

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION K-12.

The meeting was called to order by Chairperson Ralph Tanner at 9:00 a.m. on February 12, 2002 in Room 313-S of the Capitol.

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Ann Deitcher, Committee Secretary

Conferees appearing before the committee: Representative Bob Bethell
Dr. Steve Wyckoff of ESSDCAK
Milt Dougherty, Supt. USD 444

The Chair recognized Representative Bob Bethell who introduced Dr. Steve Wyckoff and Milt Dougherty who gave the second half of a slide presentation on Learning in the 21st Century. (Attachment 1).

One of the things stressed was how they didn't want to replace the public school, they just wanted to make it better.

A question and answer session followed for members of the Committee.

The meeting adjourned at 10:50. The next meeting is scheduled for Tuesday, February 13, 2002.

The Future Ain't What
It Used To Be.

Yogi Berra

1

Peter Senge

- At a recent conference Peter Senge asked a group of teachers whether a significant change occurs only as a result of a crisis. In a business group he typically has 75% respond affirmatively. However, in this group of teachers only a few raised their hands. So he then asked them if that meant significant innovation can occur without a crisis; and no hands were raised. Confused, he asked, "If change doesn't occur in response to a crisis, and if it doesn't occur in the absence of a crisis, what other possibilities are there?" After a long pause, a soft voice in the back of the room said, "I guess we don't believe significant change can occur under any circumstances."

2

Are Schools In Crisis??????

3

A growing number of people think schools are in crisis. What they don't agree on is the nature of the crisis. Depending on who you ask, they believe that some group of individuals is broken...

4

The crisis, broken

- Kids
- Parents
- Families
- Teachers
- Administrators
- BOE Members
- Legislators ...

5

We believe the problems are systemic. We also believe that analyzing the system and its origins are valuable.

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House Education Committee

Date: 2/12/09

Attachment # 1-1

The Purpose Of Schools - Lezotte

- Teaching For Learning
- Sorting And Classifying
- Custodial Care ...

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The Mission of Schools - Lezotte

- Compulsory Attendance
- Optional Learning

• Horace Mann

8

The purpose of schools is to prepare students to be productive members of society.

9

Deming

- Two companies - both made drill bits....

10

The purpose of schools has remained very stable over time. However, the society we are preparing kids to function in has changed dramatically!

11

“Work itself is transformed. Low-skilled, essentially muscle work drove the Industrial Age. Mass, factory-style education prepared workers for routine, repetitive labor. By contrast, the Information Age is accompanied by a growing non-interchangeability of labor as skill requirements skyrocket.” - Toffler

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The packing house ...
Emporia
Arkansas City

13

The Workplace

- 4% of the new jobs being created require no post-secondary training

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The Growing Divide

- The Haves
- People With Information Age Skills
- The Have-Nots
- People With Industrial Age Skills

- High Tech manufacturing workers in Kansas earn \$55,670
- Other manufacturing Workers earn \$28,296

Cyberstates 2001

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The Changing Face of Education

- It is abundantly clear that education will change. What is still in question is whether or not schools will.
- In 1990, 1 out of 10 students was not enrolled in a traditional public school
- In 2000, 1 out of 4

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Illiteracy

- "The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn." - Toffler

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Alan November

- Interdependent
- Self-directed
- Capacity to continuously improve one's own learning
- All three require shifting control from teachers to learners ...

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Can We Change?

- Louie Pasteure - We're too busy saving the patients...

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“The significant problems we face cannot be solved by the same level of thinking that created them.”

- Albert Einstein

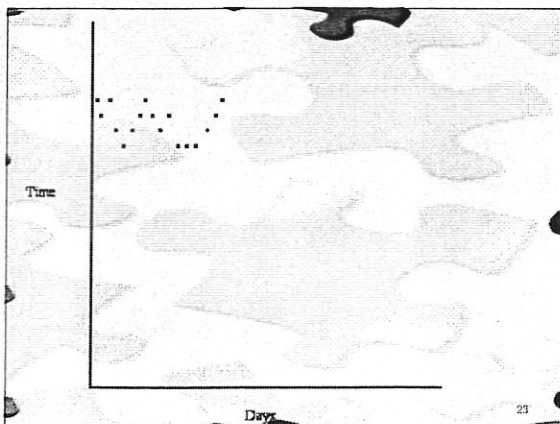
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The educational “system” is so ubiquitous and pervasive that educators, and the public alike, assume it to be the only way schools can operate ...

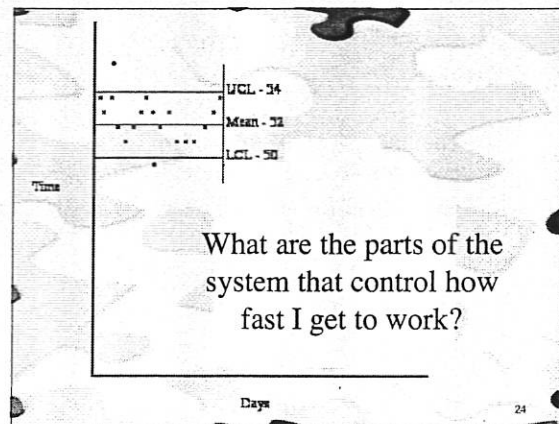
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Deming
Shewhart
Senge
The Power Of Systems ...

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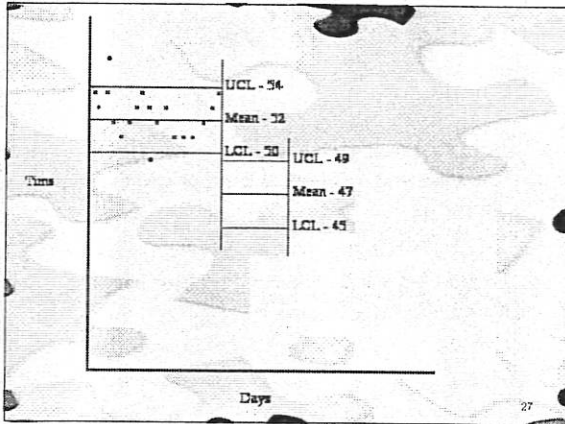
Insanity

- Doing something over and over the same way, and expecting different results.
- Systems produce exactly what they were designed to produce...

25

The little old man in the mirror ...

26



27

What changed?

28

What are the speed limits, lanes, stop signs, and stop lights we need to change in education????

29

Caine & Caine

Surface or Static Knowledge

1. Knowledge
2. Applied Within A Discipline

Dynamic or Performance Knowledge

3. Applied Between Disciplines
4. Applied To Real-World Predictable Problems
5. Applied To Real-World Unpredictable Problems

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Leverage

- Give me a lever long enough and I can move the world ...

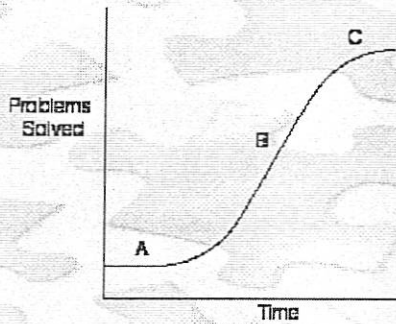
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The Intentions Of Kids When They Come To School

- Serve Time
- Get Grades
- Socialize

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The Life Of A Paradigm - Joel Barker



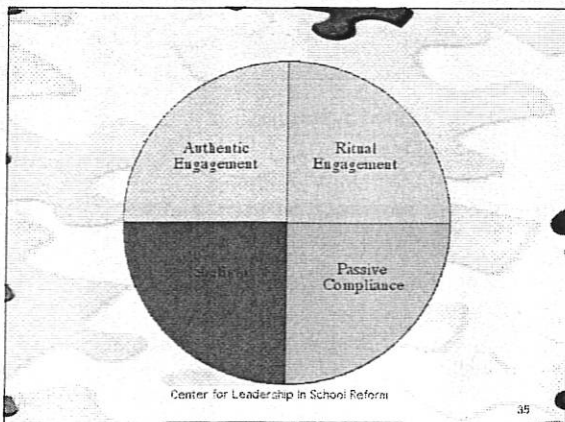
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Schools Are...

If you asked high school kids to describe school in one word, what word would they choose?

Is boredom a desirable condition for learning to occur?

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Understanding how our schools came to be the way they are

36

The Committee Of 10

- At about the turn of the last century
- Presidents of Ivy League Colleges
- Decided the best way to organize and operate schools was like a factory ...

37

We are living through one of the three great periods of societal change in the history of humankind. There has been a fundamental shift in the way our society operates with a profound impact on the educational system.

38

The First Wave

Hunter Gatherer To The Agricultural Age

The Second Wave

Agricultural Age To The Industrial Age

The Third Wave

Industrial Age To The Information Age

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Principles That Guided Industrial Organizations

- Standardization
- Specialization
- Synchronization
- Concentration
- Massification
- Centralization ...



40

Understanding what schools will look like in the future



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Principles That Guide Information Organizations

42

Daniel Burrus - Technotrends

- It is no longer either/or but rather both/and.



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Five Questions To Ask To Identify Information Organizations

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#1 - Does It Resemble A Factory?

- “An important question to ask of any proposed educational innovation is simply this; is it intended to make the factory run more efficiently, or is it designed, as it should be, to get rid of the factory model altogether and replace it with individualized, customized education.” - Toffler

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Compared To Industrial Organizations

- | | |
|-------------------|--|
| ■ Standardization | Customized, Individualized
Mass-Customization |
| ■ Specialization | Generalization |
| ■ Synchronization | Asynchronous |
| ■ Concentration | The Electronic Cottage |
| ■ Maximization | Not An Assembly Line
Approach |
| ■ Centralization | Site Based, Self-Directed
Work Teams ... |

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#2 - Does It Massify Society?

- “People who ran those factories in the brute-force economy of the past liked large numbers of predictable, interchangeable, don't-ask-why workers for their assembly lines.” - Toffler
- “Information economies by contrast, will require a radically different worker - one who thinks, questions, innovates and takes entrepreneurial risks.” - Toffler

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#3 - How Many Eggs In The Basket?

- “While centralization is sometimes needed, today's lop-sided over-centralization puts too many decisional eggs in one basket.” - Toffler

48

#4 - Is It Virtual Or Vertical?

- Industrial organizations accumulate more and more functions over time and get fat. Information organizations subtract them to stay slim. - Toffler

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#5 - Does It Empower The Home?

- "Many parents are now choosing to educate their kids, but the real change will come when computers-cum-television hit the household and are incorporated into the educational process." - Toffler

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Principles That Guide Information Organizations

- Customized, Individualized Services
- Synchronous and Asynchronous
- Smaller, More Customized Work Units
- Decentralized, Self-directed Work Teams
- Non-Linear, Not an Assembly Line
- Virtual, Not Vertical (Lean not Fat)
- Empowered Homes

*Remember, it is no longer "either/or" but rather "both/and."

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Do we want to do what "works", or do we want to do what matters?

52

Some state will be the first to make significant systemic change. It will take great courage on their part.

53

Transformation comes more from pursuing profound questions than seeking practical answers. - Peter Block, 2001

54

When people come together to deal with practical problems, it's important for them to consider what they want to create, not just what they want to fix. This approach fosters shared aspirations. Most people in most organizations – and teachers are no exception to that – are obsessed with solving problems. They spend their lives trying to fix things that are broken. This obsession with problem solving diverts our attention from a far more important activity, which is creating the new.

55

What are the profound questions we need to pursue if we hope to educate every child?

56

Does Educating EVERY Child Matter To You?

- Choosing to act on “what matters” is the choice to live a passionate existence, which is anything but controlled and predictable.” - Peter Block, 2001
- What systemic changes do we need in order to make learning the issue for EVERY student?

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Industrial Age vs. Information Age

- The single most important skill in the Industrial Age was compliance.
- The single most important skill in the Information Age is self directed learning...

58

The difference between Industrial Age Schools and Information Age Schools

59

Based on one simple rule. EVERY decision is based on improving the achievement of EVERY student, NOT on serving TIME.

Any new system must make learning the issue for kids if we want to see dramatic increases in student success.

60

Time and Achievement

- Achievement Fixed
- Time Variable

"If we are to be required to assess educational quality and learning by virtue of how long a student sits in a seat, we have focused on the wrong end of the student."

Laura Palmer Noone, testimony before the Web-based Education Commission, July 19, 2000

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What Information Age Education (Schools???) Won't Be Limited To!

- Standardized starting and ending dates
- Standardized starting and ending times
- Isolated teachers - content and location
- Segregated curriculum
- Same age students, regardless of readiness, doing the same work
- Centralized location where all kids attend every day ...

62

What will an Information Age school look like?

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If There Was A State Department Of Book Stores ...

Would Amazon.com Exist Today?
Why?

amazon.com.

64

The Innovator's Dilemma

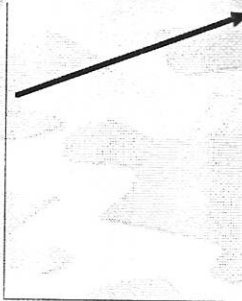


When New Technologies Cause Great Firms To Fail

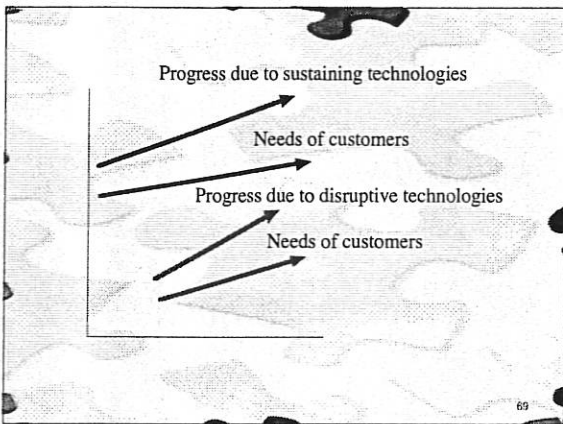
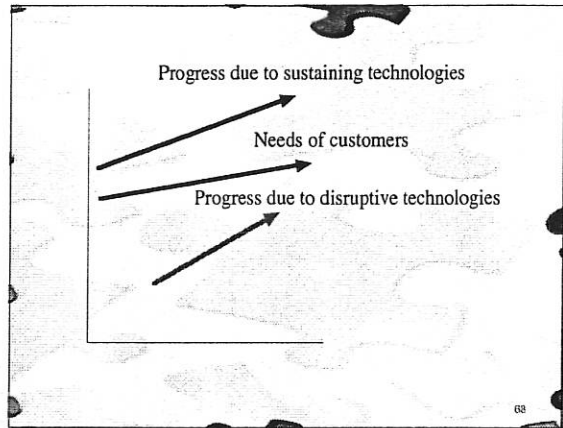
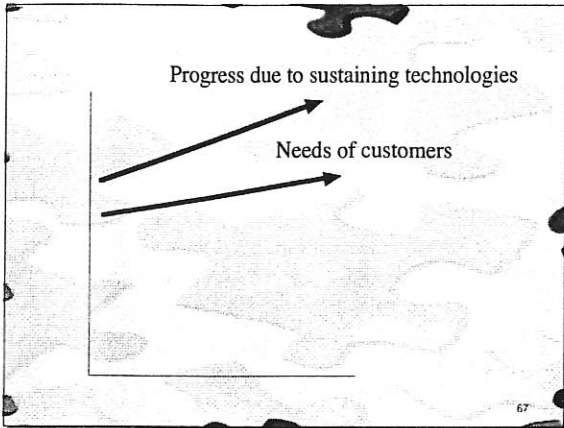
Christensen

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Progress due to sustaining technologies



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Innovators

- Innovators in the private sector can have a profound impact. (see amazon.com)
- Innovators in the public sector are besieged and set upon like rabid animals
- You must protect the innovators ...

Most educational innovation dies of domestic violence!

71

In Order To Change

- Realize there are no silver bullets
 - We must support the current system while we build the new system
 - We must encourage innovation
 - We must create models for educators to see
- 72

Suggestions

- Allow an unlimited number of Charter Schools approved through local BOEs
- Allow a limited number (30?) of Charter Schools approved by a state level granting board.
- **ALL** new Charter Schools **MUST** be achievement based NOT time based.

73

We must bring educators and patrons together to address the myriad of challenges associated with creating a new system.

74

Centers For 21st Century Schools

- An opportunity for K-12 and post-secondary educators, along with business leaders and other interested individuals to network, dialog, collaborate and create schools for the 21st Century.
- While these Centers will be geographically located, they aren't a place, but rather a network of interested people.

75

The Changing Face of Education

- It is abundantly clear that education will change. What is still in question is whether or not schools will.

76

As a result of the last two days, what has become clear to you?

77