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Nota di contenuto	CONTENTS -- INTRODUCTION by Patricia Gándara -- PART I. CONCEPTUALIZING TIME AND SCHOOL REFORM -- 1. Time, Learning, and School Reform: A Conceptual Framework by Lorin W. Anderson -- PART II. TIME AS THE CONTENT OF SCHOOL REFORM -- 2. Time and Resources: The Early Experience of New American Schools by Susanna Purnell and Robert Reichardt -- 3. Effective Use of Time in the Education of English Language Learners by Catherine Minicucci -- 4. Rethinking Time and Teacher Working Conditions by Patricia Gándara -- 5. Increasing Achievement for Elementary Students, Including Those At-Risk, Through the Manipulation of Time and the School Calendar by Carolyn Kneese -- 6. Time: A Barrier to and Impetus for Reform. One District's Journey by Judy Fish -- PART III. TIME AS PROCESS IN SCHOOL REFORM -- 7. Teachers' Use of Time in a Period of Change by Allan Pitman and Thomas Romberg -- 8. Representing Time and Studying School Change: Lessons from a Collaborative Field Study by Jon Wagner -- 9. Time(s) for Educational Reform: The Experience of Two States by Audrey J. Noble and Mary Lee Smith -- 10. Reforming Time: Timescapes and Rhythms of Learning by John Lofty -- 11. When Time Is on Our Side: Redesigning Schools to Meet the Needs of Immigrant Students by Laurie Olsen and Ann Jaramillo -- LIST OF CONTRIBUTORS -- INDEX -- A -- B -- C -- D -- E -- F -- G -- H -- I -- K -- L -- M -- N -- O -- P -- R -- S -- T -- U -- V -- W -- Y -- Z.

