



Changing the Arc of Education

Dr. Jim Goenner
August 15, 2023



THE GOVERNOR JOHN ENGLER
**CENTER FOR
CHARTER SCHOOLS**
CENTRAL MICHIGAN UNIVERSITY





“

**Every great
dream begins
with a dreamer.**

—Harriet Tubman



NATIONAL CHARTER SCHOOLS
INSTITUTE

CHARTERINSTITUTE.ORG



“Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: The potential for greatness lives within each of us.”

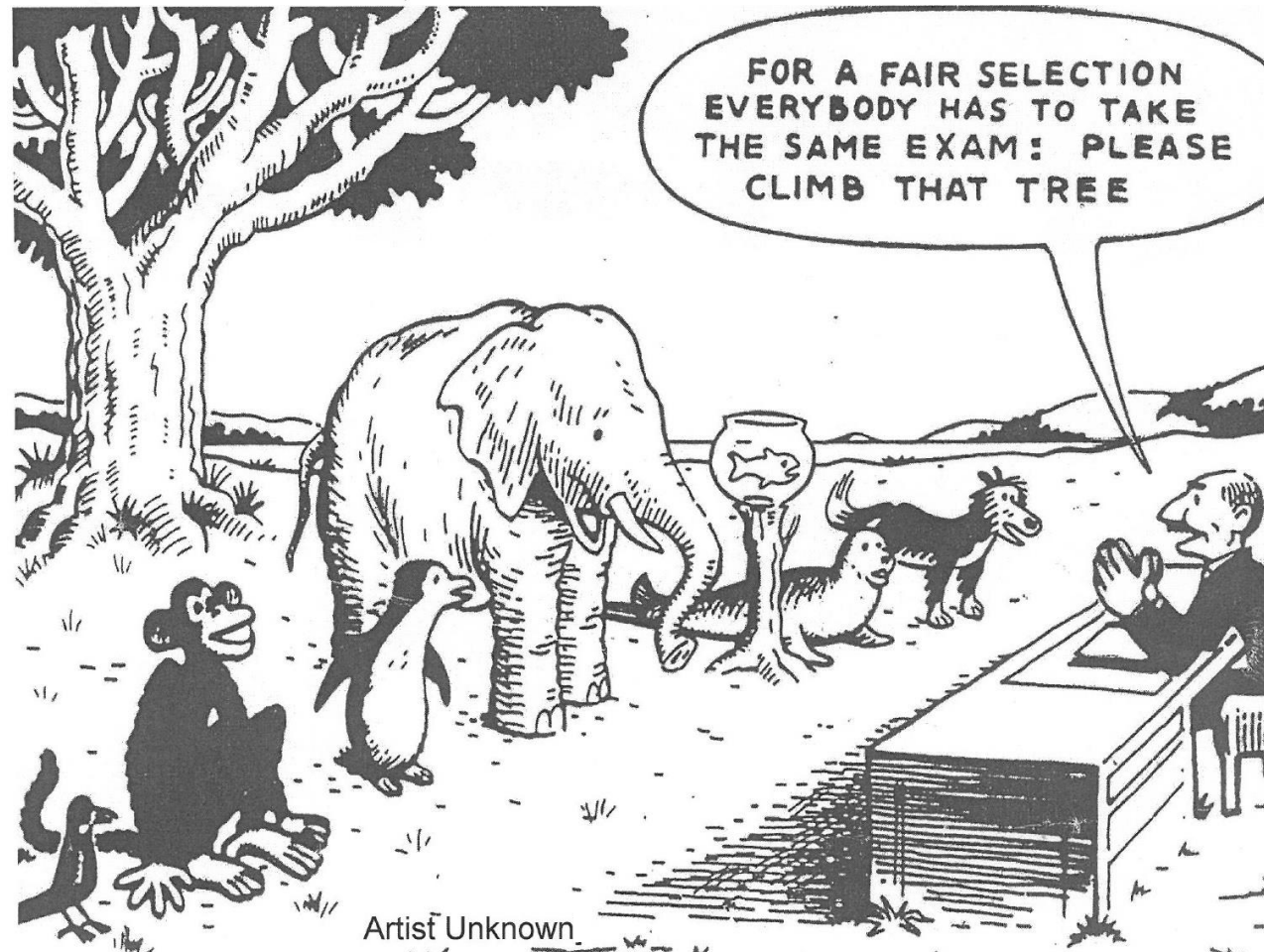
— WILMA RUDOLPH



RELATIONSHIPS

“People don’t care how much you know until they know how much you care.”





Artist Unknown

“Our greatest fear should not be that we won’t succeed, but that we will succeed at something that doesn’t matter.”

- D. L. Moody



Goals for Today

1

Learn & Grow Together

2

**Challenge the Givens &
Think Beyond the Box**

3


Think About Future of Learning

4

**Discuss Changing the Arc
of Education**

5


Inspire & Have Fun!



Education is the most powerful
weapon you can use to
change the world.

Nelson Mandela






Education is not the learning
of facts, but the training of the
mind to think.

Albert Einstein





Education is not merely a tool to
achieve personal success, but
a means to uplift and transform
communities.



Dr. Martin Luther King, Jr.

David B. Tyack

The One Best System

*A History of American
Urban Education*



- Belief that a single, ideal model of education could be universally applied to all students.
- Failed to consider the diverse needs, experiences, and contexts of students.

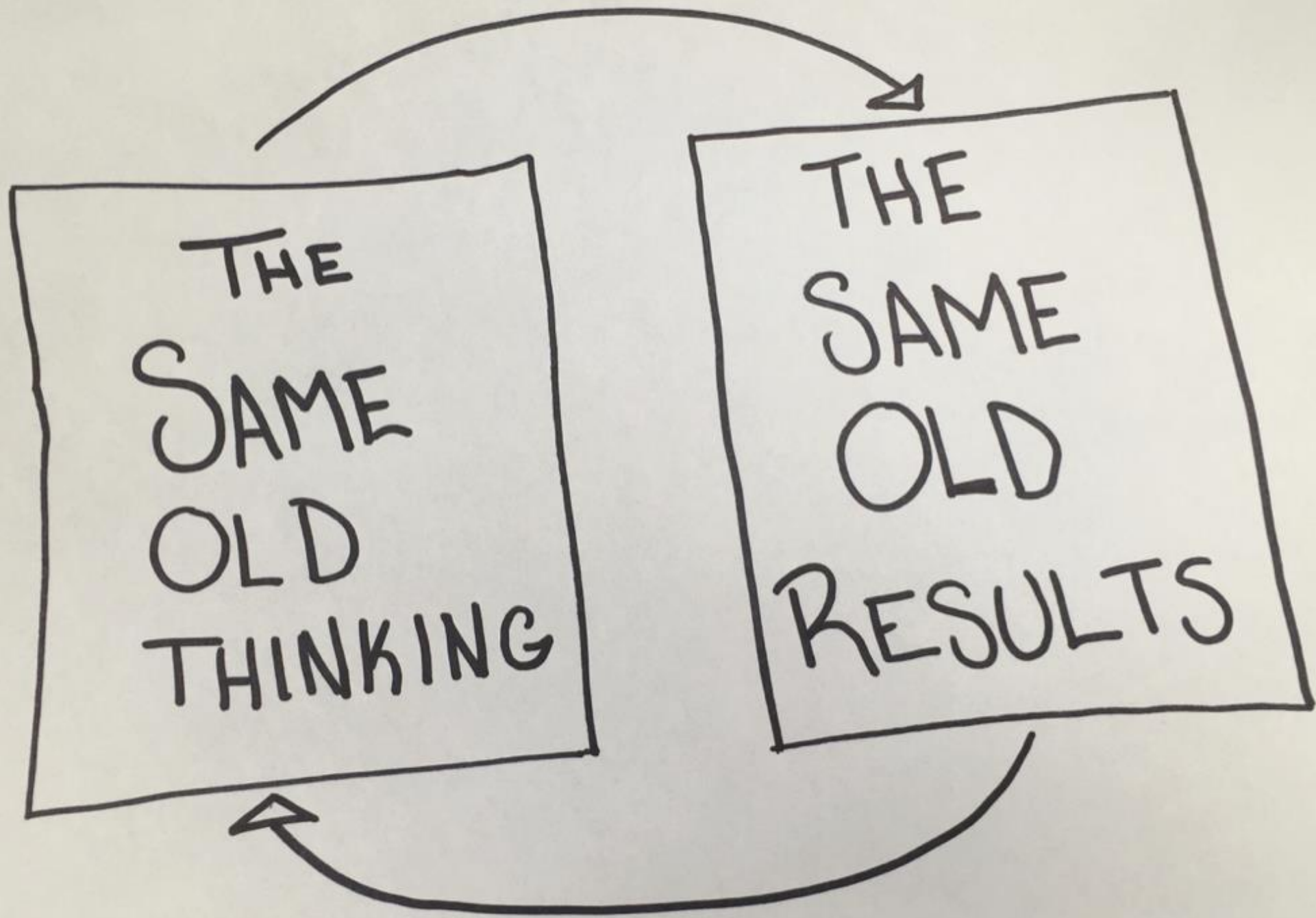


**“A bad system
will beat a
good person
every time.”**

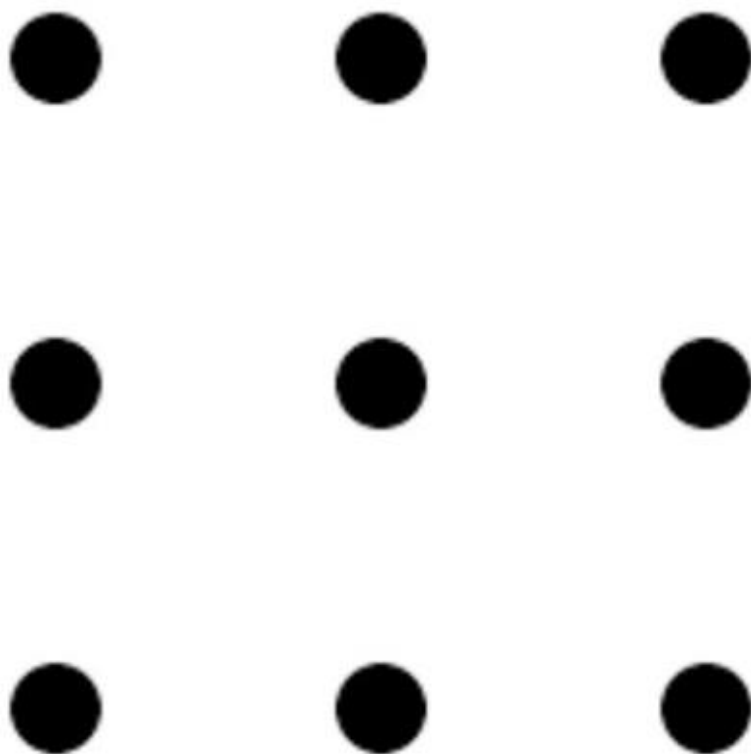
- W. Edwards Deming

THE
SAME
OLD
THINKING

THE
SAME
OLD
RESULTS



Without lifting the pen
connect 9 dots with
4 straight lines



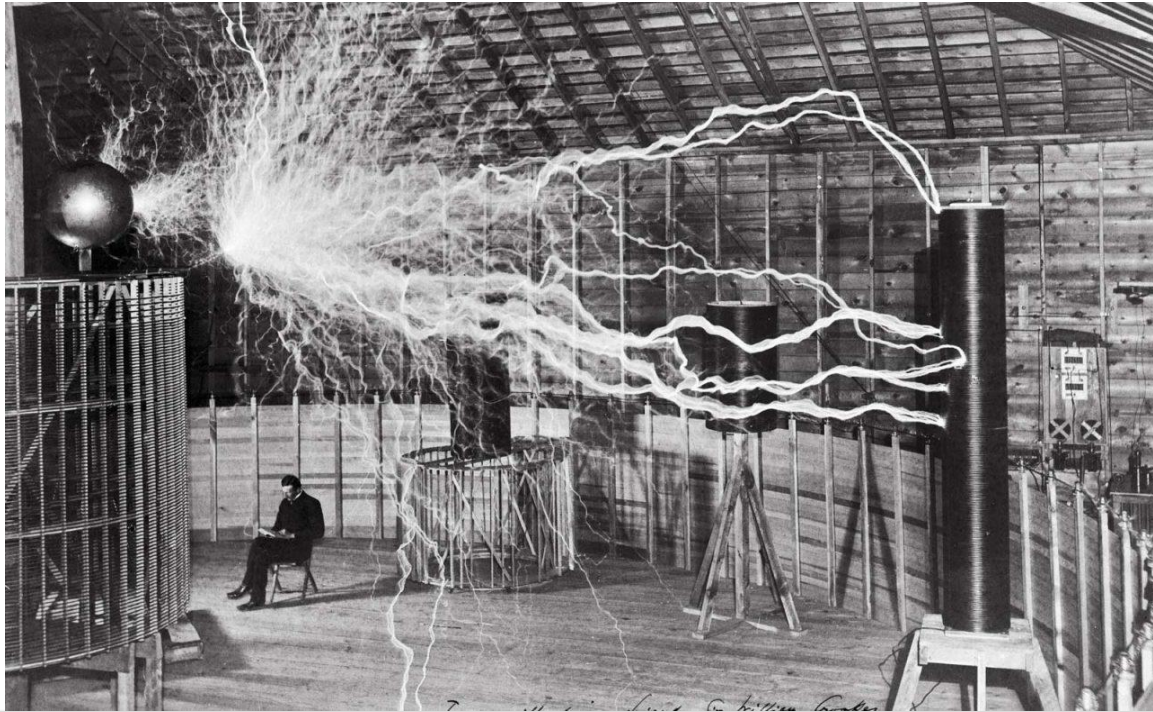
What Does It Mean to Change the Arc?

- You change existing norms, paradigms, systems.
- You introduce new ideas, approaches, practices.
- You transcend present limitations.
- You alter the direction, outcomes, trajectory of developments.
- Enduring impact that fundamentally reshapes the world.





Nikola Tesla- July 10, 1856



Nikola Tesla

- Serbian-American inventor, electrical engineer, and physicist who made significant contributions to the development of alternating current (AC) electrical systems.
- Revolutionized the way electricity is generated, transmitted, and utilized.
- Innovations in AC power transmission and wireless communication set stage for technological advancements of the 20th century and beyond.



“One test of the correctness of educational procedure is the happiness of the child.”

Maria Montessori

InspiringQuotesbyWomen.com

Maria Montessori

- Italian physician and educator who developed the Montessori method of education.
- Focused on fostering independence, self-directed learning, and hands-on exploration.
- Believed in creating prepared environments where children could freely choose from a range of activities and materials, allowing them to develop at their own pace.
- Challenged traditional teaching practices and emphasized the importance of respecting the individuality and natural development of each child.



**"EVERYBODY CAN
BE GREAT...BECAUSE
ANYBODY CAN SERVE.
YOU DON'T HAVE TO
HAVE A COLLEGE
DEGREE TO SERVE.
YOU DON'T HAVE TO
MAKE YOUR SUBJECT
AND VERB AGREE TO
SERVE. YOU ONLY
NEED A HEART FULL
OF GRACE. A SOUL
GENERATED BY LOVE."**

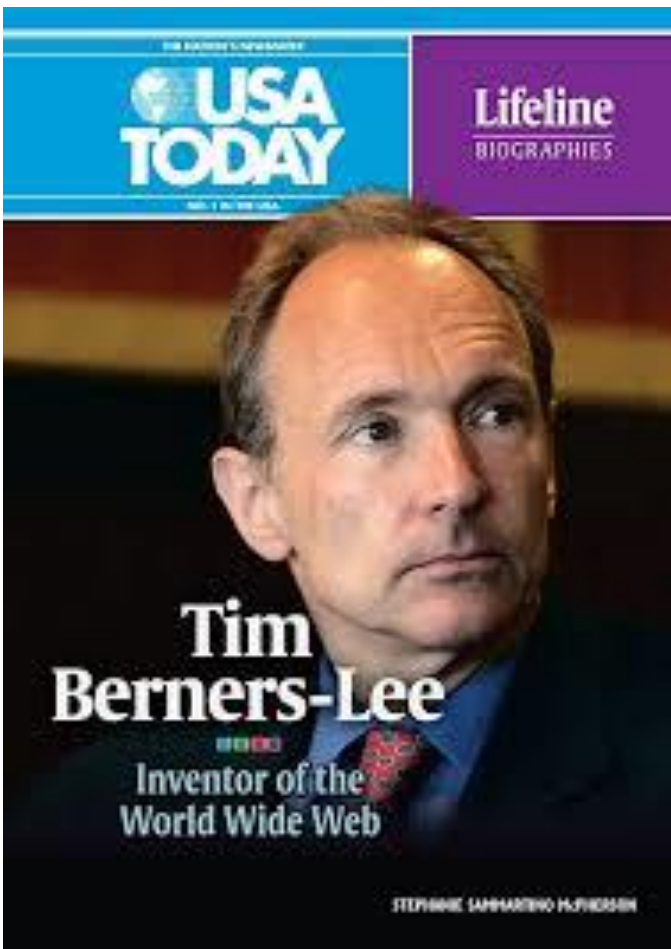
~Martin Luther King Jr.



Martin Luther King Jr.

- American civil rights activist who played a pivotal role in the advancement of civil rights and racial equality in the United States.
- Through his nonviolent activism and inspiring speeches, King became the face of the American civil rights movement in the 1950s and 1960s.
- His influence extended beyond his lifetime, inspiring generations of activists and changing the trajectory of human history.





Tim Berners-Lee

- British computer scientist who is credited with inventing the World Wide Web.
- In 1989, Berners-Lee proposed the concept of a global hypertext system, which later became the foundation for the internet as we know it today.
- Revolutionized the way information is accessed, shared, and communicated, transforming various aspects of human life, including education, commerce, entertainment, and communication.



“Decisions are better when made close to the action.”

“... change starts small and spreads gradually.”



THE STATES WILL HAVE TO WITHDRAW THE EXCLUSIVE

Public Services Redesign Project -- July 1990

Seven years after the Nation at Risk report this country still lacks a strategy for school improvement. We are serious about improvement. But we do not know how to make it happen.

In the first effort, following the **Nation At Risk** report in 1983, we tried several things. We tried demonstrations, in the hope that good practice would spread. We tried mandates. We tried money: Real spending per pupil rose again in the 1980s after having risen by a quarter during the 1970s. Basically we were trying to get better performance out of the existing schools. It was not a great success.

Out of it came the conclusion that, if student performance is to improve, the schools will have to be changed. More than this: radically changed.

And out of this conclusion has come the current effort at "re-structuring". Nobody quite knows exactly what it means. But at its core there is a fairly coherent (and in a sense radical) vision: districts with professional teachers in "site-managed" schools, assessed and rewarded for the progress of the school in improving what students know and are able to do. This idea now dominates the conventional policy discussion about system-change and school-improvement.

But it is only a vision. It is not a strategy for action.

Institutions do not welcome change, especially radical change. They need a reason to change. And "re-structuring" does not give the district a reason to change. It assumes, as Jack Frymier put it in 1969, that "altruism is an adequate motivational base for change." It expects that boards, superintendents and teachers will do things they find personally difficult and institutionally unnecessary because these things are important for the country and good for kids.

This is not very realistic.

There have been some successes. There are important demonstrations in many schools. A number of districts have "restructuring" contracts. There is now a state (Kentucky) in which the program will be tried state-wide. All of these are widely reported. The media create the impression of a changing system.

But change is more than getting words on paper, in contract or in law. Change must get established. It must last. And it must spread. The concern is that even in the most-noted "restructuring districts" the implementation is proving -- as the superintendent in Rochester NY, Peter McWalters, said recently -- "damned hard". In some districts the educators do not want to use all the authority they are given. In others the changes made may now be slipping away. The much-praised re-structuring in East Harlem, in New York City, has been in real jeopardy. Strenuous efforts by its friends may save it. But how many such defensive battles can be fought and won? For how long?

Above all there is the problem of scale. This country has 40 million kids and 2.2 million teachers in 84,000 schools in 15,000 districts. The problems are general, and serious. The change has got to be systemic. "Re-structuring" is simply not moving fast enough for the job that has to be done. Privately there is real anxiety among those most committed to the cause.

"Re-structuring" improves on the old prescription: higher salaries, smaller classes and better training. But as it stands it does not go to the heart of the problem. It is trying to persuade districts to change, while accepting as given the system of public education that makes it hard for them to change. This makes no basic sense. We need a new approach. We need to examine the givens of the system, find what makes it so hard to change, and change that.

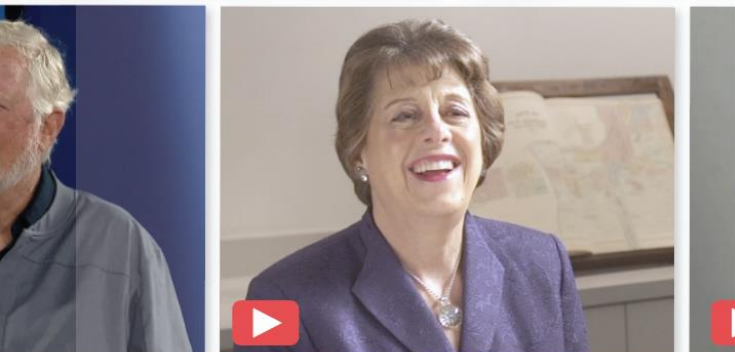
Why Education Resists Change

The critical given is the idea of districting itself. The state does not deal with schools; it deals with districts. Legally schools do not exist: Districts exist. The district is defined by its boundaries. These create an area in which there is one and only one organization offering public education, to whose schools the kids who live in that area are assigned. Public education is organized as a pattern of territorial exclusive franchises.

That exclusive franchise is the heart of the problem.

o It means the state agrees the district will have the final decision about improvement. Governors and legislators like to talk as if they control improvement.





Help Us Capture History!

HISTORY MATTERS! Each state has its own **unique story** around the inception of chartering. The goal of the National Charter Schools Founders Library is to capture these stories and make them digitally available to those interested in learning about the movement's important history.

Get involved!
www.CharterLibrary.org

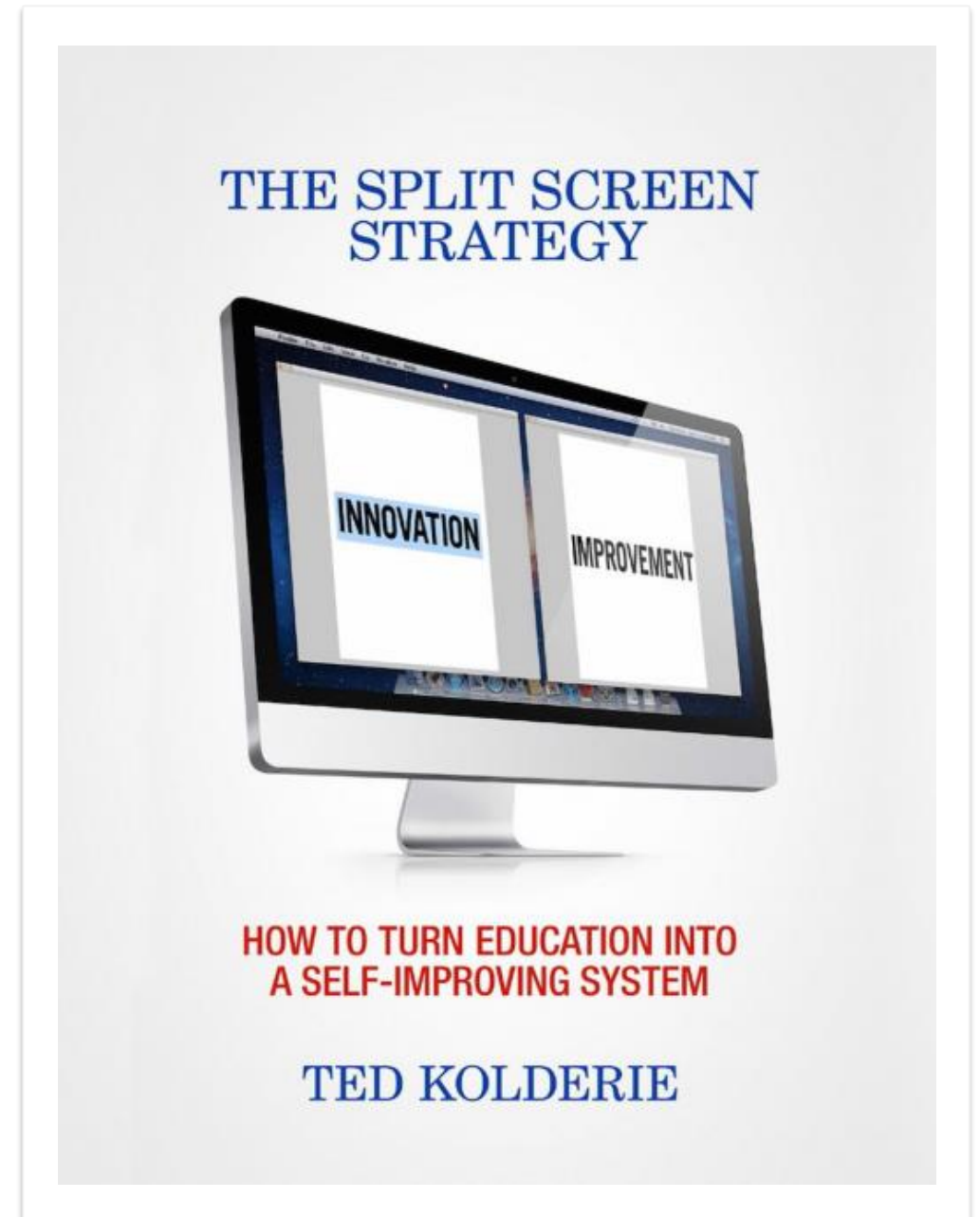


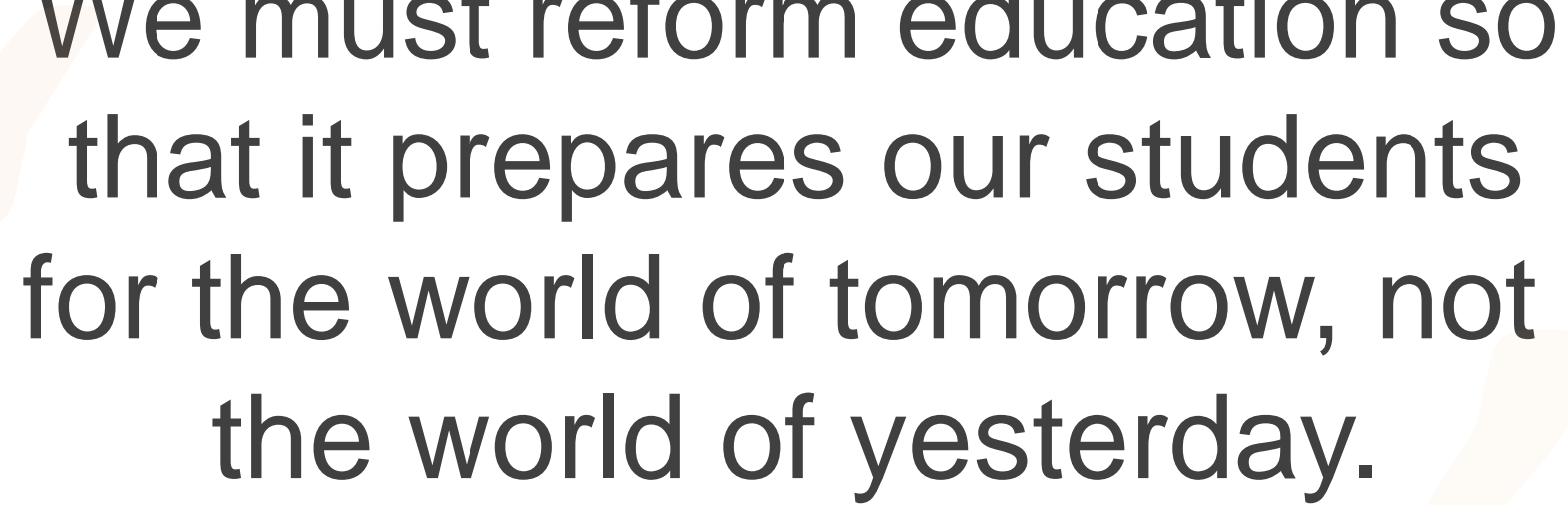


THE 3 Legged Stool
**WORKING TOGETHER
TO SUPPORT KIDS
& FAMILIES!**

“It Is Time To Be Practical.”

- Stop endlessly trying to drive improvement into an inert system.
- Move K-12 from a static system into a self-improving system.
- Comprehensive transformation is an impossible strategy.
- Create a climate of encouragement.
- Allow operations outside conventional givens.





We must reform education so
that it prepares our students
for the world of tomorrow, not
the world of yesterday.

Sir Ken Robinson

THINKING
OUT
THE HOW

TED KOLDERIE

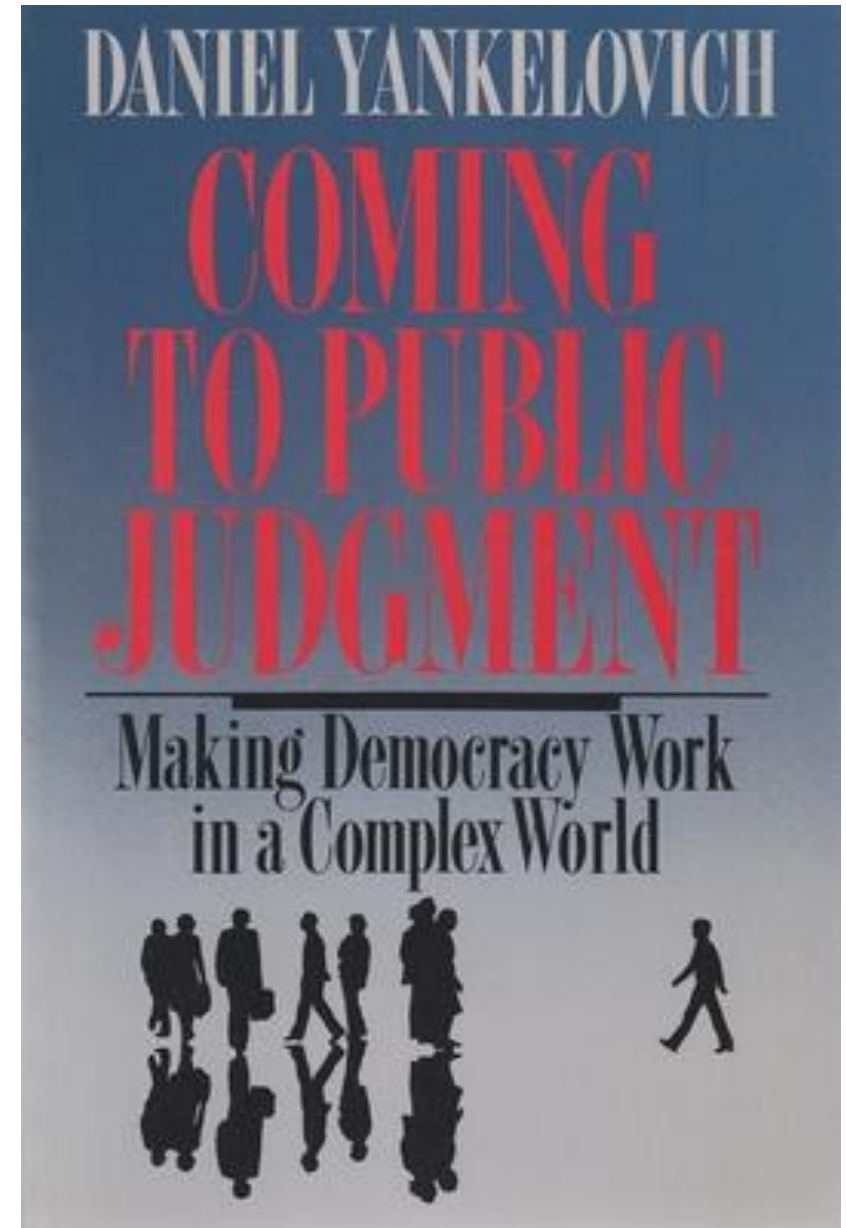


Questions?

1. How can policymakers create an “climate of encouragement” that allows for new approaches to learning and the organization of school?
2. What if chartering is the still the best platform for challenging the givens and encouraging schools to do-different?

“Personalize Learning To Maximize Student Motivation”

- Discretionary effort is the extra energy, creativity, and commitment individuals voluntarily contribute to the work.
- It can't be forced or mandated.
- Student effort matters. Personalization is key to eliciting extra effort.






STUDENTS GRADED AMERICA'S EDUCATION SYSTEM

Your school overall	B-	The quality of teaching	B-	Using technology in new and exciting ways to help you learn	B-
Making you excited about learning	C+	Keeping you physically safe	B		
Exposing you to ideas and opinions that are different from your own	B-	Making you feel included	B-	Supporting your mental health	C+
Teaching you in ways that adapt to your unique learning needs	C+	Teaching you about potential careers	C+	Respecting who you are regardless of your race/ethnicity, gender and identity	B
		Preparing you for your future	B-		

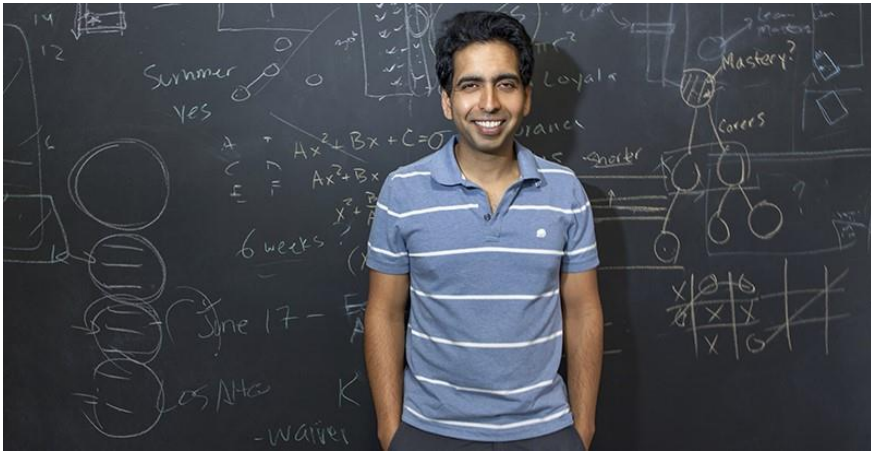
Areas for growth? **All of the above.**



“Learning is now moving
faster outside of school
than within it.”

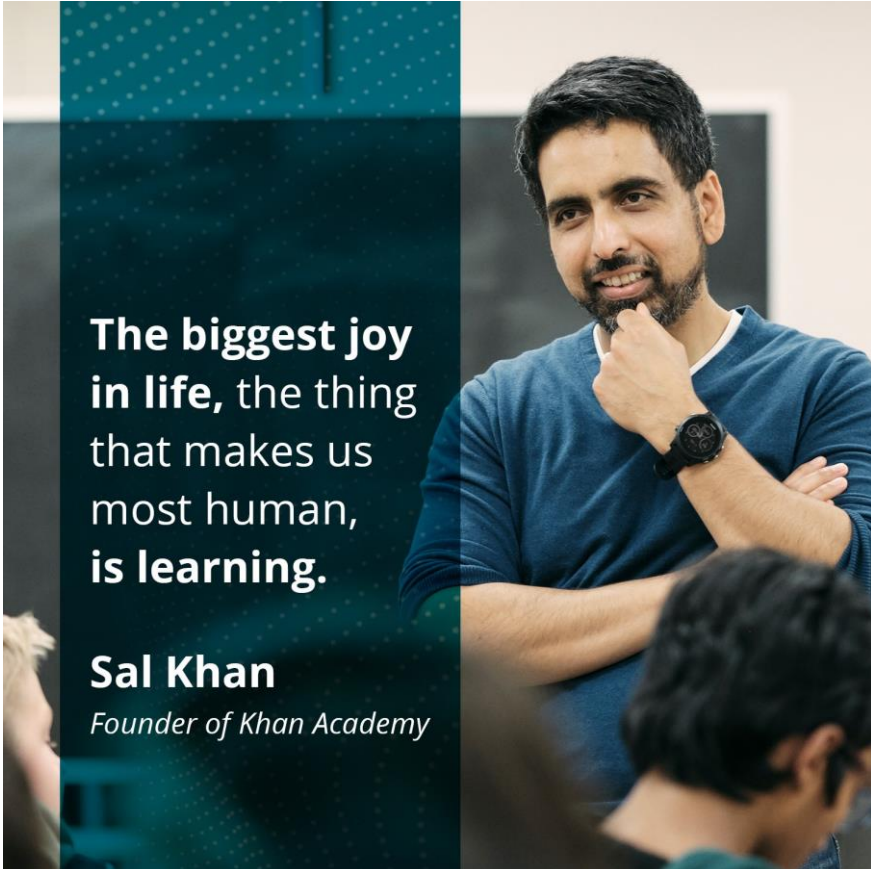
Dr. Richard Elmore
Harvard Graduate School of Education





Salman Khan

- American educator and entrepreneur who founded Khan Academy, a non-profit organization that provides free online educational resources.
- Vision was to create a platform where anyone, anywhere could access quality educational materials and resources for self-paced learning.
- By democratizing education and making it accessible to millions of learners globally, Khan Academy has empowered individuals to learn at their own pace and expanded educational opportunities for underserved populations.



“If you do not change, you
can become extinct.”

Who Moved My Cheese?



**“Good is the
enemy of great.”**

-Jim Collins

Homeroom for Boards

At the National Charter Schools Conference | June 19-21 | Austin, TX

Homeroom: Charter School Board Members

Jim Goenner, Mary Bradley & Mark Weinberg



Monday-Wednesday, June 19-21 | 8:00 - 8:45 am

Room: Convention Center Meeting Room 19 (AB)

Explore topics including:

- Attract talent and foster a winning culture
- How to achieve a "no surprises" contract renewal
- Advocate and be ambassadors for your school



BOARD
NETWORK

www.CharterInstitute.org/Board-Network | 36

We the People

insure domestic Tranquility, provide for the common Defence
and our Posterity, We ordain and establish this Constitution

Article I.

Section. 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and
of Representatives.

Section. 2. The House of Representatives shall be composed of Members chosen every second Year by the People in each State shall have the Qualifications requisite for Electors in that State.



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THANK YOU!

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