalties

M

Mann, H., 5n, 203n
 Mastery: and standardized testing, 135–136, 137; vs. continuous improvement, 39, 134–136
 Matthews, D., 5
 Media, and public education, 213–214
 Mentors, induction systems using, 80
 Merit pay systems, 40, 59, 76, 130
 Merton, R. K., 12n, 31n, 41n, 47
 Mills, C. W., 47, 212
 Moe, T. M., 172
 Monogamy, 49–50
 Moral involvement, as adaptation to innovation, 41
 Moral knowledge, 94, 95–96
 Moral norms, 22, 201
 Motivation: intrinsic vs. extrinsic, 13–14; magnification of initial levels of, 229
 Myths, value of, 31–33

N

Naive, indoctrination of, 29–30
 NASA, 192
 National Board for Professional Standards in Teaching, 80
 National Commission on Excellence in Education, 20n, 207
 National Education Association, 188
 National Research Council, 217
 National School Boards Association, 188
 National Science Foundation, 192
 Neglect, benign, as adaptation to innovation, 41
 Nested learning communities, 101, 103
 New York City Community School District #2, 100, 101, 104
 No Child Left Behind (NCLB) legislation: centralization with, 159n; experimental method basis of,

- 89–91, 108, 108n, 136–137; state and local power eroded by, 191
- Normative order: compliance with norms and, 49–53; defined, xiv, 20; effects of observed differences in, 36; understanding knowledge basis of, 100–102; use of term, 31, 31n
- Norms: adaptations to, accompanying innovation, 40–43, 41n; coherence between various types of, 23, 33–34, 36–37; of continuous improvement, 39–40, 127–128, 134–136; of evasion, 53–54, 140; necessity of conformity to, 38; preachment, practice, and pretense framework and, 23–26; questions about, 35–37; social, 20; sources of variance in compliance with, 46–58; speciality, 29, 50–52, 131–132; types of, 21–23; variation in enforcement of, 20–21, 36, 63, 131
- Novelty, in engaging schoolwork, 237
- O**
- Open meeting laws, 123
- Operational standards, 141, 142
- Organizational set, 168–169, 187
- Organizations: critical systems of, xiv; instrumental vs. expressive, 199–201; learning, 88; social, 212
- Ought norms, 24, 35–36
- P**
- Paradigm shift, needed in educational system, 16–17
- Parents: activist, superintendent's strategy with, 150, 176; declining school participation by, 179; as guarantors, 184–187; involved in children's education, 24, 25; as partners, 183–184, 189–190; privileged, and school reform, 106; redefining boundaries of, 180–182; relationship between public schools and, 207–210; relationship between teachers and, 207–209, 208n; and year-round school program, 171
- Partners, parents as, 183–184, 189–190
- Passive compliance. *See* Ritual compliance
- Pay-for-performance systems, 40, 59
- Performance, affirmation of, and engaging schoolwork, 236–237, 236n
- Performance visibility, in evaluation systems, 137–139
- Performance-based accreditation, 135
- Performance-based pay, 134
- Personal characteristics, as consideration in recruitment, 81–83
- Personnel selection, school board role in, 53–54
- Persuading, vs. convincing, 89–93
- Pioneers, 125, 129
- Portfolio assessment, 227
- Power: coercive and remunerative, 133–134; influence vs., 111–112. *See also* Power and authority systems
- Power and authority systems, 111–132; common efforts at reforming, 119–124, 120n; concepts relevant to, 111–112; defined, xiv; disruptive innovations resisted by, 112–118; new funding generated by, 118–119; with norms of continuous improvement, 127–128; questions about, 128–132; rewards available under, 125–127, 129, 130
- Practices: gap between theory and, 104–106; and norms, 24
- Preachments: and norms, 24; questions about, 35–36; ritual enforcement of, 53–54
- Pretenses: and change, 26; and norms, 24–25, 24n; question about, 36. *See also* Cultural fictions
- Primary schools. *See* Elementary schools
- Principals: changed role of, with engagement, 18; high school, organizational set for, 169; lesson plan requirements of, 55–56; time spent with teachers by, 50–51. *See also* Educators

Privatization of education, 214
 Product focus, in engaging schoolwork, 234–235
 Public schools: “break the mold,” 20, 20n; changed expectations of, xi–xii, 3–4, 5, 26; creation and importation of knowledge by, 97–100; cultural transmission by, 5, 5n, 202–207, 203n; education without, 210–211, 211n; future of, 213–216; knowledge transmission systems in, 95–96; relationship between communities and, 177–180, 179nn, 189, 192–193, 194–195; relationship between parents and, 207–210; and religion, 202, 204, 205; role of learning in, 8, 9; transformed from expressive into instrumental organizations, 202–207. *See also* Educational system; Elementary schools; High schools
 Punishment: corporal, 55, 56–58; threat of, compliance due to, 10–11

Q

Questions: about boundary systems, 190–194; about common agenda for learning communities, 241–242; about directional systems, 164–166; about evaluation systems, 142–144; about goal setting, 152; about introducing innovations, 60–63; about knowledge transmission systems, 107–110; about norms, 35–37; about power and authority systems, 128–132; about recruitment and induction systems, 81–87

R

Ravitch, D., 6, 161–162, 164, 206
 Re-culturing, xii
 Realists, suppression of, 28–29
 Reality: denial of, 30–31; schools’ expressed cultural values vs., 26

Rebellion, 12, 13
 Recruitment: defined, 67; effective systems for, 74–75; of leadership for systemic change, 85–86; linkage between induction and, 73; of new teachers, 75–79. *See also* Recruitment and induction systems
 Recruitment and induction systems, 67–87; defined, xiv; effect on change initiatives, 70–71; focus of, 71–73; induction systems, 79–81; link between recruitment and induction in, 73; questions about, 81–87; recruitment systems in schools, 74–79; sociological view of, 69–70
 Rejection, as adaptation to innovation, 42
 Religion, and public schools, 202, 204, 205
 Resistance: to disruptive innovations, by power and authority systems, 112–118; informed, 42, 42n
 Resnick, L. B., 100–102
 Responsiveness, vs. accountability, 193
 Retention of learning, with engagement, 12
 Retreatism, 12, 13
 Rewards: available to support change, 125–127, 129, 130; extrinsic, compliance due to, 10; and intrinsic vs. extrinsic motivation, 14. *See also* Incentives
 Ritual compliance, 10–11, 11n
 Ritual engagement. *See* Strategic compliance
 Rituals: celebrating milestones, 86; required to enter teaching, 78–79
Rocket Boys (Hickam), 15–16
 Rote learning, 12
Rules of Sociological Method (Durkheim), 31n

S

Sabotage, as adaptation to innovation, 42, 42n

- Salaries, of teachers, 76, 77. *See also* Merit pay systems
- Sarason, S., 174
- School boards: boundary permeability of, 172, 173; and leadership system structure, 47; personnel selection role of, 53–54; special interest orientation of, 123
- School culture, 26, 31–33
- School governance systems: efforts to reform, 174–175; as obstacle to school reform, 172
- School reform: goal displacement with, 155–157; governance system as obstacle to, 172; implications of boundary systems for, 187–190; improving recruitment and induction for, 80–81; and privileged parents, 106; understanding of knowledge base necessary for, 100, 108–109
- Schools. *See* Public schools
- Schoolteacher: A Sociological Study* (Lortie), 31n
- Schoolwork. *See* Engaging schoolwork
- Scientific knowledge: and No Child Left Behind legislation, 89–90, 108n; role in instrumental organizations, 201; used to validate expectations, 143
- Secondary schools. *See* High schools
- Seismic shifts, 199
- Self-control, compliance through, 58–59
- Senge, P., 88
- Shaking Up the Schoolhouse* (Schlechty), 199
- Shared ordeals, 86
- Signing bonuses, 76
- Site councils, 120, 153, 194
- Site-based management, 121–122
- Skills, needed for implementing disruptive innovations, 62
- Skinner, B. F., 137
- Skinner, E., 229
- Social capital, 59
- Social context, changed, 4–5, 199
- Social control, compliance through, 58–60
- Social exchange influence, 113
- Social norms, 20
- Social organizations, 212
- Social systems: consequences of structure of, 47; critical organizational, xiv; manifest and latent (unintended) consequences of, 47–49, 62. *See also specific social systems*
- Social Theory and Social Structure* (Merton), 31n, 41n
- Sociological imagination, 212
- Sociological theory: on influence of context, 90; literature on, 31n; and recruitment and induction systems, 69–70
- The Sociology of Teaching* (Waller), 31n
- Special education, specialty norms associated with, 50–51
- Specialty norms, 29, 50–52, 131–132
- Staff development: knowledge transmission in, 97–98, 109; lack of, as reason for innovation failure, 46; problem with urban location for, 30–31
- Staff development specialists, systemic changes resisted by, 114–118
- Stakeholders, 181, 187n
- Standardized testing: and continuous improvement vs. mastery, 134–137; and equity, 164; goal displacement with, 155–156
- Standards: clear and compelling, 229–232; new, as solution to education problems, 215–216; practice-based (operational), 141, 142; preachment-based, 141–142
- Strategic compliance, 10, 11n
- Structural fit, xiii(n)
- Structural lag, 160–164
- Structure, link between technology and, 201n
- Students: academic learning for some vs. all, xi–xii, 6–7, 161–163, 161n;

Students, *continued*

as conscripts vs. volunteers, 19; as customers, 182–183, 219n; redefining boundaries of, 180–182

Study hall, 27

Success for All, 92, 92n

Superintendents: changed role of, with engagement, 18; organizational set for, 168–169; strategy of, with activist parents, 150, 176. *See also* Educators

Support: calculative, as adaptation to innovation, 41; voluntary, for disruptive innovations, 44, 60–61

Suppression of realists, 28–29

Sustaining innovations: defined, xiii; disruptive innovations introduced as, 93; ease of implementing, 40; introduction of, 60, 61; stages of developing, 44

Systemic changes: changed role of teachers with, 84; conditions demanding, 26; defined, xiii; honest leadership when implementing, 84–85; paradigm shift needed for, 16–17; re-culturing required for, xii; recruiting leadership for, 85–86; recruitment and induction systems' effect on, 70–71; strategies for preventing, 27–31; to support disruptive innovations, 45–46, 61–62, 93; supporting existing employees when implementing, 84; for survival of public school system, 18–20, 34–35, 211–212

T

Teacher education programs, 78–79, 83; importation of knowledge from, 98–100

Teacher empowerment, 56

Teacher study groups, 96

Teachers: changed role of, 18, 33–34, 84; classroom observations of, 138–139; engaging, vs. engaging work,

221–223; feelings of, about differential rewards, 130–131; and gap between theory and practice, 104–106; induction systems for, 71–73, 79–81; lack of respect for, 178; as leaders, 106–107; out-of-school conduct of, 51–52; recruiting, 74–79; and redefining boundaries of parents and students, 180–182; relationship between parents and, 207–209, 208n; and standardized testing, 135–137; time spent by principals with, 50–51; understanding of new knowledge by, 103–104. *See also* Educators

Teaching methods, nontraditional, failure in introduction of, 92–93

Technical knowledge, 93–94, 96

Technical norms: coherence between other norms and, 23, 33–34; defined, 22; in instrumental organizations, 200, 201

Technology: defined, 200; electronic, and designing engaging schoolwork, 224, 224n; and instrumental vs. expressive organizations, 200–201; link between structure and, 201n; non-school-based education enabled by, 210–211, 211n

Testing. *See* Standardized testing

Theory, gap between practice and, 104–106

Thinking, higher-order, with engagement, 11–12

Thorndike, E. L., 100

Trailblazers, 125, 129

Training. *See* Staff development

Transferability of learning, with engagement, 11–12

U

Ubiquitous qualities, of engaging schoolwork, 232–233

Unintended consequences: of changes in power and authority systems,

122–124; of comprehensive high schools, 62; of social systems, 47–49
 Universities: importation of knowledge from, 98–100; teacher education programs of, 78–79, 83
 Urban/suburban separation, denial of reality to maintain, 30–31
 Urbanski, A., 34
 U.S. Marine Corps, induction system, 72

V

Values: cultural, vs. reality, 26; of instrumental vs. expressive organizations, 199–201, 200n; and standardized testing, 164
 Variety, in engaging schoolwork, 237

W

Waller, W., 25, 31n, 51, 57, 105, 175, 207–208, 208n, 239
 Whyte, W. F., 236
 Williams, R. M., Jr., 21, 24n, 49n, 53
 Work: in education, 219n; group, 235; knowledge, 88; valuing of, 15–16.
See also Engaging schoolwork
 Working on the work framework, 218
Working on the Work (Schlechty), 217

Y

Year-round school program, 171

Z

Zero tolerance policies, 21