

**Using Frameworks To Examine
Schools As Organizations**

Edu 5419 Advanced Study of Organizational Theory

Professor Frank Smith

St. John's University

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**Submitted by: Doretha C. Brown-Simpson
Charles J. Gonsalves
Denise C. Lloyd
Johnny W. Moore
Wendy Niles
Anna Ullmann**

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Chapter 1

Statement of the Problem

The purpose of our study is to explore the performance gap between two different high schools, one based on a transmission model, and one based on a cultural constructivist model. A discrepancy in achievement scores was noted in schools within the United States. The No Child Left Behind (NCLB) legislature has encouraged educators to find better means to improve academic performance in schools across the nation. If we look at schools as organizations, could we gather information which would address the disparity in achievement scores?

The beliefs and values of the organization will also be explored. We will examine Northeast High School as the traditional model. Northeast is a suburban Philadelphian school¹ which placed a high value on conformity. The demographics of the school staff and student population was primarily Caucasian. There is an obvious tracking system whereby students were sorted into vocational or college bound tracks. Manifest destiny was used to assign students with no consideration of interests or personal choice. Student opportunities to pursue a college education were based on the parent's financial attributes and family history.

Central Park East Secondary School is an urban organization located in the heart of New York City. The staff and students were of diverse ethnic and religious backgrounds. The school is student centered with a high interest on student self-actualization. This city school gives both teachers and students high amounts of personal

¹ Identification of the school as Philadelphian was disclosed during the Advanced Theory of Organization class.

freedom for development. High emphasis is given to teacher- student relationships. Student opportunities are measured by exploring personal interests, making choices and maximizing individual potential.

During our visits, key questions will be answered regarding what it means to know and work in both of these schools and examine the tools and methods that allow learning to happen. What value is placed on student performance, and how data is used, discussed and interpreted will be identified. Evidence of organizational learning, reflection, inquiry and curiosity will be discussed. The relationships between beliefs within the school and societal values external to the school will be highlighted. We will look at the identity of each school by examining the core symbols and ceremonies/rituals that each school embraces.

Chapter 2
Literature Review

Examining organizations from different perspectives offers insight to how organizations address problems and achieve their goals. These perspectives or models are known as frames. Frames serve multiple functions. Bolman and Deal address four frames for looking at organizational structures. These are: Structural, Human Resource, Political and Symbolic/Cultural.

Bolman and Deal
Four Frames of Organizational Structures

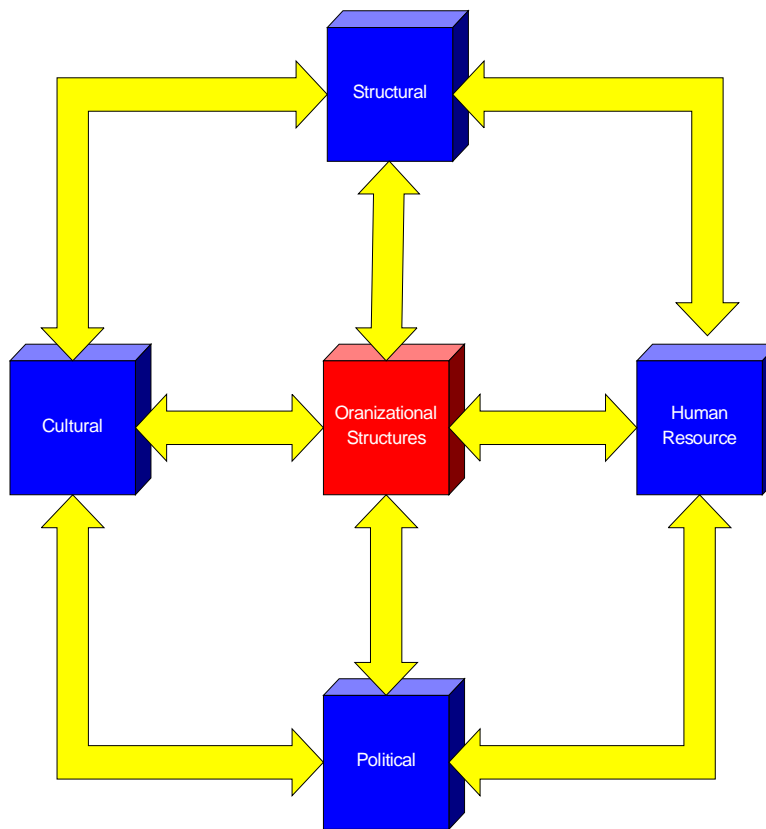


Figure 1

The Structural Frame

The theory of organization began with the Principles of Scientific Management by F.W. Taylor. Taylor gathered information about management to analyze how work was produced over time. Taylor viewed workers as an extension of factory machinery. This analysis was based on a measurement of efficiency. Employee productivity was based on the amount of repetitious, physical labor that was performed by employees

F.W. Taylor developed four major assumptions to rationalize the organization. Taylor's theory was rationalized according to four basic assumptions:

- Jobs were divided into small, related tasks and scientific measurements were adopted.
- Workers were selected and trained using scientific, systematic methods.
- A clear decision of responsibility was established between management and workers. Managers set goals, planned, and supervised, while employees followed specific duties.
- Management established set codes and discipline and employees were expected to cooperate and achieve these goals.

Subsequently, F.W. Taylor's ideas led to the time-and-motion studies, rigid discipline on the job, strict concentration of the job by employees, limited interpersonal relationships and incentive pay.

Although scientific management had prolonged effects on which schools were organized and administered, the classical organizational theory accounts for the total organization, rather than the individual worker. Classical theorists believed that there were other factors to motivate workers on the job other than money. Organizations were

complex webs that deal with social relationships and interdependencies; money was not the only motivational factor. Other motivational issues depended on ideas, beliefs, values, and personal satisfaction.

The organizational concepts of the classical theorist identified a fixed set of rules that were the basis for management. The organizational structure dealt with a hierarchal concept in which authority and responsibility flowed in a direct path. Management represented the top level, whereas the staff or, “line” represented the lowest level of employees. As a result, many schools in the United States operate similar to this organizational structure. The underlying assumptions of the structural theory were:

- Goals and objectives were established.
- Efficiency was increased and performance was enhanced through specialization and a clear division of labor with hierarchical authority.
- Coordination and control ensured meshing of diverse efforts in individuals
- Rationality will promote better organizations, rather than personal pressures and extraneous powers.
- Structures must be specifically designed to fit the organizations.
- Analysis and restructuring, reorganization, and analysis will remedy any problems and performance gaps due to structural deficiencies.

The classical concepts of the organization and administration are associated with bureaucracies and scientific management. State agencies focus on accountability, competencies, and management objectives. Programming, planning, and budget systems are the basic ideas of the classic bureaucratic organizational structure. This new

revitalization of classical theories of management is referred to as neoclassical, or neoscientific theory of management.

The synopsis of key concepts of the structural frame is:

- How do teachers talk about their responsibilities?
- How explicit and clear are the lines of authority and the differentiations between officials and others? How are these distinctions explained?
- How many levels of workers are noted? How do they relate to one another?

How do the teachers describe their relationship to the principal? To one another?

What forms of organization do they refer to while talking about how teachers work with one another?

The metaphor for this frame is well oiled machine or factory assembly line.

Human Resource Theory or the Organizational Behavior Perspective

The German Psychologist, Hugo Munsterberg conducted studies with new employees in order to match their abilities with specific needs of a company.

Additionally, he examined ways to positively influence employee attitudes toward their company and their specific responsibilities. He also studied the impact of psychological conditions on employee productivity.

The field of behavioral science has evolved during the past century and is trying to determine how organizations can enhance and encourage the development of their staff. This also permits creativity and flexibility to be fostered by this development. It engenders a relationship of codependence between organizations and its employees rather than dependence only. The employees are considered to be as important, if not more

important than the organization. This relationship of codependence did not exist until the past thirty to forty years.

The human resource theory or organizational behavior perspective began to emerge around 1957. This perspective studied the people, groups and the relationships they shared within the organizational environment.

Human resource theory states:

- Organizations exist to serve human needs.
- Organizations and people need each other.
- When the fit between the individual and organization is poor, one or both will suffer: individuals will be exploited, or will seek to exploit the organization or both.
- A good fit between individual and organization benefits both: human beings find meaningful and satisfying work, and organizations get the human talent and energy that they need.

The Hawthorne study at the Western Electric Plant conducted by Elton Mayo and Frederick Roethlisberger initiated its work by trying to conform to the classical organization theory of thinking. It discovered the social psychological perspective of conceptualizing the interpersonal relations in groups, group norms, control over one's own environment and personal recognition.

The Hawthorne studies articulated the discovery of the field of organizational behavior and human resource theory. In the Human Resource Theory, Abraham H.

Maslow identifies five needs that he refers to as basic. These five needs are:

- The “Physiological” Needs
- The Safety Needs
- The Love Needs
- The Esteem Needs
- The Need for Self-Actualization

When the body’s physiological needs are met then the safety needs emerge.

When the safety needs are met then the love needs emerge and so on until we satisfy all five. There is however preconditions for the basic need satisfactions. Danger to any of these conditions poses a direct danger to the basic needs themselves. These conditions include such items as the freedom to speak, freedom to do what one wishes so long as no harm is done to others, freedom to express one’s self, freedom to investigate and seek for information, freedom to defend one’s self, justice, fairness, honesty, and orderliness in the group. These conditions are defended because without them the basic satisfactions are quite impossible, or at least, very severely endangered.

Maslow cautions us not to look at the five basic needs as a hierarchy where one must be completely satisfied before we go on to another since that is not necessarily true. There are clear examples as pointed out in the text where there are exceptions. There are some people where self-esteem seems to be more important than love. The so-called “psychopathic personality” is an example of permanent loss of the love need. Another

cause of reversal of hierarchy is when a need has been satisfied for a long time, this need may be under evaluated.

The exceptions that involve ideals, high social standards, high values and the like are perhaps more important than all these. These are people who are strong and have learned to with stand disagreement and can swim against public opinion.

Needs usually emerge only when more proponent needs have been gratified. Gratification has an important role in motivation theory. Once this is satisfied needs cease to play an active determining or organizing role.

In summary, Maslow deals with what he refers to as the very essence of life.

In contrast Douglas McGregor's Theory X Conventional Organizational Structure states:

- Management organizes in the elements of productive elements interest of economic ends.
- People are directed and controlled to fit the benefit of the organization.
- Without the control & motivation of management, people will be passive and resistant. They must be persuaded, rewarded, punished and controlled.
- Man is indolent and works as little as possible. He lacks ambition, dislikes responsibility and prefers to be led.
- Man is self centered, resistant to change, gullible, not very bright, the ready dupe of the charlatan and the demagogue.
- Hard/Strong methods of management = coercion & threats. Soft approach to management frequently leads to the abdication of management.

- Carrot stick approach = the individual can be controlled as long as he is struggling for subsistence.

McGregor's Theory Y – New Theory of Management indicates:

- Management organizes the elements of productive elements in the interest of economic ends.
- People are not passive or resistant to change by nature. This is result of experience in organizations.
- Motivation towards organizational goals are inherent in people. Management does not put this there.
- Management must make it possible for people to recognize their capacity.
- Task for management is to arrange organizational conditions & modes of operation so that people can achieve their own goals best direct their own efforts towards organizational goals.
- The direction of management by directions & control (carrot stick) is inadequate to motivate because the human needs upon which this approach lies are today unimportant motivators of behaviors.

The Key Issues that McGregor argues are:

- Theory X- utilizes their capabilities, have discouraged the acceptance of responsibility, have encouraged passivity and have eliminated meaning from work. This is inherent in human nature. Theory Y - Management philosophy, policy and practice make man passive. The behavior is a cause and not an effect.
- Theory X – Management uses the carrot stick approach for motivation, which only addresses the physiological basic needs of man. The social and sometimes

safety needs of individuals are thwarted and the egoistical and self-fulfillment needs are not addressed. Theory Y – A satisfied need is no longer a motivator of behavior. Once the basic needs are satisfied, motivation ends unless one works towards the satisfaction of higher order needs.

- Theory X – Workers are tied to limited jobs which do not utilize their capabilities, have discouraged the acceptance of responsibility, has encouraged passivity and has eliminated meaning from work. Theory Y when man's social needs are thwarted, he behaves in ways which tend to defeat the organizational objectives.
- Theory X – places exclusive reliance upon external control of human behavior. Theory Y relies heavily on self-control and self-direction.
- Theory Y - People are conditioned to be directed, manipulated, controlled in industrial organizations and finding satisfaction for their social, egoistic and self-fulfillment needs away from the job.

In the Giving of Orders, Mary Parker Follett indicates that a bad policy is to give orders with no rationale as to why you are doing what you are asked to do.

Substantiation of both Taylor and Stone's work appear in Follett's research.

To get people to do what you want them to do:

- Change their habits of how they have approached a situation.
- Change patterns of behavior in order to alter attitudes about performing an assigned task.
- Change attitudes required for cooperative study and decisions.
- Train employees rather than ordering them to do something.

Inverse relationships exist between who gives the orders and how long it takes for the employee to carry-out (complete) the assigned tasks.

- When an order comes from the “top”, it takes a shorter time for the employee to complete the task. (Increased efficiency)
- Face-to-face communication is best.

The goal should be: Leave the employee without opposing ideas to complete the task.

The employee must adopt a new attitude towards following directives.

Employers should never harass employees to do what you want. Employee may feel disrespected and “bossed” by the supervisor.

These experiments formulated the set of assumptions that defined human resource theory and displaced the assumptions of classical organization theory.

The metaphor for this frame is extended caring family

The Political Frame

From a rational perspective politics is simply the realistic process of making decisions and allocating resources in a context of scarcity and divergent interests. The political frame views organizations as living, screaming political arenas that host a complex web of individual and group interests. Individuals and groups compete to achieve their perceived interests in a world of conflicting perspectives, scarce resources, and struggles for power. Within this complex system individuals and coalitions have their own interests, beliefs, values, perspectives, and perceptions.

Stone’s belief is that conflict is inevitable. This view puts politics at the heart of decision making. Influence and the struggle through which influence is acquired and maintained is the tool used in competition and conflicts. Stone views influence as the key

to power. Her ideas were based on loyalty within a polis. She looked at loyalty functioning among allies.

Pfeffer claims power characterizes relationships among social actors (individual, subunit, or organization). According to Pfeffer power is relationship specific. These factions have more power with respect to some social actors and less power with respect to others. The specific social relationship determines whether the social actor is powerful or powerless. In complex organizations, the power is divided between a few major departments or subunits, and all of these departments are not equally powerful. Power is created by a division of labor.

The division of labor is characterized by the structural approach to power.

- Within reciprocal relationships. From the political point of view a look at the units and the strategic representation of how things are done indicates how power is exercised. Mintzberg epitomizes organizational behavior as a power game in which various players, called influencers seek to control the organizations actions. Loyalty: to stay and contribute as expected. Should one choose the voice, they become an influencer.
- Exit: to leave, if one chooses to exit: leave for another job, one ceases to be an influencer.
- Voice: to stay and try to change the system; should one choose loyalty over voice, the employee chooses to do what ever he is told quietly. If one resorts to voice, it is making an attempted to change the practices, policies and outputs. It is an attempt to change rather than run from.

Organizational goals are achieved from constant maneuvering and negotiating among individuals and coalitions. Coalitions are transitory shifting horizontally and vertically across the organization with different issues. Unlike the structural model, they are rarely established by people in position of authority. According to John Kotter (1985), in today's organizational world, there is an increasing gap between the power one needs to get the job done and the power that automatically comes with the job (authority).

The underlying assumptions of the political framework are:

- Organizations are coalitions of diverse individuals and interest groups.
- There are enduring differences among coalition members in values, beliefs, information, interests, and perception of reality; they construct competing strategic representations of the situation.
- Most important decisions involve allocating scarce resources - decisions about who gets what. The process involves setting boundaries.
- Scarce resources and enduring value differences make conflict central to organizational dynamics and underline power as the most important asset.
- Goals and decisions emerge from bargaining, negotiations, and jockeying for position among competing stakeholders.

The critical questions addressed by this frame are as follows:

- What is the most visible competition for resources? Who are the visible advocates and the networks of loyal allies?
- How is power distributed and used? How are the formal officers aligned with coalitions within the organization?
- What value conflicts define the long term agenda?

The metaphor for this frame is community of interests

The Symbolic/Cultural Framework

Organizational culture is often characterized by the body of solutions to problems that a group has found to work consistently for them. Organizational behavior and effectiveness is analyzed through the concept of organizational culture. New members that join the group understand these solutions to be the correct way to think, perceive and to feel in relation to the problem. Organizational values, assumptions, beliefs and perceptions of the organization members are often defined through the organizational culture. Culture creates powerful meaning for the participants. Since culture cannot be observed directly, we use language, rituals, symbolism and artifacts to describe the culture of an organization. Culture is often reflected in the perceptions of the participants and certain tangible aspects of the environment.

The key writers for the cultural/symbolic frame are Peter Senge, Edgar Schein, Joanne Martin, Joan Acker and Trice and Beyer. In *The Fifth Discipline*, Peter Senge, focused on Systems Thinking. He deals with looking at the culture of an organization as seeing the whole process. When looking at a culture, we must not just look at pieces or a snapshot, but we must look at the process in its entirety. Peter Senge felt that people in an organization should actively participate in shaping their reality. Systems thinking is a set of principles that shows the interconnectedness within a process. Being that we live in a world that is filled with complexity, Senge felt that it is important to focus on Systems Thinking.

The second major writer for this area is Edgar Schein. His studies focused on defining organizational culture its self. Schein believes that culture represents the elements of an organization that are most stable. It is the result of a complex group learning process that is greatly influenced by the leader of the group. Edgar Schein believes that the leaders of a culture have the ability to define, create and manage the culture through behavior. The leader of a group should be able to understand and work within a culture. Leaders also have the ability to create and change the organizational culture of an organization. The overlapping symbolic elements that describe the culture of a school are represented in Figure 2.

FIGURE 2
Culture of the School

Joanne Martin's study of organizational culture dealt with the fact that culture is a set of important understandings that members of a community share in common. It is important to know that the meanings are largely interpreted among the members as being relevant to the members. Joanne Martin defines the components of culture as customs and traditions, historical accounts that may be actual or mythical, habit, norms and the expectations. Martin's studies show that the members of a culture are bonded by the common frame of reference or shared recognition of issues that are relevant to the organization.

The underlying assumption of the frame is not what happens, but what it means to those involved. The events and activities are given strategic representations. Activity and meaning are loosely coupled because events have multiple meanings. People within an organization interpret experiences differently. This depends largely on their personal value orientation. In the face of widespread uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, find direction and anchor hope and faith. The fourth assumption is that many events and processes are more important for what is expressed than what is produced. They form a cultural tapestry of secular myths, heroes and heroines, rituals, ceremonies and stories that help people find purpose and passion in their personal and work lives. The last assumption is that culture is the glue that holds an organization together and unites people around shared values and beliefs.

The key questions in this frame are:

- In the predominant view, what does it mean to know and to work in this school?
 - What patterns of work are evident?
 - What is the core technology?
- How are student performance data used and what drama surrounds their use? Who discusses these data and how are they interpreted?

- What information is valued?
- What is the nature of the relationship between beliefs within the school and societal values external to the school?
 - What distinctions are made?
- What central ceremonies/rituals does the school engage in and what values do they acknowledge?
 - Whose interest is most evident?
- What core symbols are used to create an identity for the school?
 - Why were these accepted?
 - What do they say about the values of the school?

The Chief Metaphor for the frame is Temple.

Chapter III

Methods of the Study

This is a qualitative study of school as an organization. Quantitative data differs from qualitative data in that it does not explain underlying causes that are presented within the issue. According to Leedy and Ormond, data is analyzed qualitatively using the content analysis model. The qualitative researcher is similar to a research instrument in that the researcher has the ability to interpret information according to their own critical understanding (Leedy, p.156).

The methodology for conducting research in this study was done in the form of visual record and recording critical incidents. Under normal circumstances, the school organization would be studied using all four frameworks identified in Chapter II to establish a holistic view of the organization. Our information, however, is limited to viewing a filmed record of the two schools and we were unable to conduct independent interviews. Therefore, a decision had to be made on which frame would offer the most powerful lens to understanding the school design. The cultural frame offered the most powerful lens because: (1) the emphasis is not on what happens, but what it means to those involved; (2) it asks you to think about the beliefs and values driving the environment; and, (3) it allows us to interpret how values, beliefs and symbols provide strategic representation to events and activities.

Critical incidents will be used to respond to key questions gleaned from the cultural/symbolic framework. A comparative chart composed of key questions, themes

and artifacts from each high school will be utilized to organize the data. There will be a further discussion of the major types of school culture.

Chapter IV

Presentation of the Data

As we observed in the films of Northeast High School and Central Park East Secondary School, inferences were made about the behaviors which developed as a result of systems of knowledge, customs, and habits of people. In studying the culture of any organization, it is important to identify the artifacts in an effort to discover patterns of thoughts, beliefs, and experiences. To gain an understanding of how culture influences the organization, one must examine the symbolic activities that construct meaning, thereby fulfilling a basic human need.

The effectiveness of an organization is measured by the manner in which the organization is achieving its goals. Although both schools were designed in different ways, there was an attempt to measure the performance gap by infusing assumptions and beliefs that were a part of the culture of that school. Both schools had different definitions of teaching and learning which guided the school belief system, or culture. Since both schools had different values and belief systems, “knowing” is defined differently according to the cultures of the school.

Central Park East focused on the transactional view of teaching and learning. This constructivist approach incorporates a definition of expectation, permits an assumption of responsibilities, offers feedback responses from knowledgeable results, and focuses on rubrics and portfolios for the basis of assessment. Students rely on their authentic experiences to make meaningful connections with their own cognitive schema. Concepts are built or constructed through reflective discussions, social interactions,

enriching settings, and open-ended exploration. Through the process of metacognition, knowledge was created when students made sense of their personal experiences and engaged in inquiry based dialogue. This was highlighted during the social studies lesson on immigration when the students used debate as the mode of learning. The highly spirited discussion was facilitated by the teacher.

In contrast, Northeast High School measured student performance through a traditional approach, or transmission model of information. The teachers viewed the minds of students as empty vessels that needed to be filled with knowledge. Students were directed by teachers who provided them with information that was based on the past learning in society. When asked questions, students were expected to reproduce information when appropriate because their minds were considered “storages” for understanding. As observed during the social studies lesson on the labor movement, the teacher’s focus was on transmitting information while the students passively listened. No attempt was made for the students to engage in or apply this information to their experiences.

Chart 1 lists the data or artifacts encountered in Northeast High School and Central Park East Secondary School. Discrepancies similar to the one above are recorded by using key questions of the cultural framework and the themes observed in the two schools.

Chart 1
Comparison of Northeast High School and
Central Park East Secondary School

Key Question	Themes	Northeast High School Artifacts	Central Park East Artifacts
<p>1. In the predominant view, what does it mean to know and to work in this school? What patterns of work are evident? What is the core technology?</p>	<p>Pedagogy / Instruction</p>	<p>Lesson on Labor Movement – Teacher gave the students the information and the students passively listened. There was no response from the students.</p>	<p>Lesson on Immigration - The students constructed a debate surrounding immigration policy. The lesson was facilitated by the teacher.</p>
<p>2. How is the use of authority rationalized in this school? What reason do people give as to why some people exercise authority over others? How do external experts relate to this school?</p>	<p>Relationships</p>	<p>Dean admonishing to gym student “We will determine whether you take exercise or not” “Don’t you talk, just listen” “I’m going to put you in an uncompromising position.” “Respect and listen” “Establish that you can be a man.” “You will do as you are told.”</p>	<p>Guidance/Student “You have to talk to him to find out how you can get a passing grade. I want to hear that he had a conversation with you about what you need to do to get a passing grade.” How do you feel about ...?</p>
<p>3. What recent decisions have been made and what values predominated? What was the nature of the discourse? Who participated? Whose interest prevailed and at what cost to others? Did some benefit, while others lost?</p>	<p>Decision Making</p>	<p>College Counseling “I don’t think she is college material” “You don’t have foreign language (to get into college)”.</p>	<p>Faculty Meeting Faculty discussed the private 4 year colleges their former students attended and how they could get more of their current students placed. Students were asked about their goals and their progress towards achieving them.</p>

Key Question	Themes	Northeast High School Artifacts	Central Park East Artifacts
4. How are issues of diversity, gender, and other differences explained in this school? What values are attached to these differences?	Diversity	<p>Sex-ed Classes – Classes were separated by gender. The males were taught by a professional and the girls were not. Technical film which showed the female anatomy was geared to females only. The boys were spoken to in explicit “street terms” whereas the girls were not; i.e., “The hymen is called a cherry because when it’s broken, it’s red” “Virginity was a state of mind.” “Nature set us up as the aggressors and females as passive.” It was stated to the girls, “You can’t have what you want when you want it” “You have to have control of your impulses and your behavior.”</p>	<p>Sex Ed Classes for Teachers Teachers were instructed on the proper use of a condom so that they can deliver instruction to the students. Both male and female teachers received the instruction at the same time. Constant communications between partners was emphasized.</p>
5. What is the prevailing image, mental model, map or vision of the school? How was this image/vision and any competing versions made known? What is the origin of these views? What stories are told about their emergence?	School Philosophy	<p>Thought for the Day – “Life is cause and effect.”</p> <p>On the Podium – “Whatever thou doest with thy hands, doith with thy might.”</p> <p>Film Study Class – Student states, “This school is cloistered. The policy of</p>	<p>The Habits of Mind “How do we know what we know? Who’s speaking? What causes what? How might things have been different? Who cares? Oxford/Cambridge Image – Debbie Meier states, “Interests and learning styles are</p>

		<p>Northeast is to avoid controversy. You have to conform to these ideas.” A black student states, “Morally and socially this school is a garbage can.”</p> <p>Observations:</p> <ul style="list-style-type: none"> • Teacher in front of class • Student seated in rows • Transmission of instruction • Teachers ask questions, not students 	<p>considered...create an image that would engage them in work...lay out information needed to know and engage in a series of practices and powerful conversations that think through issues and the nature and purpose of their society.” Develop habits of thinking that are life engaged.”</p> <p>Observations:</p> <ul style="list-style-type: none"> • Roundtable discussions • Students construct instruction • Socratic Method Instruction is a two-way process • Students were helping other students in the classroom
<p>6. How are student performance data used and what drama surrounds their use? Who discusses these data and how are they interpreted? What information is valued?</p>	<p>Assessment</p>	<p>The student assessment data was used to determine who could go to college.</p> <p>Performance data was discussed as an “exit interview” by the counselors. The Guidance counselor stated “The world will judge her only on her performance. Recognize your</p>	<p>Students are constantly asked, “What is your goal?”</p> <p>Portfolio assessments, self-assessments, rubrics and post graduate assessments are continuously utilized in discussions regarding student goals.</p> <p>Student achievement is measured how</p>

		<p>daughter's limitations. The father stated "I wouldn't believe that anyone who uses the word sympathy is ever sympathetic." The mother stated "She is a good girl; she never causes any trouble. "Good performance means you're well adjusted" stated the guidance Counselor. The irony is the father said "She receives fabulous but she is flunking; then she gets her report card and gets another E."</p>	<p>student thinking and understanding develops.</p> <p>Number of students doing well in 4-year colleges</p>
<p>7. What evidence is there of organizational learning, of reflection on daily practice? Who learns and what do they learn? What value is placed on inquiry and curiosity? How do you know?</p>	<p>Staff Training & Development</p>	<p>Although the English Teacher originally encouraged students to express their ideas to the song "The Dangling Conversation", there was no evidence of follow through.</p> <p>Fashion Show – teacher demonstrates how the girls should be standing. She said, "Can you find someone with real thin legs honey? She knows she has a weight problem, but she handles it well. Walk high and proud. Handle yourselves beautifully."</p>	<p>Rally – The habits of mind were being applied by the students regarding the rally.</p> <p>The students learn how to think and apply their knowledge to current real life situations.</p> <p>The teachers learned that they must apply the habits of mind to all situations.</p>

		<p>Students learn sexual stereotypes.</p> <p>Low value is placed on inquiry because students are discouraged from asking questions.</p>	<p>High value on inquiry because student instruction is based on the questions of the habits of mind.</p>
<p>8. To what degree is this culture integrated, differentiated, and/or fragmented? Are there evident sub-cultures? What is the relationship among them?</p>	<p>Tracking</p>	<p>Integrated Culture – military and Baseball</p> <p>All Caucasian staff with a sprinkle of ethnicity among students.</p> <p>Sub cultures were addressed outside the normal school day. “A discussion on the assassination of Martin Luther King will take place in room 228 after school.”</p> <p>Students rebelled by verbally expressing the oppression of their thoughts and beliefs. Film Study Class – Student states, “This school is cloistered. The policy of Northeast is to avoid controversy. You have to conform to these ideas.” A black student states, “Morally and socially this school is a garbage can.”</p> <p>The adults are the authority and the students are submissive</p>	<p>The culture of developing understanding was thoroughly integrated.</p> <p>There is ethnic diversity among staff and students.</p> <p>Parents and students were integrated in the culture of the school.</p> <p>Teenage parents were a subculture – students are able to share real life experiences with other students as evidenced in a conversation between a teenage father and his peers.</p> <p>The adults and students are cooperative researchers.</p>

Key Question	Themes	Northeast High School Artifacts	Central Park East Artifacts
<p>9. How do belief systems and values differ among people at the center and at the periphery of the school? Among occupational groups who work here? How are students viewed and what is their view of adults? Who are the outsiders?</p>	<p>Generational Values</p>	<p>Conformity to rules and regulations was at the core of the belief system. The adults reinforced and transmitted these beliefs to the students. The students were seen as empty vessels without knowledge and were viewed as senseless individuals who had to be ordered and continuously guided. The students who did not accept the rules were at the periphery and viewed adults as non-progressive and untouched by the outside world. “This school is a cloistered.”</p> <p>Females are the outsiders. “Females are very rarely shown in the bible.”</p>	<p>Concentrated effort to get everyone’s belief systems and values to center on the habits of mind. The parents, teachers and students all focused on building thinking and action skills toward student goals. Teachers were viewed as facilitators and students as researchers in the learning process.</p> <p>There are no outsiders.</p>
<p>10. What is the nature of the relationship between beliefs within the school and societal values external to the school? What distinctions are made?</p>	<p>Community Relations</p>	<p>The school conformed to the societal values of that time. Students were not given any academic freedom to express their ideas or opinions. Authority and obeying rules were important. There is a male dominant society in and outside of the school. Internal and</p>	<p>The beliefs and values of the school encouraged the questioning, thinking, problem solving and action on societal issues. The studies (habits of mind) learned in the school were field tested outside of the school; i.e., Rodney King rally. Issues in society are authentic</p>

		external distinctions between values and beliefs were not evident.	applications. “Develop habits of thinking that are life engaged.” - Debbie Meier
11. Who are the heroes/heroines and what stories are told about them?	Citations	The hero was a former student now serving in the army. He was not much of anything when he was a student but went on to serve as a big brother and bequeath his insurance policy to the school.	Debbie Meiers who developed a model of the habits of mind and started a school based on its principals. A student mobilized support from her peers to demonstrate intolerance for police brutality by organizing a Rodney King rally.
12. What patterns of behavior do the formal and informal leaders display and how are these interpreted by the members? What is the nature of the social relations among the various leaders and the followers?	Leadership	The leaders were the adults who spoke down to students in an authoritarian manner. (PE teacher and Dean to student.) There is no evidence of student leaders. Students followed the direction of the teachers. Teachers were formally addressed by Mr./Mrs. and last name.	There were both teacher and student leaders. The conversations were reciprocal and aimed at mutual understanding. “Good conversations” is the nature of intellectual development.
13. What key terms or special language are used to identify members and explain life in the school? What functions does this language serve?	Communication	Clichés are used: “Whatever thy doeth with thy hand, do it with all thy might.” The usual ritual was the quote of the day, “Life is cause and effect.” “The quality of daily life is what counts.” The songs: “Sitting	Key terms: Habits of mind ” This served a way of life for the students to internalize. Goals were mentioned by everyone to focus students in developing intrinsic motivation.

		on the Dock of the Bay” and “Dangling conversation” These reinforced conformity.	
14. What central ceremonies/rituals does the school engage in and what values do they acknowledge? Whose interests are most evident?	Celebrations	Student Assemblies – they acknowledge the administration’s values; i.e. sexist values (how girls should look and walk), female sexuality as a humorous subject (sex education assembly for males). These incidents did not satisfy any educational interests.	Student Assemblies – The Michigan girls Choir acknowledges the student’s values of tolerance, leadership, and empowerment. The interest of the whole school was taken into account when the student spoke out at the assembly. “We are not like any other high school in New York City. We are not falling apart like the other high schools. We are not going to show our anger.”
15. What core symbols are used to create an identity for the school? Why were these accepted? What do they say about the values of the school?	Metaphors	Uniforms were a constant symbol (band, male cheerleaders, prom dressing gym uniforms) which conveyed an identity of conformity. This conformity paralleled the military atmosphere of the school.	Circles, groups (Class room configuration, group discussions) created an identity of the school that learning is a cooperative process with teachers and students as equal partners. This conveyed the value of equality.
16. What versions of equity, liberty, efficiency and security are publicly advocated and what other values are acknowledged?	Goals	On the surface, it appears that school addresses the goals of equity, liberty, efficiency, and security. In fact, the school promotes conformity and lack of individual	Equity was that every student had an opportunity to complete school and go to college. Every experience was a learning experience (14 yr old mother returning to school

		<p>thinking. The school's version of liberty is being given the opportunity to conform. (The student accepting detention "under protest"). Security involved insurance that there was no deviation from the ritual of structured engagement (clearing the halls).</p>	<p>and teenage father returning to school. Discussion with student regarding having respect – Teacher asks, "Do you have resentment that most of us are white? Student said, "If I had a black teacher I would respect them more." Mother said, "I disagree with that. Learn to relate to people because they are people." Students are given the liberty to think, offer their opinions and act as long as they don't harm others.</p>
<p>17. How does the annual pattern of life in the school play out the theatrical nature of social life? What are the chief roles? What is the script? The central cast? The costumes?</p>	<p>Theater</p>	<p>The pattern of life in the school mirrors the theatrical nature of social life. Fashion Show: values of external beauty, were values in social life outside of the school. Reference to girls as "dolls" reflected social life. "What's your number doll" "You may disappear" "She has a leg problem!" She dismisses them. Superior and subordinate are the major roles. The script is to fit the mold or out you go. The central roles are adults vs. students</p>	<p>The pattern of life in the school mirrors the theatrical nature of social life. Students are encouraged to think their way through issues in real life (teenage father and his experiences, discussing the Rodney King incident).Peer mediation offers the students a means to mediating difference in their world. The chief roles are: student as researcher, teacher as facilitator and parent as nurturing supporter. The script was the five habits of mind with the students as</p>

		and the costumes are uniforms.	the central cast and individual style as their costumes.
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If we look at the data, there are three major overarching themes that allow us to address the performance gap. Each school demonstrated recurring patterns which provided insight into their philosophy, culture and achievement. At Northeast, the school philosophy was that adults were totally in control. Students' opinions were not valued. The prevailing image of the school is one of passivity in which students were dictated to. The students were chastised and made to follow a rigid standard of rules. The rules and expectations were made known by the way teachers spoke to the students. This was evidenced by the way the dean admonished the gym student. "We will determine whether you take exercise or not." "Don't you talk, just listen." "I'm going to put you in an uncompromising position." "Respect and listen." "Establish that you can be a man." "You will do as you are told." The message conveyed was that adults ruled. There is irony, however, between the images projected by the school and what is practiced. Such as in the Thought for the Day, "Life is cause and effect;" or on the podium, "Whatever thou doest with thy hands, doith with thy might." The introductory song, "Sitting On The Dock Of The Bay," was a foreshadow of the student's perception of the school and their role in the school.

"Sitting in the morning sun
 I'll be sitting when the evening comes
 Watching the ships roll in
 And I watch 'em roll away again

Sitting on the dock of the bay
 Watching the tide roll away
 I'm just sitting on the dock of the bay
 Wasting time"

A student in a film study class indicates, “This school is cloistered. The policy of Northeast is to avoid controversy. You have to conform to these ideas.” Another student states, “Morally and socially this school is a garbage can.”

In contrast, the philosophy of Central Park East Secondary School centered on the Habits of Mind.

“We created the CPESS habits of mind ... as we realized the need for unity across disciplines and a focus on the essential. We didn't want an endless laundry list, so we wrote down five, based on many years of watching kids and observing our own habits, and now they are posted in most classrooms... They are at the heart of each curriculum as well as being the basis for judging student performance. We never quite write them out the exact same way, and over the years we've realized they are constantly evolving in their meaning.” --- Debbie Meier

The Habits of Mind adopted by Central Park East Secondary School are:

- The question of evidence, or "**How do we know what we know?**"
- The question of viewpoint in all its multiplicity, or "**Who's speaking?**"
- The search for connection and patterns, or "**What causes what?**"
- Supposition, or "**How might things have been different?**"
- Why any of it matters, or "**Who cares?**"

In reflecting the school philosophy to the teachers at Central Park East Secondary School, Debbie Meier points out the constructive nature of learning. “Interests and learning styles are considered...create an image that would engage them in work...lay out information needed to know and engage them in a series of practices and powerful conversations that think through issues and the nature and purpose of their society.”
Develop habits of thinking that are life engaged.”

Culture evolves over a period of time. If we focus on the culture, we see what beliefs are shared and how things are done in each school. There was evidence of subcultures at Northeast High School. Different cultures were considered as the “other” Americans. Some sub-cultures that existed were females, technical/career based diplomas, and race. The sub-cultures were not recognized and they did not interact amongst themselves. However, the subcultures grouped privately to express their ideas. An example of integrated culture was how the military and baseball themes were weaved into the everyday fabric of school life. The staff was entirely Caucasian and there was only a sprinkle of ethnicity among students. Sub cultures were addressed outside the normal school day. For example, a discussion on the assassination of Martin Luther King took place after school.

The sex-ed classes at Northeast were separated by gender. The males were taught by a professional and the girls were not. The students were not allowed to dress as individuals for the prom. Different expectations existed for females and males. A technical film which showed the female anatomy was geared to females only. The boys were spoken to in explicit terms whereas the girls were not. They were addressed in “street terms” For example to the girls it was stated “you can’t have what you want when you want it” Virginity was a state of mind. Females were considered as the outsiders. “Females are rarely shown in the bible.” The underlying tone was for the men to “get it” and to do it right and for the females was not to do it at all. Values about sex, sexuality and marriage were passed on in this separate and unequal learning environment.

The culture at Central Park East Secondary School empowered the students to take a more active role in their educational process. The relationship between the teacher

and the student was reciprocal. “You have to talk to him to find out how you can get a passing grade. I want to hear that he had a conversation with you about what you need to do to get a passing grade.” There was a concentrated effort by all stakeholders to embrace the habits of mind. Parents, teachers and students focused on developing thinking and action skills to meet student goals. Teachers were viewed as facilitators and students as researchers in the learning process. The beliefs and values of the school encouraged the questioning, thinking, problem solving and action of students on societal issues. The habits learned in the school were field tested outside of the school; i.e., Rodney King rally. Issues in society were authentic applications.

Teenage parents were a subculture of the school, but they were included, rather than excluded. Real life experiences were shared with other students as evidenced in a conversation between a teenage father and his peers. In contrast, students were not allowed to become outsiders. The culture of developing understanding was thoroughly integrated. The culture of the school focused on the same goals which inhibited disenfranchisement and supported the ethnic diversity among staff and students.

Sex education had a completely different look at Central Park East Secondary School. Teachers were instructed in a heterosexual group on the proper use of a condom. They were to deliver this instruction later to the students in their classes. Emphasis on communications between sexual partners was emphasized. The intermingling of the sexes was prevalent throughout the school setting.

Assessing student performance was essential in both schools. The approaches varied and were reflective of the different school designs. The concept of “knowing” had two parallel, but different orientations based primarily either on

traditional/transmission or on constructivist theories of learning. At Northeast, student assessment data was used to determine who could go to college. Performance data was discussed as an “exit interview” by the counselors. The guidance counselor stated “I don’t think she is college material” “You don’t have foreign language.” Since students were tracked, it was manifest destiny which determined who would go to college and who would not.

Communication regarding the grading policy was unclear. During a parent conference with the guidance counselor a student’s father remarked, “She receives a “fabulous,” but she is flunking; then she gets her report card and gets another E.” The guidance counselor replied, “The world will judge her only on her performance. Recognize your daughter’s limitations.” The mother stated “She is a good girl; she never causes any trouble. “Good performance means you’re well adjusted,” stated the guidance counselor.

Conversely, students at Central Park East Secondary School are constantly asked, “What is your goal?” Student achievement was measured by how student thinking and understanding developed. A high value was placed on student inquiry. The students learned how to think and apply their knowledge to current real life situations. Portfolio assessments, self-assessments, rubrics and post graduate assessments were continuously utilized in discussions regarding student goals. The achievement gap was addressed by evaluating the number of students who do well in four-year colleges.

Chapter V

Conclusion

The characteristics of an organization are defined in terms of the values, belief systems, norms, and the thought process behind the actions of the people in the organization. The organizational culture develops over a period of time and the process of development acquires a deeper meaning in the members who are affected by it. The solutions to internal and external problems are derived from the assumptions about reality, truth, human nature, and human relationships. A school is a community with shared ideologies, expectations, and philosophies.

When we studied the article “Decoding DNA of the Toyota Production System” by Spear and Bowen, we noticed that an underlying culture dominated the productivity of automobiles. The rules for production were understood by all members of the organization, regardless of their role in the hierarchy. Each time a part was assembled, the sequence of steps were hypothesized through action to create the expected outcome; this is similar to action research projects in which teachers test the effectiveness of instructional practices and modify practices when necessary.

Just as the Toyota employees carried out the prescribed formula for assembling automobiles and tested the hypothesis in relation to production, effective schools derive a formula for improving school performance. Schools can be improved by identifying and describing the organizational characteristics and the behavior of the people within the organization. If students do not achieve the desired outcome, instructional methods can

be hypothesized and modified to improve performance. Students with low performance fail academically if the “formula for success” is incorrect.

The article about the “New School Venture Fund”, Central Park East High School, and No Child Left Behind legislation are similar in that performance-driven ideologies are the basis for educational reform. These “learning organizations” were characterized by creativity, and the acquisition and transference of knowledge. Basic assumptions or, hypotheses were continuously tested to improve performance. Everyone in the organization was expected to commit to high standards of excellence and maintain a system of accountability. Practices were continuously improved through training, data analysis, and accessing information pertaining to instruction.

To determine which school promoted student achievement through improvement of the performance gap, one must observe and reflect on the values that define “good” instruction. As the school views itself as an educational institution, it must create a model of schooling while creating a clear vision. A good school does not abandon its integrated set of values and practices. Subsequently, it adopts an eclectic approach as a means to incorporate modifications to “fit” the basic values and beliefs of their own school. Spear and Bowen (1999) proposed that organizations that are nested implement design changes without changing other parts and causing undue disruption. According to many stakeholders, Northeast was considered a model school of excellence and did not abandon their set of values and practices. It was, in fact, a technical/illusory school because there was focus on official rule enforcement. Minimal collaboration existed among the students, the teachers or the parents. As a constructivist school, Central Park East Secondary School functioned as a collection of actors sharing the same stage.

Collaboration, reflection and inquiry based instruction were all essential to the functioning of the school.

When a school is viewed as a social institution with many stakeholders, the focus is on inquiry or self-assessment. The elements that good schools have in common are based upon a continual awareness and examination of the processes and consequences that are determined by the school community. Just as Spear and Bowen (1999) discussed continuous improvement by clearly stating the expectations and testing the implemented changes (hypothesis), Petrides (2005) concluded that improved performance is a result of an organizational culture that actively monitors practices through a system of gathering data, and on-going assessment. The efficacy of the school system depends on the level of autonomy that is a development of unique characteristics and vision.

Ironically, as we observed Northeast High School and Central Park East Secondary School, both schools displayed latent multiple cultures - one dominant culture and one or more subcultures. Central Park East Secondary School maintained a subculture that promoted student achievement, whereas Northeast High School failed to promote student achievement due to rigid and rote instructional practices. As subcultures emerged, Central Park East Secondary School became self-governing in that there was a shift toward a bureaucratic model. As a result, this school meshed designs by infusing elements of a standardized model of hierarchical authority and a community of shared authority. All members shared a mutual, common value perspective while expressing their creative differences through shared meaning.

The implications for future practices can include comparing and analyzing student achievement data over time in school districts in different states. Information relating to

performance-driven practices provide a framework for interventions and professional development to improve student performance. The ultimate challenge lies in the creation of an organizational culture which engages in continuous self-assessment, inquiry and reflective practice. Petrides (2005) concluded that teachers, principals, and administrators can lead education reform efforts to improve student outcomes.

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Appendix 1

Sitting on the Dock of the Bay

Otis Redding

Sitting in the morning sun
I'll be sitting when the evening comes
Watching the ships roll in
And I watch 'em roll away again

Sitting on the dock of the bay
Watching the tide roll away
I'm just sitting on the dock of the bay
Wasting time

I left my home in Georgia
Headed for the 'Frisco bay
'Cause I had nothin to live for
And look like nothing's gonna come my way

Refrain

Look like nothing's gonna change
Everything still remains the same
I can't do what ten people tell me to do
So I guess I'll remain the same

Sittin here resting my bones
And this loneliness won't leave me alone
It's two thousand miles I roamed
Just to make this dock my home

Appendix 2

The Dangling Conversation

\ Simon and Garfunkel

It's a still life water color,
Of a now late afternoon,
As the sun shines through the curtained lace
And shadows wash the room.
And we sit and drink our coffee
Couched in our indifference,
Like shells upon the shore
You can hear the ocean roar
In the dangling conversation
And the superficial sighs,
Are the borders of our lives.

And you read your emily dickinson,
And i my robert frost,
And we note our place with bookmarkers
That measure what we've lost.
Like a poem poorly written
We are verses out of rhythm,
Couplets out of rhyme,
In syncopated time
Lost in the dangling conversation
And the superficial sighs,
Are the borders of our lives.

Yes, we speak of things that matter,
With words that must be said,
"can analysis be worthwhile?"
"is the theater really dead?"
And how the room is softly faded
And i only kiss your shadow,
I cannot feel your hand,
You're a stranger now unto me
Lost in the dangling conversation.
And the superficial sighs,
In the borders of our lives.

Appendix 3

Casey At The Bat

by Ernest L. Thayer

The outlook wasn't brilliant for the Mudville nine that day,
The score stood four to two, with but one inning more to play.
**And then when Cooney died at first, and Barrows did the same,
A pall-like silence fell upon the patrons of the game.**

A stragglng few got up to go in deep despair.
The rest clung to that hope which springs eternal in the human breast.

**They thought, "if only Casey could but get a whack at that.
We'd put up even money now, with Casey at the bat."**

But Flynn preceded Casey, as did also Jimmy Blake;
and the former was a hoodoo, while the latter was a cake.

**So upon that stricken multitude, grim melancholy sat;
for there seemed but little chance of Casey getting to the bat.**

But Flynn let drive a single, to the wonderment of all.
And Blake, the much despised, tore the cover off the ball.

**And when the dust had lifted,
and men saw what had occurred,
there was Jimmy safe at second and Flynn a-hugging third.**

Then from five thousand throats and more there rose a lusty yell;
it rumbled through the valley, it rattled in the dell;
**it pounded through on the mountain and recoiled upon the flat;
for Casey, mighty Casey, was advancing to the bat.**

There was ease in Casey's manner as he stepped into his place,
there was pride in Casey's bearing and a smile lit Casey's face.

**And when, responding to the cheers, he lightly doffed his hat,
no stranger in the crowd could doubt t'was Casey at the bat.**

Ten thousand eyes were on him as he rubbed his hands with dirt.
Five thousand tongues applauded when he wiped them on his shirt.

**Then, while the writhing pitcher ground the ball into his hip,
defiance flashed in Casey's eye, a sneer curled Casey's lip.**

And now the leather-covered sphere came hurtling through the air,
and Casey stood a-watching it in haughty grandeur there.

Close by the sturdy batsman the ball unheeded sped --

"That ain't my style," said Casey.

"Strike one!" the umpire said.

**From the benches, black with people, there went up a muffled roar,
like the beating of the storm waves on a stern and distant shore.**

**"Kill him! Kill the umpire!" shouted someone on the stand,
and it's likely they'd have killed him had not Casey raised his hand.**

**With a smile of Christian charity, great Casey's visage shone,
he stilled the rising tumult, he bade the game go on.**

**He signaled to the pitcher, and once more the dun sphere flew,
but Casey still ignored it, and the umpire said, "Strike two!"**

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"

But one scornful look from Casey and the audience was awed.

**They saw his face grow stern and cold, they saw his muscles strain,
and they knew that Casey wouldn't let that ball go by again.**

The sneer has fled from Casey's lip, the teeth are clenched in hate.

He pounds, with cruel violence, his bat upon the plate.

**And now the pitcher holds the ball, and now he lets it go,
and now the air is shattered by the force of Casey's blow.**

Oh, somewhere in this favored land the sun is shining bright.

The band is playing somewhere, and somewhere hearts are light.

And, somewhere men are laughing, and little children shout,

**but there is no joy in Mudville --
mighty Casey has struck out.**

Appendix 4

Habits of Mind

Ted Sizer

A wise school's goal is to get its students into good intellectual habits.(1) Just which habits can be grist for properly endless debate, but the extent of agreement among Americans on these is very high. For example:

The habit of perspective: Organizing an argument, read or heard or seen, into its various parts, and sorting out the major from the minor matter within it. Separating opinion from fact and appreciating the value of each.

The habit of analysis: Pondering each of these arguments in a reflective way, using such logical, mathematical, and artistic tools as may be required to render evidence. Knowing the limits as well as the importance of such analysis.

The habit of imagination: Being disposed to evolve one's own view of a matter, searching for both new and old patterns that serve well one's own and other's current and future purposes.

The habit of empathy: Sensing other reasonable views of a common predicament, respecting all, and honoring the most persuasive among them.

The habit of communication: Accepting the duty to explain the necessary in ways that are clear and respectful both to those hearing or seeing and to the ideas being communicated. Being a good listener.

The habit of commitment: Recognizing

Debbie Meier

We created the CPESS habits of mind ... as we realized the need for unity across disciplines and a focus on the essential. We didn't want an endless laundry list, so we wrote down five, based on many years of watching kids and observing our own habits, and now they are posted in most classrooms... They are at the heart of each curriculum as well as being the basis for judging student performance. We never quite write them out the exact same way, and over the years we've realized they are constantly evolving in their meaning. They are:

-The question of evidence, or "**How do we know what we know?**"

-The question of viewpoint in all its multiplicity, or "**Who's speaking?**"

-The search for connection and patterns, or "**What causes what?**"

-Supposition, or "**How might things have been different?**"

-Why any of it matters, or "**Who cares?**"

Lawyers tell us these "habits" are very lawyerly, but journalist and scientists tell us they are basic to what they do as well. As a historian I recognize them as being at the heart of my field. As a principal I find them useful when "naughty" kids are sent to my office. I ask them to put their version of the story on one side and that of whoever sent them to me on the other, then we discuss whether what's happened is part of a pattern,

the need to act when action is called for; stepping forward in response. Persisting, patiently, as the situation may require.

The habit of humility: Knowing one's right, one's debts, and one's limitations, and those of others. Knowing what one knows and what one does not know. Being disposed and able to gain the needed knowledge, and having the confidence to do so.

The habit of joy: Sensing the wonder and proportion in worthy things and responding to these delights.

Most of these habits may be cast as skills. Ask the student: Can you analyze this matter for me and then tell me what you find? However, the purpose of education involves more than that. Education is so to convince an adolescent of the virtue of these skills and so to give opportunities to practice the skills that they become almost second nature, and graduates live with them fully after they leave school. *Of course* I listen. *Of course* I insist on knowing the facts. *Of course* I am not fully sure about this new matter, but I know what I know and what I do not yet know. *Of course* you may have a better idea than mine, and I'll listen to it carefully and with an open mind. *Of course* I'll do something about this if the situation warrants it. Having the skills today is but a small part of the whole. Being committed to using them consistently tomorrow is the crux of it.

Habit obviously, relates to disposition: I have to want to apply these skills. Therefore I must be convinced of their utility and reasonableness. Good schools endlessly labor at this task of persuasion. Good schools self-consciously display these habits in their own functioning. Everything about these schools reinforces the argument that

how else it might have been dealt with, and, finally, why it matters.

In order to make such "habits" habitual, they need in-depth practice. Young people need to be immersed in their use. We want to demand evidence in the form of performance at real, worthwhile tasks. To do this we devote ourselves to covering less material, not more, and to developing standards that are no less though and no less rigorous than those associated with traditional displays of academic excellence but sometimes different. It's very hard to use these habits in the typical survey course, no matter how provocatively taught. As we rush through a hundred years of history in less than a week, or cover complex new scientific ideas one after another, there's no time to study conflicting evidence, read multiple view-points, detect the difference between false analogies and real ones, not to mention imagine how else it might have happened.

As teachers, we see the habit of asking these kinds of questions as critical to our students' education not because our kids have special advantages, but because it's what we want for all children. But building standards based on these habits on mind takes time, takes translating back and forth between theory and practice, between our ideas and samples of real student work. Can a student do a distinguished piece of work at CPESS without demonstrating breadth of knowledge about the larger context? Is it okay if Francis know a lot about Japan's involvement in World War II and uses diverse sources with considerable discrimination but seems to know very little about the same war in Europe? It is okay to be comfortable with ideas and experimental evidence in the field of genetics but superficially ignorant about a presumable simpler phenomenon like photosynthesis?

the habits are worthwhile.

These habits reflect value. They neither denote nor connote mere technical expertise, usable skills. They are loaded with judgments, for teachers and parents as well as for students. The lines between habits and are good and bad, slovenly and devoted, personal and collective are blurred. There is no escaping this. A school devoted to the inculcation of certain sorts of intellectual habits — the qualities of mind that engender respect — will tangle endlessly, and revealingly for their students, over matters of judgment. Good schools welcome this. In fact only from such tangling can those habits we most respect emerge.

Good schools focus on habits, on what sorts of intellectual activities will and should inform their graduates' lives. Not being clear about these habits leads to mindlessness, to institutions that drift along doing what they do simply because they have always done it that way. Such places are full of silly compromises, of practices that boggle commonsense analysis. And they dispirit the Horace Smiths, who know that the purpose of education is not in keeping school but in pushing out into the world young citizens who are soaked in habits of thoughtfulness and reflectiveness, joy, and commitment. Further, mindless schools may show students a superficial picture of that which is to be most highly valued, what the schools puts forward as its most respected students. Kids with high scores will always be ridiculed, human jealousy being what it is. But they will fare much better in a school which knows that the display of knowledge, however accurate or rich, is only a beginning, and that students who can use knowledge, who are seemingly in the instinctive habit of using it, are the ones

Teaching this way requires forms of rigor few of us have ever before demanded of ourselves. It doesn't mean dispensing with all shallower "survey" requirements, but it shifts the balance dramatically. And it creates anxiety as we ask, But what will other people say if our kids don't know x or y? Of course, in reality their peers who take the traditional courses don't remember x or y anyway. But while that's reassuring, it's a cop-out. So it's an endless tension, a seesawing back and forth between "coverage" and making sense of things.

From *The Power of Their Ideas*, 1995. Pp 50-51
by Debbie Meier

deserving of highest honor.

From *Horace's School*, 1992, Pp. 73-75.
by Theodore R.Sizer

1. See Rexford Brown, *Schools of Thought: How the Politics of Literacy Shape Thinking in the Classroom* (San Francisco: Jossey-Bass, 1991).