

Sharon Conley

List of Publications by Year in descending order

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Version: 2024-02-01

38
papers

898
citations

516215

16
h-index

476904

29
g-index

38
all docs

38
docs citations

38
times ranked

382
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring New Approaches to Teacher Leadership for School Improvement. Yearbook of the National Society for the Study of Education, 2002, 101, 162-188.	0.1	93
2	Chapter 6: Review of Research on Teacher Participation in School Decision Making. Review of Research in Education, 1991, 17, 225-266.	0.8	90
3	Teacher Role Stress, Satisfaction, Commitment, and Intentions to Leave: A Structural Model. Psychological Reports, 2009, 105, 771-786.	0.9	83
4	Teacher role stress, higher order needs and work outcomes. Journal of Educational Administration, 2000, 38, 179-201.	0.8	73
5	Key influences on special education teachers' intentions to leave. Educational Management Administration and Leadership, 2017, 45, 521-540.	2.2	68
6	Organizational Analysis of Stress. Work and Occupations, 1986, 13, 7-32.	2.3	59
7	Review of Research on Teacher Participation in School Decision Making. Review of Research in Education, 1991, 17, 225.	0.8	48
8	Fear, the School Organization, and Teacher Evaluation. Educational Policy, 2008, 22, 63-85.	1.4	46
9	Teacher Work Group Effectiveness. Educational Administration Quarterly, 2004, 40, 663-703.	2.1	41
10	Organizational Learning in Schools and School Systems: Improving Learning, Teaching, and Leading. Theory Into Practice, 2006, 45, 107-116.	0.9	33
11	Workplace predictors of secondary school teachers' intention to leave. Educational Management Administration and Leadership, 2015, 43, 561-581.	2.2	33
12	Teacher Work Redesign and Job Satisfaction. Educational Administration Quarterly, 1993, 29, 453-478.	2.1	26
13	Linking Teacher Compensation to Teacher Career Development. Educational Evaluation and Policy Analysis, 1995, 17, 219-237.	1.6	22
14	Professionals and Workplace Control: Organizational and Demographic Models of Teacher Militancy. ILR Review, 1990, 43, 570-586.	1.3	21
15	Role stress revisited. Educational Management Administration and Leadership, 2014, 42, 184-206.	2.2	21
16	Standards-Based Evaluation and Teacher Career Satisfaction: A Structural Equation Modeling Analysis. Educational Assessment, Evaluation and Accountability, 2005, 18, 39-65.	0.2	19
17	Routines in school organizations. Journal of Educational Administration, 2005, 43, 9-21.	0.8	14
18	Beyond Career Ladders: Structuring Teacher Career Development Systems. Teachers College Record, 1986, 87, 563-574.	0.4	14

#	ARTICLE	IF	CITATIONS
19	Teachers talk about teaming and leadership in their work. <i>Theory Into Practice</i> , 1999, 38, 46-55.	0.9	13
20	Teacher Compensation and Teacher Teaming: Sketching the Terrain. <i>Educational Assessment, Evaluation and Accountability</i> , 1999, 12, 365-385.	0.2	10
21	Professionals and Workplace Control: Organizational and Demographic Models of Teacher Militancy. <i>ILR Review</i> , 1990, 43, 570.	1.3	7
22	Support personnel in schools: characteristics and importance. <i>Journal of Educational Administration</i> , 2010, 48, 309-326.	0.8	7
23	Knowledge- and Skill-Based Pay Through a Collective Bargaining Lens. <i>Educational Policy</i> , 1997, 11, 403-425.	1.4	6
24	What Matters to Whom: Predictors of Teacher Satisfaction in a Career Development Plan. <i>Educational Assessment, Evaluation and Accountability</i> , 1998, 11, 299-322.	0.2	6
25	A small step into the complexity of teacher evaluation as professional development. <i>Professional Development in Education</i> , 2016, 42, 168-170.	1.7	6
26	Changing of the Guard: How Different School Leaders Change Organizational Routines. <i>Journal of School Leadership</i> , 2008, 18, 278-302.	1.3	5
27	Organizational Theory and Leadership Navigation. <i>Journal of Research on Leadership Education</i> , 2014, 9, 254-272.	0.7	5
28	Perceptions of Retirement Affect Career Commitment: The Mediating Role of Retirement System Satisfaction for Two Teacher Age Groups. <i>Educational Gerontology</i> , 2015, 41, 267-281.	0.7	5
29	Teacher mentoring and peer coaching: A micropolitical interpretation. <i>Educational Assessment, Evaluation and Accountability</i> , 1995, 9, 7-19.	0.2	4
30	Payment for Results: Effects of the Kentucky and Maryland Group-Based Performance Award Programs. <i>Peabody Journal of Education</i> , 2000, 75, 159-199.	0.8	4
31	Organizational Routines in Flux. <i>Education and Urban Society</i> , 2009, 41, 364-386.	0.8	4
32	School organizational factors relating to teachers' intentions to leave: A mediator model. <i>Current Psychology</i> , 2021, 40, 379-389.	1.7	4
33	Section Four: Reshaping Leadership in Action. <i>Teachers College Record</i> , 2002, 104, 162-188.	0.4	4
34	School- and Group-Based Pay: Introduction to the Special Issue. <i>Educational Assessment, Evaluation and Accountability</i> , 1999, 12, 305-308.	0.2	2
35	Reforming the School Workplace: Making Sense of Multiple Frameworks. <i>International Journal of Educational Reform</i> , 1995, 4, 162-171.	0.4	1
36	Negotiating Teacher Compensation: Three Views of Comprehensive Reform. <i>Educational Policy</i> , 2002, 16, 675-706.	1.4	1

#	ARTICLE	IF	CITATIONS
37	School Accreditation Process as Routinized Action: Retaining Stability While Promoting Reform. Journal of School Leadership, 2015, 25, 133-156.	1.3	0
38	Providing Teachers with a Choice in Evaluation: A Case Study of Veteran Teachers's Views. Palgrave Studies on Leadership and Learning in Teacher Education, 2019, , 37-58.	0.2	0