



Implications for the Future of School Improvement... Same Destination – Different Train

Building State Capacity to Improve
Schools: CSR and Title I
Atlanta, GA
May 12, 2006

Cathy Fromme



The human perspective...

- What have you learned about working with CSR?
- What is compelling about the work that you do?
- How do you see it connected to further school improvement work?
- What is it that gets and keeps you going?



What I have learned is also what's so compelling about the work...

- The power of shared interests/expectations/mutual purpose
- The power of relationships/connections
- The power of perseverance

3



The power of a shared interests/expectations/mutual purpose...

- Shared interests/expectations
- Mutual purpose
- Core values

4



Which of these values would we strive to live to for a hundred years *regardless* of changes in the external environment – even if the environment ceased to reward us for having these values...?

(Collins 1994, p. 74)

5



“Visionary companies... don’t see it as a choice between living their values *or* being pragmatic; they see it as a challenge to find pragmatic solutions *and* behave consistent with their core values.”

(Collins 1994, p. 82)

6



So, when we talk about Ron Edmonds
quote...

All children *will* learn...

7



The power of relationships...

...is key to sustainability....

- **Social capital**
- Trust- moral and fiduciary obligations...
- The little things

8

-
- Physical Capital



- Human Capital



- Social Capital



9

Social Capital: What is it?

- **Social networks** (who people know).
- And the **inclinations** (from these networks) **to do things for each other** ("norms of reciprocity").

...such as: networks, norms and social trust that facilitate coordination and cooperation for mutual benefit.

-Robert Putnam Bowling Alone:
Declining Social Capital Journal of Democracy 6:1

10



social capital is an asset –
“...that is **essential to collective problem-solving.**”

-Robert Putnam (1993)
Making Democracy Work:
Civic Traditions in Modern Italy

11



The power of relationships...

...is key to sustainability....

- Social capital
- **Trust- moral and fiduciary obligations...**
- The little things

12



The whole purpose of the social sectors is to meet social objectives, human needs and national priorities that *cannot* be priced at a profit.

Collins, 2005, p. 19

13



...Level 5 leadership requires being clever for the greater good.

Collins, 2005, p. 11

14



The power of relationships...

...is key to sustainability....

- Social capital
- Trust- moral and fiduciary obligations...
- **The little things**

15

“On a small scale, Gladwell (2000) has already identified **context as a key “tipping point.”** Fullan, (2005) pp. 16-17

- The power of context says that **what really matters is the little things.** (p.150)

16



And if you want “**to bring about a fundamental change in people’s belief and behavior,** ...you need to create a community around them, where these new beliefs could be practiced and expressed and nurtured.” (Gladwell, 2000, p. 173).

17



What are the “little things” when it comes to the humanness of what we do?

- How we demonstrate respect through our **communication** (genuine listening, openness, etc)... and or **actions** (daily acts of kindness vs. random)
- The integrity of our acts

18

- 
-
- Law of the Greeting....

19



What are the little things when it comes to the humanness of what we do?

- How we demonstrate respect through our communication (genuine listening, openness, etc)... and or actions (daily acts of kindness vs. random)
- **The integrity of our acts...**

20



The interests of children are met
with....

DATA DRIVEN DECISIONS

Which come from confronting the
brutal facts....

21



The power of perseverance...

- The Stockdale paradox- optimism
- Never give up...

22



...BELIEVE OUR JOB IS TO:

MAKE
SUCCESS
IRRESISTIBLE

-Rick Stiggins, "New Beliefs, Better Assessment," 2003

23



The Stockdale Paradox- is what keeps me going....

Retain faith that you will prevail in the end, regardless of the difficulties.

AND at the same time

Confront the most brutal facts of your current reality, whatever they might be.

Collins, 2001, p. 86

24



Every institution has its unique set of irrational and difficult constraints, yet some make a leap while others *facing the same environmental challenges* do not. This is perhaps the single most important point in all of *Good to Great*.

Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.

Collins, 2005, p. 25



How do you see it connected to further school improvement work?

- Need to attend to mutual purpose- no longer about the language of CSR or Title I, or school improvement—rather, it's about the language of **greatness** for all schools, for all students.
- Use what we've learned from CSR, what we know about school improvement planning and process... Listen to each other...,

26



We need to ... ***jointly embrace*** a
language of greatness.

Collins, 2005, p. 2

27



A learning organization is...

... a place where people are
continually discovering how they
create their reality and how they
can change it.

Fullan (2005) p. 41

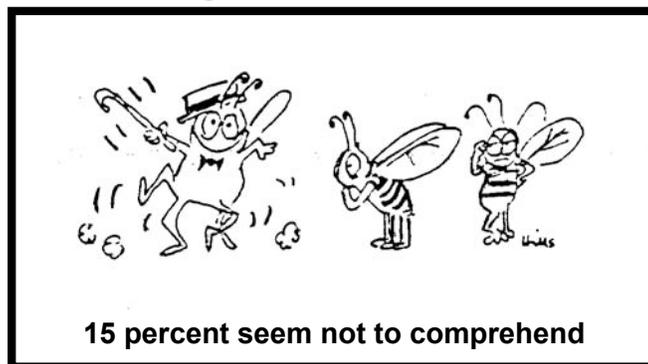
28

This is the way a beehive operates: A worker finds a major source of pollen, flies back to the hive, and performs a dance that shows the other bees the direction of the pollen source. The speed of the dance indicates the distance of the find from the hive. Then the queen bee gives the word, and out of the hive fly the workers directly to the newly found pollen. At least, 85 percent of them do...

Shaping Strategic Planning— Frogs, dragons, bees, and turkey tails, 1989, p.29-30

29

The other 15 percent don't follow the swarm. They appear not to have comprehended the message and go wandering off in other directions.



Shaping Strategic Planning— Frogs, dragons, bees, and turkey tails, 1989, p.29-30

30



And what happens to this 15 percent? They look for other sources of pollen, and when they find it the story starts all over again.

Shaping Strategic Planning— Frogs, dragons, bees, and turkey tails, 1989, p.29-30

31



Someone once asked, “Did you know that the mortality rate is higher for the 15 percent?” Being part of that 15 percent in human organizations may mean that the 85 percent try to hammer you into shape. However, for an organization to be effective and survive, it must recognize the value of the behavior of the 15 percent and, in fact, reward that type of behavior.

Shaping Strategic Planning— Frogs, dragons, bees, and turkey tails, 1989, p.30



If you look for the common denominators in successful organizations, you will see that a strong one is to find a way to get some of the people to do a deviant thing. If a system is too tight for this, if every bee is required to go to a particular source of pollen, there will be no research and development.

Shaping Strategic Planning— Frogs, dragons, bees, and turkey tails, 1989, p.30

33



To lead is to live dangerously...

because when leadership counts, when you lead people through difficult change, you challenge what people hold dear - their daily habits, tools, loyalties, and ways of thinking-with nothing more to offer perhaps than a possibility...People push back when you disturb the personal and institutional equilibrium they know. And people resist in all kinds of creative and unexpected ways that can get you taken out the game: pushed aside, undermined, or eliminated. (Heifetz & Linsky, 2002, p. 2)

Fullan (2005) p. 101

34

