



Every child **learns.**  
Every child **succeeds.**

## Appendix 3

Selected Bibliography

## Selected Bibliography

- Abelmann, C., & Elmore, R. (1999). *When accountability knocks, will anyone answer?* (CPRE research report series RR-42). Philadelphia, PA: Consortium for Policy Research in Education.
- Achilles, C. M. (1999). *Let's put kids first, finally: Getting class size right*. Thousand Oaks, CA: Corwin Press.
- Alberta Alcohol and Drug Abuse Commission (AADAC). (2003). *AADAC youth experience survey 2002. Summary report*. Edmonton, AB: Author.
- Alberta Economic Development Authority, Jobs for the Future Committee. (2003, July). *An urgent call to action*. Calgary, AB: Author.
- Alberta Education. (1997). *Classroom assessment materials project*. Edmonton, AB: Author.
- Alberta Financial Management Commission. (2002). *Moving from good to great - Enhancing Alberta's fiscal framework*. Edmonton, AB: Alberta Finance.
- Alberta Human Resources and Employment. (2002). *Alberta careers update*. Edmonton, AB: Government of Alberta.
- Alberta Learning. (1999). *Supporting safe, secure & caring schools in Alberta*. Edmonton, AB: Author.
- Alberta Learning. (2000). *Teaching students who are gifted and talented*. Edmonton, AB: Author.
- Alberta Learning. (2001a). *Investigating the total cost of technology in schools, tools and strategies for managing technology investments: Best practices for Alberta school jurisdictions*. Edmonton, AB: Author.
- Alberta Learning. (2001b). *Removing barriers to high school completion: Final report*. Edmonton, AB: Author.
- Alberta Learning. (2002a). *Alberta Learning annual report 2001-2002*. Edmonton, AB: Author.
- Alberta Learning. (2002b). *First Nations, Métis and Inuit education policy*. Edmonton, AB: Author.
- Alberta Learning. (2002c). *Post-secondary transitions in Alberta: Educational outcomes of 1999/2000 grade 12 students*. Edmonton, AB: Author.
- Alberta Learning. (2003a). *Alberta Learning 2003-2006 business plan*. Edmonton, AB: Author.
- Alberta Learning. (2003b). *Elementary/junior high class size survey findings*. Edmonton, AB: Author.
- Alberta Learning. (2003c). *Guide for school board planning and results reporting*. Edmonton, AB: Author.
- Alberta Learning. (2003d). *Guide to education: ECS to grade 12*. Edmonton, AB: Author.
- Alberta Learning. (2003e). *High school completion rates for Alberta school jurisdictions*. Retrieved July 15, 2003, from <http://www.learning.gov.ab.ca/k-12/completion/>
- Alberta Learning. (2003f). *Improving student learning. Second-year implementation of the Alberta Initiative for School Improvement. Provincial Report for the 2001/2002 school year*. Edmonton, AB: Author.
- Alberta Learning. (2003g). *Learning and technology policy framework: Draft for discussion only*. Edmonton, AB: Author.
- Alberta Learning. (2003h). *Report of the advisory committee on future teacher supply and demand in Alberta*. Edmonton, AB: Author.
- Alberta Teachers' Association. (1996). *Administrators and the ATA (Monograph #1). Issues for administrators series*. Retrieved August 3, 2003, from [www.teachers.ab.ca/publications/monographs/administrators/monograph01/](http://www.teachers.ab.ca/publications/monographs/administrators/monograph01/)
- Alberta Teachers' Association. (1997). *Alberta teachers, a workload study*. [Electronic version]. Edmonton, AB: Author.
- Allen, M., Harris, S., & Butlin, G. (2003). *Finding their way: A profile of young Canadian graduates* (Education, skills and learning research papers). Ottawa, ON: Statistics Canada.
- Alspaugh, J. W. (1998). *Achievement loss associated with the transition to middle school and high school*. *Journal of Educational Research*, 92(1), 20-25.
- Alspaugh, J. W. (2000). *The effect of transition grade to high school, gender, and grade level upon dropout rates*. *American Secondary Education*, 29(1), 2-9.
- Anderman, E. M., & Midgley, C. (1997). Changes in achievement goal orientations, perceived academic competence, and grades across the transition to middle-level schools. *Contemporary Educational Psychology*, 22, 269-298.
- Anderman, E. M., Maehr, M. L., & Midgley, C. (1999). Declining motivation after the transition to middle school: Schools can make a difference. *Journal of Research and Development in Education*, 32(3), 131-147.
- Anderson, L. W., Jacobs, J., Schramm, S., & Splittgerber, F. (2000). School transitions: Beginning of the end or a new beginning. *International Journal of Educational Research*, 33, 325-339.
- Andrew, M. D., & Schwab, R. L. (1995). Has reform in teacher education influenced teacher performance? An outcome assessment of graduates of an eleven-university consortium. *Action in Teacher Education*, 17(3), 43-53.
- Aper, J. P. (2002). Steerage from a distance: Can mandated accountability systems really improve schools? *Journal of Educational Thought*, 36(1), 7-26.
- Applied Research Branch. (1998a). *High school may not be enough: An analysis of results from the school leavers follow-up survey, 1995* (Chapter summaries, Cat No.SP-105-05-98E). Ottawa, ON: Human Resources Development Canada.
- Applied Research Branch. (1998b). *Readiness to learn, child development and learning outcomes: Potential measures of readiness to learn* (Technical Paper T-98-4E.b). Hull, PQ: Human Resources Development Canada.
- Applied Research Branch. (2000). *Dropping out of high school: Definitions and costs* (Research Paper R-01-1E). Hull, PQ: Human Resources Development Canada.
- Archibald, J-a., Pidgeon, M., Janvier, S., Commodore, H., & McCormick, R. (2002). *Teacher recruitment, training and retention: Implications for First Nations teachers' education. Report commissioned by the Minister's National Working Group on Education*. Ottawa, ON: Indian Affairs and Northern Development Canada.

- Arnold, P. (2000). Review of contemporary issues for rural schools [Electronic version]. In *Research for a better community: Proceedings of the University of Ballarat second annual research conference* (pp. 12-17). Ballarat, Australia: Research and Graduate Studies Office, University of Ballarat.
- Asselin, M., Branch, J. L., & Oberg, D. (Eds.). (2003). *Achieving information literacy: Standards for school library programs in Canada*. Ottawa, ON: Canadian School Library Association.
- Assessing the net capacity of schools*. (2002). London: Department for Education and Skills.
- Assessment Reform Group. (2002). *Assessment for learning: Research-based principles to guide classroom practice*. London: Author.
- Audas, R., & Willms, J. D. (2001). *Engagement and dropping out of school: A life-course perspective* (Working Paper W-01-1-10E). Hull, PQ: Human Resources Development Canada.
- Azmier, J. J., & Stone, L. (2003). *The rural west: Diversity and dilemma*. Calgary, AB: Canada West Foundation.
- Baker, P. J. (1980). *The Carnegie Unit: Pros, cons and alternatives*. Edmonton, AB: Alberta Education.
- Barnett, W. S. (2002). Early childhood education. In A. Molnar (Ed.), *School reform proposals: The research evidence* (pp. 4-25). Tempe, AZ: Education Policy Research Unit.
- Barth, R. S. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass.
- Bartlett, D., Cooper, M., & Hoffart, I. (2002, January). *When spider webs unite: Child and youth sector trends and issues*. Companion document to the final report: Calgary Joint Funding Review Initiative: Phase 1. Calgary, AB, Canada: Calgary Joint Funding Review Initiative.
- Bascia, N. (1997). Invisible leadership: Teachers' union activity in schools. *Alberta Journal of Educational Research*, 43, 69-85.
- Becker, H. J. (2000, September - October). Pedagogical motivations for student computer use that lead to student engagement. *Educational Technology*, 40(5), 5-17.
- Becker, H. J., & Riel, M. M. (1999). *Teacher professionalism and the emergence of constructivist-compatible pedagogies*. Retrieved February 18, 2003, from [http://www.crito.uci.edu/TLC/findings/special\\_report2/aerj-final.pdf](http://www.crito.uci.edu/TLC/findings/special_report2/aerj-final.pdf)
- Becta. (2003). *Becta ICT advice for teachers*. Retrieved September 15, 2003, from <http://www.ictadvice.org.uk>
- Beiser, M., Hou, F., Kaspar, V., & Noh, S. (2000). *Changes in poverty status and developmental behaviours: A comparison of immigrant and non-immigrant children in Canada* (Working paper W-01-1-1E). Hull, PQ: Human Resources Development Canada.
- Bereiter, C. (Ed.). (2003). Learning technology innovation in Canada: A supplement to the Journal of Distance Education telelearning special issue. *Journal of Distance Education*, 17(3).
- Bernhardt, V. L. (1999). *The school portfolio: A comprehensive framework for school improvement* (2<sup>nd</sup> ed.). Larchmont, NY: Eye On Education.
- Bibby, R. W. (2001). *Canada's teens: Today, yesterday, and tomorrow*. Toronto, ON: Stoddart Publishing.
- Bickart, T. S., Jablon, J. R., & Dodge, D. T. (1999). *Building the primary classroom: A complete guide to teaching and learning*. Washington, DC: Teaching Strategies & Portsmouth, NH: Heinemann.
- Biddle, B. J., & Berliner, D. C. (2002). *What research says about small classes and their effects*. Tempe, AZ: Education Policy Reports Project.
- Binda, K. P. (2001). Aboriginal education in comparative and global perspectives: What has research and practice done for aboriginal education in Canada. *Canadian and International Education*, 30(1), 1-16.
- Blades, C. M. (2002, June). Full-day kindergarten: "A blessing or a bane for young children?". In *CBE mild and moderate full-day kindergarten project (2001-2002)*. Calgary, AB: Calgary Board of Education.
- Blank, M. J., Melaville, A., & Shah, B. P. (2003). *Making the difference: Research and practice in community schools*. Washington, DC: Coalition for Community Schools.
- Boarman, G. R., & Kirkpatrick, B. S. (1995). The hybrid schedule: Scheduling to the curriculum. *NASSP Bulletin*, 79(571), 42-52.
- Bohatyretz, S., & Lipps, G. (1999). Diversity in the classroom: Characteristics of elementary students receiving special education. *Education Quarterly Review*, 6(2), 7-19.
- Bohrstedt, G. W., & Stecher, B. M. (Eds.). (2002). *What we have learned about class size reduction in California*. Sacramento, CA: California Department of Education.
- Bolich, B. J. (2001). Peer tutoring and social behaviors: A review. *International Journal of Special Education*, 16(2), 16-30.
- Bowlby, J. W., & McMullen, K. (2002). *At a crossroads: First results for the 18-20-year-old cohort of the Youth in Transition Survey*. Ottawa, ON: Human Resources Development Canada.
- Bradburn, E. M., & Carroll, C. D. (2002). *Short-term enrollment in postsecondary education: Student background and institutional differences in reasons for early departure, 1996-98*. Washington, DC: National Center for Education Statistics.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Bredenkamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.
- Bredenkamp, S., Knuth, R. A., Kunesch, L. G., & Shulman, D. D. (1992). *What does research say about early childhood education?* Retrieved August 12, 2003, from the North Central Regional Educational Laboratory website at [http://www.ncrel.org/sdrs/areas/stw\\_esys/5erly\\_ch.htm](http://www.ncrel.org/sdrs/areas/stw_esys/5erly_ch.htm)
- Breuleux, A., Laferrière, T., & Lamon, M. (2002, April). *Capacity building within and across countries into the effective uses of ICTs*. Paper presented at the Pan-Canadian Education Research Agenda Symposium. Retrieved February 18, 2003, from <http://telelearning.mcgill.ca/capacitybuilding/BreuleuxCapacityBuilding.pdf>

- Bricker, D., & Greenspon, E. (2001). *Searching for certainty: Inside the new Canadian mindset*. Toronto, ON: Doubleday Canada.
- Broad Foundation, & Thomas B. Fordham Institute. (2003). *Better leaders for America's schools: A manifesto*. (2003). Los Angeles, CA, & Washington, DC: Authors.
- Bronstein, P., Duncan, P., D'Ari, A., Pieniadz, J., Fitzgerald, M., Abrams, C.L., et al. (1996). Family and parenting behaviors predicting middle school adjustment: A longitudinal study. *Family Relations*, 45, 415-426.
- Brown, R. I., & Shearer, J. (1999). Quality of life: Implications for the process of inclusion. *Exceptionality Education Canada*, 9, 83-103.
- Brubaker, C. W. (1999). Designing schools for the 21st century. *Principal*, 79(2), 14, 16, 18.
- Buchen, I. H. (2003). Education in America: The next 25 years. *The Futurist*, 37(1), 44-50.
- Bunch, B. S., & Smith, T. (2002). The viability of lease purchases as a means for funding school facilities. *Journal of Education Finance*, 27, 1049-1065.
- Burger, J. M., & Krueger, M. (2003). A balanced approach to high-stakes achievement testing: An analysis of the literature with policy implications. *International Electronic Journal for Leadership in Learning*, 7(4). Retrieved July 20, 2003, from <http://www.ucalgary.ca/~iejll/volume7/burger.html>
- Burghardt, F. (1999, January). *Alberta's Teaching Quality Standard: A collaborative, outcome, competency-based and professional-model approach to improving teacher quality*. Paper presented at the WestCast conference, Brandon, MB.
- Burke, D. L. (1997). *Looping: Adding time, strengthening relationships*. Retrieved July 12, 2003, from [http://www.ericfacility.net/databases/ERIC\\_Digests/ed414098.html](http://www.ericfacility.net/databases/ERIC_Digests/ed414098.html)
- Burns, G. E. (2000). Inclusiveness and relevance in First Nations/public education system schooling: It's all about praxis of aboriginal self-determination in the tuition agreement education field. *Canadian Journal of Native Studies*, 20, 139-180.
- Bussi re, P., Cartwright, F., Crocker, R., Ma, X., Oderkirk, J., & Zhang, Y. (2001). *Measuring up: The performance of Canada's youth in reading, mathematics, and science*. Ottawa, ON: Minister of Industry.
- Bynner, J. (1999). New routes to employment: Integration and exclusion. In W. R. Heinz (Ed.), *From education to work: Cross-national perspectives* (pp. 65-86). New York: Cambridge University Press.
- Caldwell, B. J. (2000). Scenarios for leadership and abandonment in the transformation of schools. *School Effectiveness and School Improvement*, 11, 475-499.
- Calgary Board of Education. (2002). *CBE mild and moderate full-day kindergarten project (2001-2002)*. Calgary, AB: Calgary Board of Education.
- Canadian Alliance of Education and Training Organizations. (2002). *The ABCs of educator demographics: Highlights of the findings of a situational analysis of Canada's education sector human resources*. Ottawa, ON: Author.
- Canadian Career Development Foundation. (2003). *The role of guidance in post-secondary planning*. Montreal, PQ: Canada Millennium Scholarship Foundation.
- Canadian Education Statistics Council. (2000). *Education indicators in Canada. Report of the Pan-Canadian Education Indicators Program 1999*. Toronto, ON: Author.
- Canadian Education Statistics Council. (2002). *Teacher education/educator training: Current trends and future directions: Symposium report, (2001)*. Toronto, ON: Pan-Canadian Education Research Agenda (PCERA).
- Canadian Teachers' Federation. (2003a). A national survey of teacher workload and worklife. *CTF Economic and Member Services Bulletin* (2003-1).
- Canadian Teachers' Federation. (2003b). Teacher supply and demand series: Volume III. *CTF Economic and Member Services Bulletin* (2003-3).
- Capital Health. (2003). *How healthy are we?* Edmonton, AB: Author.
- Carlton, M. P., & Winsler, A. (1999). School readiness: The need for a paradigm shift. *School Psychology Review*, 28, 338-352.
- Carnoy, M. (2001). *School vouchers: Examining the evidence*. Washington, DC: Economic Policy Institute.
- Carroll, J. M. (1994). The Copernican plan evaluated: The evolution of a revolution. *Phi Delta Kappan*, 76, 104-113.
- Carter, S. C. (1999). *No excuses: Seven principals of low-income schools who set the standard for high achievement*. Washington, DC: The Heritage Foundation.
- Carter, S. C. (2000). *No excuses: Lessons from 21 high-performing, high-poverty schools*. Washington, DC: The Heritage Foundation.
- Cartwright, F. & Allen, M. K. (2002). *Understanding the rural-urban reading gap* (Education, skills and learning research papers). Ottawa, ON: Statistics Canada.
- Catterall, J. S. (1998). Risk and resilience in student transitions to high school. *American Journal of Education*, 106, 302-333.
- Catterall, J. S. (2002). The arts and the transfer of learning. In R. J. Deasy (Ed.), *Critical links: Learning in the arts and student academic and social development* (pp. 151-157). Washington, DC: Arts Education Partnership.
- CEO Forum. (2001). *School technology and readiness report*. Washington, DC: Author.
- CEO Forum on Education & Technology. (2000). *Teacher preparation StaR chart: A self-assessment tool for colleges of education*. Washington, DC: Author.
- Child Trends. (2000). *Background for community-level work on school readiness: A review of definitions, assessments and investment strategies: Final report to the Knight Foundation*. Washington, DC: Author.
- Christian, K., Morrison, F.J., & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly*, 13, 501-521.
- Chung, H., Elias, M., & Schneider, K. (1998). Patterns of individual adjustment changes during middle school transition. *Journal of School Psychology*, 36, 83-101.
- Cizek, G. J. (2001). More unintended consequences of high-stakes testing. *Educational Measurement: Issues and Practice*, 20(4), 19-27.
- Clark, P. (2001). Recent research on all-day kindergarten. *Eric Digest* (EDO-PS-01-3).
- Cohen, G., Miller, C., Stonehill, R., & Geddes, C. (2000). *The class-size reduction program: Boosting student achievement in schools across the nation*. Washington, DC: U.S. Department of Education.

- Cole, A. L. (2000, April). *An overview and analysis of processes of programmatic and curricular reform in teacher education in Anglophone Canada*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Collins, J. (2001). *Good to great: Why some companies make the leap...and others don't*. New York: Harper Business.
- Commission on Class Size and Composition. (2002). *Commission on class size and composition: Final report*. Winnipeg, MB: Author.
- Conference Board of Canada. (2002). *Canada 2010: Challenges and choices at home and abroad. Performance and potential 2002-2003 key findings*. Ottawa, ON: Author.
- Cooper, H., Valentine, J. C., Charlton, K., & Melson, A. (2003). The effects of modified school calendars on achievement and on school and community attitudes. *Review of Educational Research, 73*, 1-52.
- Corak, M. (Ed.). (1998). *Labour markets, social institutions, and the future of Canada's children*. Ottawa, ON: Statistics Canada.
- Cotton, K. (2001). *New small learning communities: Findings from recent literature*. Portland, OR: Northwest Regional Educational Laboratory.
- Council of Ministers of Education. (2002). *Education at a glance 2002 - Country profile for Canada*. Toronto, ON: Author.
- Council of Ministers of Education. (multiple years). *School Achievement Indicators Program*. Toronto, ON: Author.
- Covaleskie, J. F. (2002). Two cheers for standardized testing. *International Electronic Journal for Leadership in Learning, 6*(2). Retrieved July 20, 2003, from <http://www.ucalgary.ca/~iejll/volume6/covaleskie.html>
- Cox, S. (2002). *Early childhood development - Models and studies*. Report commissioned by the Minister's National Working Group on Education. Ottawa, ON: Indian Affairs and Northern Development Canada.
- Cummins, J. (n.d.). *Putting language proficiency in its place: Responding to critiques of the conversational/academic language distinction*. Retrieved July 17, 2003, from <http://www.iteachilearn.com/cummins/converacademlangdisti.html>
- Cummins, J. (1981). Age on arrival and immigrant second language learning in Canada. A reassessment. *Applied Linguistics, 2*, 132-149.
- Cummins, J. (2002). Rights and responsibilities of educators of bilingual/bicultural children. In L. D. Soto (Ed.), *Making a difference in the lives of bilingual/bicultural children* (pp. 195-210). New York: Peter Lang.
- da Costa, J. L., & Bell, S. (2003, May). *Full-day vs. half-day kindergarten: Narrowing the SES gap*. Paper presented at the annual meeting of the Canadian Society for Studies in Education, Halifax, NS.
- da Costa, J., Peters, F., & Violato, C. (2002). *Achievement in Alberta's charter schools: A longitudinal study* (SAEE research series #13). Kelowna, BC: Society for the Advancement of Excellence in Education.
- Daniels, V. I. (2000). How to manage disruptive behaviour in inclusive classrooms. *MART Journal, 19*(3), 4-9.
- Darling-Hammond, L. (2000, December). *Transforming urban public schools: The role of standards and accountability*. Paper presented at the Creating Change in Urban Public Education Seminar, Cambridge, MA. Retrieved January 29, 2003, from <http://www.ksg.harvard.edu/urbanpoverty/Sitepages/UrbanSeminar/UrbanEd/standards.pdf>
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership, 60*(8), 6-13.
- Darling-Hammond, L., Chung, R., Frelow, F., & Fisher, H. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education, 53*(4). Retrieved November 1, 2002, from [http://www.nctaf.org/publications/NYC\\_Teacher\\_Survey\\_Study.pdf](http://www.nctaf.org/publications/NYC_Teacher_Survey_Study.pdf)
- Deasy, R. J. (Ed.). (2002). *Critical links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.
- De Avila, E. (1997). *Setting expected gains for non and limited English proficient students*. NCBE Resource Collection Series No. 8. Retrieved July 17, 2003, from <http://www.ncela.gwu.edu/ncbepubs/resource/setting/index.htm>
- de Broucker, P., & Sweetman, A. (Eds.). (2002). *Towards evidence-based policy for Canadian education*. Kingston, ON: John Deutsch Institute for the Study of Economic Policy, Queen's University.
- deCourcy Hinds, M. (2002). *Teaching as a clinical profession: A new challenge for education*. New York: Carnegie Corporation of New York.
- Dei, G. J. S., & James, I. M. (2002). Beyond the rhetoric: Moving from exclusion, reaching for inclusion in Canadian schools. *Alberta Journal of Educational Research, 48*, 61-87.
- Doré, R., Wagner, S., Brunet, J-P., & Belanger, N. (1998). *School integration of children with a disability in provinces and territories in Canada*. Retrieved November 25, 2002, from <http://cmec.ca/stats/pcera/compaper/98-44en.pdf>
- Driscoll, D., Halcoussis, D., & Svorny, S. (2003). School district size and student performance. *Economics of Education Review, 22*, 193-201.
- DuFour, R. (2000). In the right context [Electronic version]. *Journal of Staff Development, 22*(1), 14-17.
- DuFour, R. (2002). The learning-centered principal. *Educational Leadership, 59*(8), 12-15.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Education Service.
- Dunn, L., & Konts, S. (1997). *Developmentally appropriate practice: What does research tell us?* Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED413106)
- Duquette, C. (2000). Becoming a teacher: Experiences of First Nations student teachers in isolated communities. *Canadian Journal of Native Education, 24*, 134-143.
- Dworet, D. (1998). Confusion reigns: Definitions of behaviour exceptionalities in Canada. *Exceptionality Education Canada, 8*(1), 3-19.
- Eaker, R., DuFour, R., & Burnette, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Educational Service.
- Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.
- Earley, P., Fidler, B., & Ouston, J. (Eds.). (1996). *Improvement through inspection? Complementary approaches to school development*. London: David Fulton.
- Edmonton Planning and Development Department. (2003). *Future school sites study. Summary report*. Edmonton, AB: City of Edmonton.
- Edmonton Public Schools, & Faculty of Education, University of Alberta. (2000). *Small class size project: Final report*. Edmonton, AB: Author.
- EdSource, Inc. (2002). *What we have learned about class size reduction in California* (Executive summary). Sacramento, CA: Author.

- Education Commission of the States. (1999). *Effective school governance: A look at today's practice and tomorrow's promise*. Denver, CO: Author.
- Education Consulting International. (2002). *Schools teach - parents & communities support - children learn - everyone benefits*. A review of the New Brunswick Education System, Anglophone Sector. Edmonton, AB: Author.
- Education Equality Task Force. (2002). *Investing in public education: Advancing the goal of continuous improvement in student learning and achievement*. Toronto, ON: Author.
- Education Improvement Commission. (2000). *A report on improving student achievement: The fifth and final report of the Education Improvement Commission*. Toronto, ON: Author.
- Education Partners Steering Committee. (1999). *Framework for the Alberta Initiative for School Improvement*. Edmonton, AB: Alberta Learning.
- Education Week. (2003, January). *Quality counts 2003. The teacher gap*. Education Week on the Web. Retrieved January 8, 2003, from <http://www.edweek.com/reports/qc03>
- Egan, K. (2001). Why education is so difficult and contentious. *Teachers College Record*, 103, 923-941.
- Ehrenberg, R. G., Brewer, D. J., Gamoran, A., & Willms, J. D. (2001). Class size and student achievement. *Psychological Science in the Public Interest*, 2(1), 1-30.
- Eisner, E. W. (2002). The kind of schools we need. *Phi Delta Kappan*, 83, 576-583.
- Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, DC: Albert Shanker Institute.
- Elmore, R. F. (2002). *Bridging the gap between standards and achievement: The imperative for professional development in education*. Washington, DC: Albert Shanker Institute.
- Entwisle, D. R., & Alexander, K. L. (1998). Facilitating the transition to first grade: The nature of transition and research on factors affecting it. *Elementary School Journal*, 98, 351-364.
- Epstein, J. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Expecting success: How standards can help raise student achievement* [Motion picture]. (n.d.). Retrieved July 21, 2003, from <http://www.middleweb.com/videos.html>
- Federal, Provincial and Territorial Advisory Committee on Population Health. (1999). *Toward a healthy future: Second report on the health of Canadians*. Ottawa, ON: Minister of Public Works and Government Services.
- Felner, R. D., Favazza, A., Shim, M., Brand, S., Gu, K., & Noonan, N. (2001). Whole school improvement and restructuring as prevention and promotion: Lessons from STEP and the project on high performance learning communities. *Journal of School Psychology*, 39, 177-202.
- Ferguson, P., Jimerson, S. R., & Dalton, M. J. (2001). Sorting out successful failures: Exploratory analyses of factors associated with academic and behavioral outcomes of retained students. *Psychology in the Schools*, 38, 327-341.
- Finn, J. D. (2002). Class-size reduction in grades K-3. In A. Molnar (Ed.), *School reform proposals: The research evidence* (pp. 15-25). Tempe, AZ: Education Policy Research Unit.
- Finn, J. D., & Achilles, C. M. (1990). Answers and questions about class size: A statewide experiment. *American Educational Research Journal*, 27, 557-577.
- Finn, J. D., & Achilles, C. M. (1999). Tennessee's class size study: Findings, implications, misconceptions. *Educational Evaluation and Policy Analysis*, 21, 97-109.
- Finn, J. D., & Wang, M. C. (2002). *Taking small classes one step further*. Greenwich, CT: Information Age.
- Fiske, E. B. (Ed.). (1999). *Champions of change: The impact of the arts on learning*. Washington, DC: Arts Education Partnership.
- Fleming, T. (1997). Provincial initiatives to restructure Canadian school governance in the 1990s [Electronic version]. *Canadian Journal of Educational Administration and Policy*, 11. Retrieved May 2, 2003, from <http://www.umanitoba.ca/publications/cjeap/articles/fleming.html>
- Foot, D. K., & Stoffman, D. (1998). *Boom, bust & echo 2000: Profiting from the demographic shift in the new millennium*. Toronto, ON: Macfarlane Walter & Ross.
- Fraser, C. (1998). ATA has a dual role as a professional association. *ATA Magazine*, 78(3), 25-26.
- Friedel, T. L. (1999). The role of aboriginal parents in public education: Barriers to change in an urban setting. *Canadian Journal of Native Education*, 23, 139-158.
- Fullan, M. G. (1992). *Successful school improvement*. Toronto, ON: OISE Press.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2002). *The change leader. Educational Leadership*, 59(2), 16-20.
- Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.
- Fusaro, J. (1997). The effect of full-day kindergarten on student achievement: A meta-analysis. *Child Study Journal*, 27, 269-277.
- Galton, M., Morrison, I., & Pell, T. (2000). Transfer and transition in English schools: Reviewing the evidence. *International Journal of Educational Research*, 33, 341-363.
- Gee, W. D. (1997). The Copernican plan and year-round education: Two ideas that work together. *Phi Delta Kappan*, 78, 793-796.
- Gerber, S. B., Finn, J. D., Achilles, C. M., & Boyd-Zaharias, J. (2001). Teacher aides and students' academic achievement. *Educational Evaluation and Policy Analysis*, 23, 123-143.
- Gervais, G., & Thony, I. (2001, May). *Determining future supply and demand for teachers*. Paper presented at the 2001 Pan-Canadian Education Research Agenda symposium, Quebec City, PQ.
- Gill, B. P. (2001). *Rhetoric versus reality: What we know and what we need to know about vouchers and charter schools*. Santa Monica, CA: Rand Education.
- Ginsberg, M. B., & Wlodkowski, R. J. (2000). *Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse learners*. San Francisco: Jossey-Bass.

- Glass, G. (2002). Teacher characteristics. In A. Molnar (Ed.), *School reform proposals: The research evidence* (pp. 78-90). Tempe, AZ: Education Policy Research Unit.
- Glenn, A. D. (2001). *Lessons in teacher education reform: A comparative analysis of teacher education in the United Kingdom and the United States*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document Reproduction Service No. ED460080)
- Glover, R. W., & Mashall, R. (1993). Improving the school-to-work transition of American adolescents. In A. J. Pautler Jr. & D. M. Buffmanti (Eds.), *Best practices in work-based learning* (pp. 131-147). Ann Arbor, MI: Prakken Publications.
- Goertz, M. E. (2000, April). *Local accountability: The role of the district and school in monitoring policy, practice and achievement*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED445032)
- Gordon, M. (2000). *Roots of empathy*. Toronto, ON: Curriculum Services Canada.
- Government of Alberta. (2001). *Prepared for growth: Building Alberta's labour supply*. Edmonton, AB: Author.
- Government of Alberta. (2003a). *Alberta 2003 budget*. Retrieved April 10, 2003, from <http://www.finance.gov.ab.ca/business/budget/index.html>
- Government of Alberta. (2003b). *2002-03 annual report: Measuring up - Core business - People*. Edmonton, AB: Author.
- Greenwald, R., Hedges, L. V. & Laine, R. D. (1996). The effect of school resources on student achievement. *Review of Educational Research*, 66, 361-396.
- Grissmer, D. (Ed.). (1999a). Class size: Issues and new findings [Special issue]. *Educational Evaluation and Policy Analysis*, 21(2).
- Grissmer, D. (1999b). Conclusion - Class size effects: Assessing the evidence, its policy implications, and future research agenda. *Educational Evaluation and Policy Analysis*, 21, 231-248.
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Hackman, D. G. (1995). Improving school climate: Alternating-day block schedule. *Schools in the Middle*, 5(1), 28-34.
- Hamilton, S. F., & Hamilton, M. A. (1999). Creating new pathways to adulthood by adapting German apprenticeship in the United States. In W. R. Heinz (Ed.), *From education to work: Cross national perspectives* (pp. 195-213). New York: Cambridge University Press.
- Hanushek, E. A. (1994). Money might matter somewhere: A response to Hedges, Laine, and Greenwald (Exchange: Part II). *Educational Researcher*, 23(4), 5-8.
- Hargreaves, A. (Ed.). (1997). *Rethinking educational change with heart and mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hartley, K., & Bendixen, L. D. (2001). Educational research in the internet age: Examining the role of individual characteristics. *Educational Researcher*, 30(9), 22-26.
- Haughey, M., & Umbriaco, M. (Eds.). (2002). TeleLearning-NCE [Special edition]. *Journal of Distance Education*, 17(3).
- Haycock, K. (2003). *The crisis in Canada's school libraries: The case for reform and re-investment*. Toronto, ON: Association of Canadian Publishers.
- Heckman, J. J. (2000). Policies to foster human capital. *Research in Economics*, 54, 3-56.
- Hedges, L. V., Laine, R. D., & Greenwald, R. (1994a). Does money matter? A meta-analysis of studies of the effects of differential school inputs on student outcomes (An exchange: Part 1). *Educational Researcher*, 23(3), 5-14.
- Hedges, L. V., Laine, R. D., & Greenwald, R. (1994b). Money does matter, somewhere: A reply to Hanushek (Exchange: Part II). *Educational Researcher*, 23(4), 9-10.
- Henchey, N. (2001). *Schools that make a difference: Final report. Twelve Canadian secondary schools in low-income settings*. Kelowna, BC: Society for the Advancement of Excellence in Education.
- Hertzman, C. (2000). The case for an early childhood development strategy. [Electronic version]. ISUMA: *Canadian Journal of Policy Research*, 1(2), 11-18.
- Hesch, R. (1999a). Aboriginal teacher education in Canada and the case of the Winnipeg Education Centre. *Our Schools/Our Selves*, 9(6), 137-167.
- Hesch, R. (1999b). Culturally relevant teacher education: A Canadian inner-city case. *Canadian Journal of Education*, 24, 369-382.
- Hess, F. M., & McGuinn, P. J. (2002). Muffled by the din: The competitive noneffects of the Cleveland voucher program [Electronic version]. *Teachers College Record*, 04(4).
- Hill, N. E. (2001). Parenting and academic socialization as they relate to school readiness: The roles of ethnicity and family income. *Journal of Educational Psychology*, 93, 686-697.
- Hirsch, D. (2002). *School: A choice of directions* (CERI working paper). Paris: OECD/CERI.
- Ho, Y., Cheung, M., & Chan, A. S. (2003). Music training improves verbal but not visual memory: Cross-sectional and longitudinal explorations in children. *Neuropsychology*, 17(3), 1-12.
- Hord, S. M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory.
- Hough, D., & Bryde, S. (1996, April). *The effects of full-day kindergarten on student achievement and affect*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Howell, W. G., Wolf, P. J., Peterson, P. E., & Campbell, D. E. (2000, September). *Test-score effects of school vouchers in Dayton, Ohio, New York City, and Washington, D.C.: Evidence from randomized field trials*. Paper presented at the annual meeting of the American Political Science Association. Retrieved March 15, 2003, from <http://www.ksg.harvard.edu/pepg/pdf/dnw00r.pdf>
- Iacovou, M. (2001). *Class size in the early years: Is smaller really better?* Colchester, UK: Institute for Social and Economic Research.
- International Reading Association. (2003a). *Policy and practice implications of the Programme for International Student Assessment (PISA) 2000: Report of the International Reading Association PISA task force*. Newark, DE: Author.
- International Reading Association. (2003b). *Prepared to make a difference: An executive summary of the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction*. Newark, DE: Author.

- International Reading Association, & National Association of the Education of Young Children. (1998). Learning to read and write: Developmentally appropriate practices for young children. *The Reading Teacher*, 52, 193-216.
- Ipsos-Reid Corp. (2001). *Post-secondary accessibility study*. Edmonton, AB: Alberta Learning.
- Ipsos-Reid. (2003, June). *Albertans' perceptions of the education system*. Calgary, AB: Author. Retrieved July 5, 2003, from [http://www.ipsos-reid.com/media/content/pre\\_rel.cfm](http://www.ipsos-reid.com/media/content/pre_rel.cfm)
- Irmsher, K. (1996). *Block scheduling*. Retrieved July 12, 2003, from <http://www.ericfacility.net/ericdigests/ed393156.html>
- Jackson, A. W., & Davis, G. A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press.
- Jacobson, L. (2003, May). 'Community schools' earn plaudits, but face perils. Retrieved July 25, 2003, from [http://www.edweek.org/ew/new\\_printstory.cfm?slug=36community.h22](http://www.edweek.org/ew/new_printstory.cfm?slug=36community.h22)
- Janus, M., & Offord, D. (2000) Readiness to learn at school [Electronic version]. *ISUMA: Canadian Journal of Policy Research*, 1(2), 71-75.
- Jardine, D. W., Clifford, P., & Friesen, S. (2003). *Back to the basics of teaching and learning: Thinking the world together*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Johnson, G. M. (1999). Inclusion: Prerequisite educational reform. *Exceptionality Education Canada*, 9(3), 49-67.
- Johnston, R. C. (1997). *A matter of time: Schools try four-day weeks*. Retrieved May 12, 2003, from <http://www.edweek.net/ew/vol-17/13ark.h17>
- Joint Committee on Standards for Educational Evaluation. (1994). *The program evaluation standards: How to assess evaluations of educational programs* (2nd ed.). Thousand Oaks, CA: Sage.
- Joyce, B., Calhoun, E., & Hopkins, D. (1999). *The new structure of school improvement: Inquiring schools and achieving students*. Buckingham, UK: Open University Press.
- Kauth, A. (2002). *New schools for older neighborhoods: Strategies for building our communities' most important assets*. Washington, DC: National Association of Realtors.
- Kilgour, A. R., Jakobson, L. S., & Cuddy, L. L. (2000). Music training and rate of presentation as mediators of text and song recall. *Memory & Cognition*, 28, 700-710.
- Kindergarten idea a success. (2003, June 22). *Edmonton Journal*, p. A18.
- Kirkness, V. (2001). Aboriginal education in Canada: A retrospective and prospective. *Our Schools/Our Selves*, 10(3), 97-121.
- Kirsch, I., de Jong, J., Lafontaine, D., McQueen, J., Mendelovits, J., & Monseur, C. (2002). *Reading for change: Performance and engagement across countries*. Results from PISA 2000. Paris: OECD.
- Kohen, D. E., Hertzman, C., & Brooks-Gunn, J. (1998). *Neighbourhood influences on children's school readiness* (Working Paper W-98-15E). Hull, PQ: Human Resources Development Canada.
- Kozma, R. B. (Ed.). (2003). *Technology, innovation, and educational change: A global perspective*. A report of the Second Information Technology in Education Study: Module 2. Eugene, OR: International Society for Technology in Education.
- Krahn, H. (1996). *School-work transitions: Changing patterns and research needs*. Hull, PQ: Human Resources Development Canada.
- Krentz, J. L., Clapper, A. T., Thurlow, M. L., & Johnson, D. R. (2001). Clarifying the policy contexts of statewide testing and accountability and their impact on secondary-level students with disabilities. *Assessment for Effective Intervention*, 26(4), 51-63.
- Krueger, A. B. (2000). *Economic considerations and class size* (Working Paper No. 447). Princeton, NJ: Princeton University.
- Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. In L. Mishel, & R. Rothstein (Eds.), *The class size debate* (pp. 7-35). Washington, DC: Economic Policy Institute.
- Kunin, R. (2002). *Education in Canada in 2020: What role will teachers' unions play?* Retrieved August 3, 2003, from <http://www.sae.bc.ca/kunin.pdf>
- Lackney, J. A., & Jacobs, P. J. (2002). *Teachers as placemakers: Investigating teachers' use of the physical learning environment in instructional design*. Retrieved August 2, 2003, from <http://schoolstudio.engr.wisc.edu/placemakers.html>
- Laferrière, T., Bracewell, R., & Breuleux, A. (2001, June). *The emerging contribution of online resources and tools to K-12 classroom learning and teaching: An update*. Retrieved February 14, 2003, from the SchoolNet Web site: <http://schoolnet.ca/snab/e/reports/DocReviewFinalJune011.pdf>
- Laidlaw Foundation. (2002). *Perspectives on social inclusion* (Working paper series: Summaries). Ottawa, ON: Author.
- Land, D. (2002). *Local school boards under review: Their role and effectiveness in relation to students' academic achievement* (Report No. 56). Retrieved August 3, 2003, from Johns Hopkins University, Center for Social Organization of Schools web site: <http://www.csos.jhu.edu/crespar/techreports/report56.pdf>
- Landy, S., & Tam, K. K. (1998). *Understanding the contribution of multiple risk factors on child development at various ages* (Working Paper W-98-22E). Hull, PQ: Human Resources Development Canada.
- Lawrence, B. K., Bingler, S., Diamond, B. M., Hill, B., Hoffman, J. L., Howley, C.B., et al. (2002). *Dollars & sense. The cost effectiveness of small schools*. Cincinnati, OH: Knowledge Works Foundation.
- Lawrence, D. (1993). *North American democracy in crisis: A critical look at government structure and education systems in Alberta, Canada and the United States with an emphasis on practical suggestions for positive change*. s.i.: s.n.
- Leadership for student learning: Redefining the teacher as leader*. (2001). Washington, DC: Institute for Educational Leadership.
- Learning Partnership, & Canadian Policy Research Networks. (2003). *The quality of public education in Canada*. Toronto, ON: The Learning Partnership.
- Lee, J. (2001). *Interstate variations in rural student achievement and schooling conditions*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED459037)
- Legters, N., & Kerr, K. (2001, January). *Easing the transition to high school: An investigation of reform practices to promote ninth grade success*. Retrieved August 12, 2003, from <http://www.civilrightsproject.harvard.edu/research/dropouts/legters.pdf>
- Leithwood, K., & Earl, L. (2000). Educational accountability effects: An international perspective. *Peabody Journal of Education*, 75(4), 1-18.

- Leithwood, K., Edge, K., & Jantzi, D. (1999). *Educational accountability: The state of the art*. Gütersloh, Germany: Bertelsmann Foundation.
- Leithwood, K., Fullan, M., & Watson, N. (2003). *The schools we need: A new blueprint for Ontario. Final Report*. Toronto, ON: Ontario Institute for Studies in Education.
- Leonard, L. J. (2001, November). *Erosion of instructional time: Teacher concerns*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Little Rock, AK.
- Leung, C. M., & Bery, J. W. (2001). *The psychological adaptation of international and migrant students in Canada*. Victoria, Australia: Author.
- Levačić, R., & Woods, P. A. (2002). *Raising school performance in the league tables (part 1): Disentangling the effects of social disadvantage*. *British Educational Research Journal*, 28, 207-226. Retrieved January 29, 2003, from Academic Search Premier database.
- Levine, A., & Cureton, J. S. (1998). *When hope and fear collide: A portrait of today's college student*. San Francisco, CA: Jossey-Bass.
- Linn, R. L., Baker, E. L., & Betebenner, D. W. (2002, June). *Accountability systems: Implications of requirements of the No Child Left Behind Act of 2001* (CTS Technical Report 567). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing. Retrieved January 29, 2003, from <http://www.cse.ucla.edu/CRESST/Reports/TR567.pdf>
- Llamas, V. (2000). Four corners rural systemic initiative: Challenges and opportunities. *Rural educator*, 21(2), 15-18. Retrieved November 22, 2002, from <http://www.ael.org/rel/rural/pdf/llamas.pdf>
- Looker, E. D., & Lowe, G. S. (2001). *Post-secondary access and student financial aid in Canada: Current knowledge and research gaps* (Background paper). Ottawa, ON: Canadian Policy Research Network.
- Looker, E. D., & Thiessen, V. (2003). *The digital divide in Canadian schools: Factors affecting student access to and use of information technology* (Catalogue no. 81-597-XIE). Ottawa, ON: Statistics Canada.
- Lord, S. E., Eccles, J. S., & McCarthy, K. A. (1994). Surviving the junior high school transition: Family processes and self-perceptions as protective and risk factors. *Journal of Early Adolescence*, 14, 162-199.
- Lowe, G. S., Krahn, H., & Bowlby, J. (1997). *1996 Alberta high school graduate survey: Report of research findings* (Report 97-1). Edmonton, AB: Alberta Education and Alberta Advanced Education and Career Development.
- Lupart, J. L. (2000, April). *Students with exceptional learning needs: At-risk, utmost*. Paper presented at the Pan-Canadian Education Research Agenda Symposium, Ottawa, ON.
- Lusi, S. F. (1997). *The role of state departments of education in complex school reform*. New York: Teachers College Press.
- Lyons, J. B. (2001, November). *Do school facilities really impact a child's education?* Retrieved July 2, 2003, from <http://www.cefp.org/pdf/issue14.pdf>
- Lytton, H., & Pyryt, M. (1998). Predictors of achievement in basic skills: A Canadian effective schools study. *Canadian Journal of Education*, 23, 281-301.
- Manley-Casimir, M. E. (2001). Anchors of stability amidst the tides of change? The challenge to teacher preparation. *Education Canada*, 41(2), 4-7, 38.
- Martinez, S., & Snider, L. A. (2001, February). *Summary of research: Full-day kindergarten*. Topeka, KS: Kansas State Department of Education. Retrieved on July 7, 2003, from the Kansas State Department of Education website: [http://www.ksde.org/pre/full\\_day\\_kindergarten.html](http://www.ksde.org/pre/full_day_kindergarten.html)
- Marzano, R. J. (2000). *A new era of school reform: Going where the research takes us*. Aurora, CO: Mid-continent Research for Education and Learning.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Masse, L. N., & Barnett, S. W. (2002). A benefit-cost analysis of the Abecedarian early childhood intervention. In H. M. Levin, & P. J. McEwan (Eds.), *Cost-effectiveness and educational policy: 2002 yearbook of the American Education Finance Association* (pp. 157-176). Larchmont, NY: Eye on Education.
- Massell, D. (2000). *The district role in building capacity: Four strategies*. Consortium for Policy Research in Education: Policy Briefs (RB-32). Philadelphia, PA: University of Pennsylvania.
- Mata, F. (1997). *Intergenerational transmission of education and socio-economic status: A look at immigrants, visible minorities and aboriginals* (Catalogue No. 97-07). Ottawa, ON: Department of Canadian Heritage.
- Maxwell, K. L., McWilliam, R. A., Hemmeter, M. L., Ault, M. J., & Schuster, J. W. (2001). Predictors of developmentally appropriate classroom practices in kindergarten through third grade. *Early Childhood Research Quarterly*, 16, 431-452.
- McCain, M. N., & Mustard, J. F. (1999). *Early years study: Reversing the real brain drain: Final report*. Toronto, ON: Children's Secretariat.
- McCombs, B. L. (2001, April). *Preparing teachers to meet the needs of diverse learners in urban schools: The learner-centered framework*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- McEETYA Task Force on Rural and Remote Education, Training, Employment and Children's Services. (2001). *National framework for rural and remote education*. Retrieved November 22, 2002, from <http://www.curriculum.edu.au/mctyapdf/rural.pdf>
- McEwen, N. (Ed.). (1995). Accountability in education in Canada [Special issue]. *Canadian Journal of Education*, 20(1).
- McEwen, N. (1996). Using international test results to improve student performance. *Education Canada*, 39(9), 44-46.
- McGhee, R., & Kozma, R. (2001, April). *New teacher and student roles in the technology-supported classroom*. Retrieved February 14, 2003, from the University of Minnesota, College of Education & Human Development Website: <http://education.umn.edu/CAREI/Papers/NewRolesTechnology.pdf>
- McIntyre, E., Rosebery, A., & González, N. (Eds.). (2001). *Classroom diversity: Connecting curriculum to students' lives*. Portsmouth, NH: Heinemann.
- McIntyre, L., Walsh, G., & Connor, S. K. (2001). *A follow-up study of child hunger in Canada* (Working Paper W-01-1-2E). Hull, PQ: Human Resources Development Canada.

- McRobbie, J., Finn, J. D., & Harman, P. (n.d.). *Class size reduction: Lessons learned from experience* (Policy brief 23: Class size reduction). Retrieved April 8, 2003, from <http://www.serve.org/assessment/accountability/lessons.html>
- Meisels, S. J. (1998). *Assessing readiness* (CIERA Report #3-002). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.
- Metzker, B. (2002). School calendars. *Eric Digest*, 156, 1-8.
- Midgley, C., & Maehr, M. L. (2000). *The transition to high school study: Report to participating schools and districts*. Retrieved December 19, 2002, from University of Michigan, School of Education Web site: [http://www.umich.edu/~pals/hs\\_feedback\\_report.PDF](http://www.umich.edu/~pals/hs_feedback_report.PDF)
- Miller, A. (2003, June). *Frequently requested information: Full-day kindergarten*. Retrieved July 7, 2003, from <http://ericece.org/faq/fullday.html>
- Miller, T. W., & Miller, J. M. (2001). Educational leadership in the new millennium: A vision for 2020. *International Journal of Leadership in Education*, 4, 181-189.
- Ministerial Panel on Educational Delivery in the Classroom. (2000). *Supporting learning: Report of the ministerial panel on educational delivery in the classroom*. St. John's, NF: Author.
- Minister's National Working Group on Education. (2002). *Our children - Keepers of the sacred knowledge: Final report*. Ottawa, ON: Indian Affairs and Northern Development Canada.
- Mishel, L., & Rothstein, R. (Eds.). (2002). *The class size debate*. Washington, DC: Economic Policy Institute.
- Molnar, A. (Ed.). (2002). *School reform proposals: The research evidence*. Tempe, AZ: Education Policy Research Unit.
- Molnar, A., Smith, P., Zahorik, J., Palmer, A., Halbach, A., & Ehrle, K. (1999). Evaluating the SAGE program: A pilot program in targeted pupil-teacher reduction in Wisconsin. *Educational Evaluation and Policy Analysis*, 21, 165-177.
- Molnar, A., Smith, P., Zahorik, J., Halbach, A., Ehrle, K., & Hoffman, L. M. (2001). *2000-2001 evaluation results of the Student Achievement Guarantee in Education (SAGE) program*. Milwaukee, WI: Centre for Education Research, Analysis and Innovation, University of Wisconsin.
- Morrongiello, B. A. (1997). *Tapping school readiness in the NLSCY: Measurement issues and solutions* (Technical Paper T-98-1E). Hull, PQ: Human Resources Development Canada.
- Mortimore, P. (1998). *The road to improvement: Reflections on school effectiveness*. Lisse, The Netherlands: Swets & Zeitlinger.
- Mosteller, F. (1995). The Tennessee study of class size in the early school grades. *The Future of Children*, 5(2), 113-127.
- Mosteller, F., & Boruch, R. (Eds.). (2002). *Evidence matters: Randomized trials in education research*. Washington, DC: Brookings Institution.
- Moyer, J. (2001). The child-centered kindergarten: A position paper. *Childhood Education*, 77, 161-166.
- Muckle, J. (2002). *Neuroscientific research and education - An overview for the education working group*. Report commissioned by the Minister's National Working Group on Education. Ottawa, ON: Indian Affairs and Northern Development Canada.
- Murphy, J., Beck, L. G., Crawford, M., Hodges, A., & McLaughly, C. L. (2001). *The productive high school: Creating personalized academic communities*. Thousand Oaks, CA: Corwin Press.
- Mustard, J. F. (2002). Early child development and the brain - The base for learning, and behavior throughout life. In M. E. Young (Ed.), *From early child development to human development* (pp. 23-61). Washington, DC: The World Bank.
- Myers, K. (Ed.). (1996). *School improvement in practice*. London: The Falmer Press.
- Nair, P. (2002, April). *But are they learning? School buildings - the important unasked questions*. Retrieved July 2, 2003, from [http://www.designshare.com/Research/Nair/Are\\_They\\_Learning.htm](http://www.designshare.com/Research/Nair/Are_They_Learning.htm)
- Nathan, J. (2002). *Smaller, saner schools: Using research on smaller schools and shared facilities to help children and communities*. Learning by Design, 11, 14-17. Retrieved August 2, 2003, from <http://www.asbj.com/lbd/2002/inprint/smaller.html>
- National Association of Elementary School Principals. (2002). *Leading learning communities: Standards for what principals should know and be able to do*. Alexandria, VA: Author.
- National Commission on Teaching and America's Future. (2003). *No dream denied: A pledge to America's children*. Summary report. Washington, DC: Author.
- Naylor, C. (2001). *Teacher workload and stress: An international perspective on human costs and systemic failure*. Vancouver, BC: B. C. Teachers' Federation.
- Nelson, J. R., Ferrante, C., & Martella, R. C. (1999). Children's evaluations of the effectiveness of in-class and pull-out service delivery models. *International Journal of Special Education*, 14(2), 77-91.
- Nelson, R. F. (2000). Which is the best kindergarten? *Principal*, 79(5), 38-41.
- Neu, D., Peters, F., & Taylor, A. (2002). Financial reforms in Alberta: The impact on school districts. *Journal of Education Finance*, 27, 1067-1083.
- Neu, D., & Taylor, A. (2000). Funding mechanisms, cost drivers, and the distribution of education funds in Alberta: A case study. *Alberta Journal of Educational Research*, XLVI, 214-231.
- Neu, D., Taylor, A., & Ocampo, E. (2002, April). *School district deficits and program spending in Alberta*. Retrieved on April 11, 2003, from <http://www.ualberta.ca/~dneu/edps/publications/deficits-apr02.pdf>
- Nichols Applied Management. (2002). *Report #2. Estimate of the aggregate supply and demand for teachers in Alberta 2001-2010*. Edmonton, AB: Alberta Learning.
- Northern Lights School Division No. 69. (2002). *AISI project 204 full-day kindergarten annual report*. Unpublished report. Bonnyville, AB: Author.
- Nye, B., Hedges, L. V., & Konstantopoulos, S. (1999). The long-term effects of small classes: A five-year follow-up of the Tennessee class size experiment. *Educational Evaluation and Policy Analysis*, 21, 127-142.
- O'Brodovich, K. (1997). *Strengthening strategies for small schools* (SSTA Research Centre Report #97-01). Regina, SK: Saskatchewan School Trustees Association.
- O'Brodovich, K. (2000). *Diversifying opportunities for learning: Program delivery in Saskatchewan* (SSTA Research Centre Report #00-01). Regina, SK: Saskatchewan School Trustees Association.
- Oden, S., Schweinhart, L. J., & Weikart, D. P. (2000). *Into adulthood: A study of the effects of Head Start*. Ypsilanti, MI: High/Scope Press.
- OECD. (1995). *Education at a glance: OECD indicators*. Paris: Author.

- OECD. (1998a). *Human capital investment: An international comparison*. Paris: Author.
- OECD. (1998b). *Supporting youth pathways*. In *Education policy analysis* (pp. 44-55). Paris: Author.
- OECD. (1999). *Inclusive education at work: Students with disabilities in mainstream schools*. Paris: Author.
- OECD. (2001a). *Knowledge and skills for life. First results from PISA 2000*. Paris: Author.
- OECD. (2001b). *Starting strong: Early childhood education and care*. Paris: Author.
- OECD. (2001c). *The well-being of nations: The role of human and social capital*. Paris: Author.
- OECD. (2001d). *What schools for the future?* Paris: Author.
- OECD. (2002a). *Education at a glance*. Paris: Author.
- OECD. (2002b). *Education policy analysis*. Paris: Author.
- OECD. (2002c). *OECD review of career guidance policies: Canada: Country note*. Retrieved July 4, 2003, from <http://www.oecd.org/pdf/M00035000/M00035188.pdf>
- Office for Standards in Education. (2003). *Leadership and management: What inspection tells us*. London: Author.
- Ontario. Royal Commission on Learning. (1994). *For the love of learning: Report of the Royal Commission on Learning*. Toronto, ON: Author.
- Paquette, J., & Smith, W. J. (2001). Equal educational opportunity for native students: Funding the dream. *Canadian Journal of Native Education*, 25, 129-139.
- Partnership for 21st Century Skills. (2003). *Learning for the 21st century*. Washington, DC: Author.
- Passig, D. (2001). Future online teachers' scaffolding: What kind of advanced technological innovations would teachers like to see in future distance training projects? *Journal of Technology and Teacher Education*, 9, 599-606.
- Pelgrum, W. J., & Anderson, R. E. (Eds.). (2001). *ICT and the emerging paradigm for life-long learning: An IEA educational assessment of infrastructure, goals, and practices in twenty-six countries* (2nd ed.). Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement.
- Peterson, P. E., & Campbell, D. E. (2001). *Charters, vouchers and public education*. Washington, DC: Brookings Institution Press.
- Phillips, S. M. (2002). *Teacher quality in Canada* (SAEE Research Series #12). Kelowna, BC: Society for the Advancement of Excellence in Education.
- Picot, G., Heisz, A., & Nakamura, A. (2001). *Job tenure, worker mobility and the youth labour market during the 1990s*. Ottawa, ON: Statistics Canada.
- Poole, W. L. (2002). *Barriers to "new unionism" in Canadian teacher unions*. Retrieved February 3, 2003, from <http://www.saeec.ca/Poole.pdf>
- Porter, A. C. (2002). Measuring the content of instruction: Uses in research and practice. *Educational Researcher*, 31(7), 3-14.
- Porter, A. C., & Gamoran, A. (Eds.). (2002). *Methodological advances in cross-national surveys of educational achievement*. Washington, DC: National Academy Press.
- Potter, A., & Jacques, M. (1997). Developing an inclusive approach to preschool education: A discussion of issues and strategies, with implications focusing on Quebec. *Canadian Journal of Research in Early Childhood Education*, 6, 85-105.
- Principles for fair student assessment practices for education in Canada*. (1993). Edmonton, AB: Joint Advisory Committee.
- Private Schools Funding Task Force. (1998). *Setting a new framework: Report and recommendations of the private schools funding task force*. Edmonton, AB: Alberta Learning.
- Queen, J. A. (2000). Block scheduling revisited. *Phi Delta Kappan*, 82, 214-222.
- R.A. Malatest & Associates Ltd. (2003). *Efficacy of Alberta teacher preparation programs and beginning teachers' professional development opportunities. 2002 survey report*. Unpublished paper. Edmonton, AB: Alberta Learning.
- Raham, H. (1997). *Restructuring for excellence: A review of roles and responsibilities in the school system*. Kelowna, BC: Society for the Advancement of Excellence in Education.
- Ramey, L. S., & Ramey, C.T. (1998). Commentary: The transition to school: Opportunities and challenges for children, families, educators, and communities. *Elementary School Journal*, 98, 293-295.
- Rathbun, A. H., Walston, J. T., & Hausken, E. G. (2000, April). *Kindergarten teachers' use of developmentally appropriate practices: Results from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999*. Paper presented at the annual meeting of the American Educational Research Association. Retrieved August 14, 2003, from <http://nces.ed.gov/ecls/pdf/essays/misc/practices.pdf>
- Reeves, D. B. (2002). *Holistic accountability: Serving students, schools, and community*. Thousand Oaks, CA: Corwin Press.
- Reichardt, R. (2000, April). *The cost of class size reduction (CSR): Cost advice for policy makers contemplating CSR*. Retrieved April 8, 2003, from <http://www.ed.sc.edu/drt/fiscalsig/csr-rand.html>
- Reichardt, R. (2001). *Toward a comprehensive approach to teacher quality* (McRel Policy Brief). Aurora, CO: Mid-Continent Research for Education and Learning.
- Reitzug, U. C. (2003). Professional development. In A. Molnar (Ed.), *School reform proposals: The research evidence* (pp. 124-135). Tempe, AZ: Education Policy Research Unit.
- Reuling, J. (2002). Pathways for youth in Germany. In G. Burke & J. Reuling (Eds.), *Vocational training and lifelong learning in Australia and Germany: Australia Centre Series, Vol. 5* (pp. 189-202). Adelaide, Australia: National Centre for Vocational Educational Research.
- Reynolds, A. J. (2000). *Success in early intervention: The Chicago child-parent centers*. Lincoln, NE: University of Nebraska Press.
- Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2002). *Age 21 cost-benefit analysis of the Title 1 Chicago child-parent centers* (Discussion paper). Madison, WI: Institute for Research on Poverty.
- Ringstaff, C., & Kelley, L. (2002). *The learning return on our educational technology investment: A review of findings from research*. San Francisco, CA: WestEd.
- Robitaille, D. F., & Taylor, A. R. (2000). *TIMSS-Canada report. Volume 5: New findings for a new century. TIMSS-Repeat 1999*. Vancouver, BC: University of British Columbia.

- Robitaille, D. F., Taylor, A. R., & Orpwood, G. (1996). *TIMSS-Canada report. Volume 1: Grade 8*. Vancouver, BC: University of British Columbia.
- Robitaille, D. F., Taylor, A. R., & Orpwood, G. (1997). *TIMSS-Canada report. Volume 2: Grade 4*. Vancouver, BC: University of British Columbia.
- Robitaille, D. F., Taylor, A. R., Orpwood, G., & Donn, J. S. (1998). *TIMSS-Canada report. Volume 4: Senior secondary*. Vancouver, BC: University of British Columbia.
- Rosenberger, M. K. (1997). *Team leadership: School boards at work*. Lancaster, PA: Technomic Publishing.
- Royal Commission on Aboriginal Peoples. (1996). *Perspectives and realities. In Report of the Royal Commission on Aboriginal Peoples: Volume 4*. Retrieved June 30, 2003, from Indian and Northern Affairs Canada website: [http://collection.nlc-bnc.ca/100/200/301/inac-ainc/highlights\\_report\\_royale-per\\_e.html](http://collection.nlc-bnc.ca/100/200/301/inac-ainc/highlights_report_royale-per_e.html)
- Rural School and Community Trust. (2002). *Why rural matters: The need for every state to take action on rural education*. Retrieved November 22, 2002, from <http://www.ael.org/rel/rural/news/02.htm>
- Russell, G. (2001). Virtual schools and educational futures. *Educational Technology, XLI*(6), 55-57.
- Russell, T., McPherson, S., & Martin, A. K. (2001). Coherence and collaboration in teacher education reform. *Canadian Journal of Education, 26*, 37-55.
- Salili, F., & Hoosain, R. (2001). Multicultural education: History, issues and practices. In F. Salili & R. Hoosain (Eds.), *Multicultural education: Issues, policies and practices* (pp. 1-13). Greenwich, CT: Information Age Publishing.
- Sammons, P., Thomas, S., & Mortimore, P. (1997). *Forging links: Effective schools and effective departments*. London: Paul Chapman.
- Samuel, E., Krugly-Smolka, E., & Warren, W. (2001). Academic achievement of adolescents from selected ethnocultural groups in Canada: A study consistent with John Ogbu's theory. *McGill Journal of Education, 36*, 61-73.
- Saskatchewan Education. (1996). *Building communities of hope. Community schools policy and conceptual framework*. Regina, SK: Author.
- Saskatchewan Teachers' Federation. (1995). *Workload and worklife of Saskatchewan teachers: Full time teachers, 1994-1995*. Saskatoon, SK: Author.
- Scardamalia, M., & Bereiter, C. (1999). Schools as knowledge-building organizations. In D. P. Keating & C. Hertzman (Eds.), *Developmental health and the wealth of nations: Social, biological, and educational dynamics* (pp. 274-289). New York: The Guilford Press.
- Schmoker, M. (1999). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schneider, M. (2002). *Do school facilities affect academic outcomes?* Washington, DC: National Clearinghouse for Educational Facilities.
- Schools that learn: High standards for teacher and principal performance* [Motion picture]. (n.d.). Retrieved July 21, 2003, from <http://www.middleweb.com/videos.html>
- Schumacher, D. (1998). *The transition to middle school*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED422119)
- Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). *Significant benefits: The High/Scope Perry preschool study through age 27*. Ypsilanti, MI: High/Scope Press.
- Scripp, L. (2002). An overview of research on music and learning. In R. J. Deasy (Ed.), *Critical links: Learning in the arts and student academic and social development* (pp. 132-136). Washington, DC: Arts Education Partnership.
- Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.
- Sharp, C. (2002, November). *School starting age: European policy and recent research*. Paper presented at the LGA Seminar 'When should our children start school?'. London, UK.
- Simon, M., & Forgette-Giroux, R. (2002). Senior school board officials' perceptions of a national achievement assessment program. *Education Policy Analysis Archives, 10*(46). Retrieved January 20, 2003, from <http://epaa.asu.edu/epaa/v10n46.html>
- Singer, J., Marx, R. W., Krajcik, J., & Chambers, J. C. (2000, April). *Designing curriculum to meet national standards*. Retrieved July 14, 2003, from <http://www-personal.umich.edu/~Krajcik/Singer.Narst.pdf>
- Smaller, H. (1998). Canadian teacher unions: A comparative perspective. *Contemporary Education, 49*, 223-227.
- Smaller, H., Hart, D., Clarke, R., & Livingstone, D. (2001). *Informal/formal learning and workload among Ontario secondary school teachers* (NALL Working Paper #39-2001). Retrieved November 1, 2002, from <http://www.oise.utoronto.ca/depts/sese/csew/nall/res/39learning&workload.htm>
- Snell, M. E., Lowman, D. K., & Canady, R. L. (1996). Parallel block scheduling: Accommodating students' diverse needs in elementary schools. *Journal of Early Intervention, 20*, 265-277.
- Standards for educational and psychological testing*. (1999). Washington, DC: American Educational Research Association.
- Starnes, B. A., & Paris, C. (2000). Choosing to learn. *Phi Delta Kappan, 81*, 392-397.
- Statham, D. S., & Torell, C. R. (1999, February). *Technology in public education in the United States. Literature review conducted as part of the computer network study project*. Retrieved April 20, 2003, from <http://www.tea.state.tx.us/textbooks/archives/litrevto.htm>
- Statistics Canada. (2000). *Population projections for Alberta, 2001-2026*. Unpublished data. Ottawa, ON: Demographics Division.
- Statistics Canada. (2003). *2001 Census: Analysis series. Education in Canada: Raising the standard*. Ottawa, ON: Author.
- Stecher, B., Bohrnstedt, G., Kirst, M., McRobbie, J., & Williams, T. (2001). Class-size reduction in California: A story of hope, promise, and unintended consequences. *Phi Delta Kappan, 82*, 670-674.

- Stecher, B. M., Chun, T., Barron, S., & Ross, K. (2000). *The effects of the Washington State education reform on schools and classrooms: Initial findings* (Documented briefing). Retrieved January 29, 2003, from <http://www.rand.org/publications/DB/DB309/DB309.pdf>
- Steinberg, A., Cushman, K., & Riordan, R. (1999). *Schooling for the real world: The essential guide to rigorous and relevant learning*. San Francisco, CA: Jossey-Bass.
- Stevenson, K. R. (2001). School facilities for the 21st century: 12 trends that school facility planners need to know about [Electronic version]. *School Business Affairs*, 67(12), 4-7.
- Stevenson, K. R. (2002). *Ten educational trends shaping school planning and design*. Washington, DC: National Clearinghouse for Educational Facilities.
- Suárez-Orozco, C. (2001). Afterword: Understanding and serving the children of immigrants. *Harvard Educational Review*, 71, 579-589.
- Sue, D. (2000). Counselling issues with Asian youth. *B.C. Counsellor*, 22(2), 7-17.
- Supporting students in their transition to middle school: A position paper jointly adopted by the National Middle School Association and the National Association of Elementary School Principals*. (2001). Retrieved March 12, 2003, from <http://www.naesp.org/misc/jointstmt.pdf>
- Sutherland, D., & Dennick, R. (2002). Exploring culture, language and the perception of the nature of science. *International Journal of Science Education*, 24(1), 1-25.
- Swaim, M. S., & Swaim, S. C. (1999). Teacher time (or rather the lack of it). *American Educator*, 23(3). Retrieved November 1, 2002, from [http://www.aft.org/american\\_educator/fall99/](http://www.aft.org/american_educator/fall99/)
- Swann, J. (1999). What happens when learning takes place? *Interchange*, 30, 257-282.
- Task Force and Public Dialogue on the Role of the School. (2001). *Schoolplus: A vision for children and youth: Toward a new school, community and human service partnership in Saskatchewan. Final report*. Regina, SK: Author.
- Task Force on Effective Schools. (2001). *It's all about improvement: The report of the Task Force on Effective Schools*. Toronto, ON: Author.
- Taylor, A. R., & Tubianosa, T.-S. (2001). *Student assessment in Canada: Improving the learning environment through effective evaluation*. Kelowna, BC: Society for the Advancement of Excellence in Education.
- Taylor, A., Neu, D., & Peters, F. (2002). *Technocratic control and financial governance: A case study of two school districts*. Retrieved February 23, 2003, from <http://www.ualberta.ca/~dneu/edps/publications/eam-paper.pdf>
- TD Economics. (2003). *The Calgary-Edmonton corridor. Take action now to ensure Tiger's roar doesn't fade*. Toronto, ON: TD Bank Financial Group.
- Teddlie, C., & Reynolds, D. (2000). *The international handbook of school effectiveness research*. London: Falmer Press.
- The Daily. (1999, October 12). *Computer technology in schools* (Cat. No. 11-001E). Ottawa, ON: Statistics Canada.
- The transition from initial education to working life: A Canadian report for an OECD thematic review* (Doc. #MP43-381/1998). (1998). Hull, PQ: Human Resources Development Canada.
- Thiessen, V., & Looker, E. D. (1999). *Investing in youth: The Nova Scotia school-to-work transition project* (Gov. Doc. #MP43-398/1999E). Hull, PQ: Human Resources Development Canada.
- Thurlow, M., Quenemoen, R., Thompson, S., & Lehr, C. (2001, November). *Principles and characteristics of inclusive assessment and accountability systems*. Retrieved January 29, 2003, from the National Center on Educational Outcomes Website: <http://education.umn.edu/NCEO/OnlinePubs/Synthesis40.html>
- Timperley, H., & Robinson, V. M. J. (2000). Workload and the professional culture of teachers. *Educational Management & Administration*, 28(1), 47-62.
- Tomkowicz, J., & Bushnik, T. (2003). *Who goes to post-secondary education and when: Pathways chosen by 20 year-olds* (Education, skills and learning - Research papers). Ottawa, ON: Statistics Canada.
- Tremblay, M. S., Inman, J. W., & Willms, J. D. (2000). The relationship between physical activity, self-esteem and academic achievement in 12-year-old children. *Pediatric Exercise Science*, 12, 312-323.
- Tremblay, M. S., & Willms, J. D. (2003). Is the Canadian childhood obesity epidemic related to physical inactivity? *International Journal of Obesity*, 27, 1100-1105.
- Trudel, M., & Puentes-Newman, G. (2000, April). *The contemporary concepts of at-risk children: Theoretical models and preventive approaches in the early years*. Paper presented at the Pan-Canadian Education Research Agenda Symposium, Ottawa, ON.
- Tuthill, S. J. (2000). *Innovative approaches in rural education*. Retrieved November 22, 2002, from <http://www.nal.usda.gov/ric/ricpubs/educate.html>
- Tymchak, M. (2001). Role of the school: Implications for teacher education. *Journal of Professional Studies*, 8(2), 7-15.
- U.S. Department of Education, National Center for Education Statistics. (2003). Special analysis. In B. Kridl & A. Livingston (Eds.), *The condition of education 2003* (pp. 2-13). Washington, DC: Author.
- Ungerleider, C. (2003). *Failing our kids: How we are ruining our public schools*. Toronto, ON: McClelland & Stewart.
- UNICEF. (2002). *A league table of educational disadvantage in rich nations. Innocenti Report Card no. 4*. Florence, Italy: UNICEF Innocenti Research Centre.
- United States Department of Education. (2002). *Testing for results: Helping families, schools and communities understand and improve student achievement*. Washington, DC: Department of Education. Retrieved January 29, 2003, from <http://www.ed.gov/nclb/testingforresults/>
- Upitis, R., & Smithrim, K. (2003). *Learning through the arts national assessment 1999-2002: Final report to the Royal Conservatory of Music*. Toronto, ON: Authors.
- Vaillancourt, F. (1992). *Private and public monetary returns to schooling in Canada, 1985* (Working paper No. 35). Ottawa, ON: Economic Council of Canada.
- Valli, L., & Rennert-Ariev, P. L. (2000). Identifying consensus in teacher education reform documents: A proposed framework and action implications. *Journal of Teacher Education*, 51(1), 5-17.

- Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. New York: State University of New York Press.
- Wang, M. (2000). How small classes help teachers do their best: Recommendations from a National Invitational Conference. *CEIC Review*, 9(2), 1-3.
- Wang, M. C., & Finn, J. D. (Eds.). (2000). *How small classes help teachers do their best*. Philadelphia, PA: Laboratory for Student Success and the U.S. Department of Education.
- Waterhouse, R. J. (2003). Professional learning communities: One school on its way. *ATA Magazine*, 83(4), 19-21.
- Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73, 287-301.
- Wenz-Gross, M., Siperstein, G. N., Untch, A. S., & Widaman, K. F. (1997). Stress, social support, and adjustment of adolescents in middle school. *Journal of Early Adolescence*, 17, 129-151.
- WestEd. (1999). *What we know about vouchers: The facts behind the rhetoric*. Retrieved January 15, 2003, from [http://www.wested.org/policy/pubs/full\\_text/pb\\_ft\\_voucher.pdf](http://www.wested.org/policy/pubs/full_text/pb_ft_voucher.pdf)
- Wideman, R. (2002, September). Using action research and provincial test results to improve student learning. *International Electronic Journal for Leadership in Learning*, 6(20). Retrieved January 10, 2003, from <http://www.ucalgary.ca/~iejll/volume6/wideman.html>
- Williams, D. G. (1997). The Copernican plan and year-round education: Two ideas that work together. *Phi Delta Kappan*, 78, 793-796.
- Williams, M. A., & Macmillan, R. B. (2001). Part 1 - Litigation in special education (1978-1995): From access to inclusion. *Education & Law Journal*, 10, 349-369.
- Williams, T. R. (2003, June). *Mismanaged public sector reorganizations? Lessons from the Ontario experience*. Paper presented at the Canada-European Union intensive seminar, Lund, Sweden.
- Willms, J. D. (2000). Monitoring school performance for 'standards-based reform'. *Evaluation and Research in Education*, 14, 237-253.
- Willms, J. D. (Ed.). (2002). *Vulnerable children*. Edmonton, AB: University of Alberta Press.
- Wilson, B. G. (2001). *Trends and futures of education: Implications for distance education*. Retrieved April 24, 2003, from <http://carbon.cudenver.edu/~bwilson/TrendsAndFutures.html>
- Wolfendale, S., & Bastiani, J. (Eds.). (2000). *The contribution of parents to school effectiveness*. London: David Fulton.
- Working Group. (2002). *Alberta graduates' perceptions of their teacher preparation programs*. Unpublished paper. Edmonton, AB: Working Group on the Efficacy of Teacher Preparation Programs and Beginning Teachers' Professional Development.
- World Health Organization, & Food and Agriculture Organization. (2003). *Diet, nutrition and the prevention of chronic diseases*. Geneva, Switzerland: World Health Organization.
- Wotherspoon, T., & Schissel, B. (2000, April). *Risky business? "At-risk" designations and culturally diverse schooling*. Paper presented at the Pan-Canadian Education Research Agenda Symposium, Ottawa, ON.
- Wylie, C. (1998). *Can vouchers deliver better education? A review of the literature with special reference to New Zealand*. Wellington, NZ: New Zealand Council for Educational Research.
- Zahorik, J. A. (1999). Reducing class size leads to individualized instruction. *Educational Leadership*, 57(1), 50-53.
- Zeichner, K. (1999). The new scholarship in teacher education. *Educational Researcher*, 28(9), 4-15.
- Ziegler, S. (1997). *Class size, academic achievement and public policy*. Toronto, ON: Canadian Education Association.

## Presentations cited in the Commission's Report

- Alberta Home and School Councils' Association (AHSCA). (2003). *Parents sharing solutions to strengthen public education in Alberta*.
- Alberta School Boards Association (ASBA). (2002). *Preparing for the future ... Building a foundation for student success*.
- Alberta Teachers' Association (ATA). (2002). *Improving public education: Supporting teaching and learning*.
- CAREERS: The Next Generation. (2003). *A submission for the consideration of Alberta's Commission on Learning*.
- College of Alberta School Superintendents (CASS). (2002). *2032: A standard of excellence for public education in Alberta*.
- Fédération des conseils scolaires francophones de l'Alberta. (2002). *Meeting the challenge - Serving the students. Francophone education in Alberta*.
- Laferrrière, T. (2003). *Network-enabled learning and knowledge-building communities*.
- Métis Nation of Alberta (2003). *Submission to Alberta's Commission on Learning*.



