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The Collegial Focus and High School Students' Achievement.

Sociol. Educ. 74, No. 3, 181-209 (2001).

Examines the consequences of teachers' collegial social relations for high school students' mathematics and science achievement. Uses data that focused on 3,000 subjects in a national sample of public high schools (n=52). Finds that when department faculties form collegial foci the effects of their instructional practices on students' achievement growth intensify. (ERIC)

Classification: C60

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