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Nota di bibliografia	Includes bibliographical references (p. 215-223) and index.
Nota di contenuto	Setting the stage -- Participation and power -- Institutional discord and harmony -- The democracy-bureaucracy face-off -- Climates of trust and mistrust -- Implications for policy and practice in an era of accountability.
Sommario/riassunto	Drawing on three years of field research and extensive theoretical and empirical literature, Democratic Dilemmas chronicles the day-to-day efforts of educators and laypersons working together to advance student learning in two California school districts. Julie A. Marsh reveals how power, values, organizational climates, and trust played key roles in these two districts achieving vastly different results. In one district, parents, citizens, teachers, and administrators effectively developed and implemented districtwide improvement strategies; in the other, community and district leaders unsuccessfully attempted to improve systemwide accountability through dialogue. The book highlights the inherent tensions of deliberative democracy, competing notions of representation, limitations of current conceptions of educational accountability, and the foundational importance of trust to democracy and education reform. It further provides a framework for improving community-educator collaboration and lessons for policy and practice.

