



2014 Brock International
Prize in Education Nominee

Franklin Schargel

Nominated by Marie Sobers

**2014 Brock International Prize in
Education Nominee**



Franklin P. Schargel

Nominated by Marie Sobers Ed.D.

August 15, 2013

It is a great honor and pleasure to nominate Franklin P. Schargel for the 2014 Brock International Prize in Education Award. He is a highly respected individual who has the unique ability to bring a global view of the intricate relationships among education, business and government at the local, national, and international levels. He is the consummate practitioner, theorist, trainer and leader. He is current, data driven, reflective and collaborative. He is a partner and mentor.

Franklin Schargel is an internationally recognized speaker, author, and educational consultant. He has presented over 200 workshops for educational, community, and business groups throughout the United States, Europe, Canada, and Latin America. His workshops are designed for administrators, teachers, students, parents, business leaders, policymakers, and all those interested in building globally-competitive schools, raising graduation rates, lowering dropout rates and narrowing the educational achievement gap.

Mr. Schargel's career spans thirty-three years of high school classroom teaching and school counseling and eight years of school supervision and administration. Franklin's success in dramatically enhancing the learning process in his inner-city school, expanding parental involvement, increasing postsecondary school attendance, and significantly lowering the students' dropout rate has been well documented in 25 books, 55 newspaper and magazine articles and 5 internationally released videos (including a PBS special). The United States Department of Education, Fortune Magazine, Business Week, National Public Radio, Public Broadcasting System and the New York Times have recognized his work.

Mr. Schargel has done extensive work in Spain, taking the lowest performing public schools in the country and transforming them into the highest performing schools. As a result, students graduating from these technical schools receive quick employment.

He is the author of 11 best selling books. His books deal with at-risk learners, dropout prevention, educational leadership, school culture and high performing classrooms. His international publisher, Routledge is a division of the Taylor and Francis Group. The titles of his books include: *The Dropout Prevention Fieldbook*, *From At-Risk to Academic Excellence: What Successful Leaders Do*; *Creating School Cultures That Embrace Learning: What Successful Leaders Do*;

Strategies to Help Solve Our School Dropout Problem; Dropout Prevention Tools; Helping Students Graduate; Best Practices to Help At-Risk Learners; 152 Ways to Keep Student in School: Effective, Easy-to Implement Tips for Teachers; and Transforming Education Through Total Quality Management: A Practitioner's Guide. He has written more than 100 articles published in leading educational journals and business magazines. Mr. Schargel pens a column in the Huffington Post and video portions of his presentations are included on YouTube. His most current book, *Safe Schools: A guide for Educators, Parents & Students* will be available Fall 2013.

The 15 Effective Strategies to Help Solve Our School Dropout Problem, that Mr. Schargel helped develop in conjunction with Jay Smink of the National Dropout Prevention Center at Clemson University, have been acknowledged by the National Education Goals Panel as "the most effective strategies to help solve our school dropout problem."

As the past Education Division Chair of the American Society of Quality, he helped develop the Malcolm Baldrige National Quality Award in Education presented by the President of the United States and Secretary of the Interior. Mr. Schargel was honored by the National Dropout Prevention Center's Crystal Star Award for "demonstrating clear evidence of success in dropout recovery, intervention, and prevention." In addition, the International Association for Truancy and Dropout Prevention honored Mr. Schargel with its "Program of the Year Award".

The following pages chronicle Franklin's journey from high school administrator to highly sought-after speaker and international consultant. Through the articles and book segments that follow, the reader will get to know Franklin and how his passion for making a difference has evolved. He makes a difference in the lives of students, families, educators, business leaders, and governments each day. The letters from his champions bring the nomination packet bring to life Franklin Schargel, the individual who has and continues to make a global impact worthy of the 2014 Brock International Prize in Education.

Most Respectfully,

Marie R. Sobers Ed.D.

About

FRANKLIN SCHARGEL

address

10209 Jarash Place North East
Albuquerque, NM 87122-3317

tel: 505-823-2339

mobile: 505-4806611

url: franklin@schargel.com

website: www.schargel.com

Profile

Franklin Schargel is an internationally recognized speaker, author and educational consultant. He has delivered over 200 workshops for educational, community and business groups throughout the United States, Canada, Europe and Latin America. Mr. Schargel's work has been well-documented in twenty-five books, 55 newspaper, innumerable magazine articles and five internationally released videos. The United States Department of Education, Fortune Magazine, BusinessWeek, National Public Radio, The American Management Association, Public Broadcasting System and The New York Times have recognized his work. The "Fifteen Effective Strategies" to prevent school dropouts that Mr. Schargel developed with the National Dropout Prevention Center at Clemson have been acknowledged by the National Education Goals Panel as "the most effective strategies to help solve our school dropout problem."

Experience

George Westinghouse High School 1989-1994

Assistant Principal- Supervision, (Social Studies, Music, Art, Foreign Language, English, and Library), Quality Coordinator. Responsible for observing, hiring and evaluating 37 teachers. Developed process which decreased dropout rate from 21.9% to 2.1%, increased family engagement from twelve parents on PTA to 211 in 9 months, sent 71.9% of first-generation high school graduates to post-secondary school, established business alliances and raised \$5 million for the school.

James Madison High School 1963-1988

Classroom teacher, school guidance counselor, Assistant to the Assistant Principal, Coordinator of School Affairs. (COSA)

Benjamin Franklin High School 1961-1963)

Classroom History Teacher

Education

Pace University, 1991-1994, Professional Certificate in Educational Administration and Supervision (with Distinction)

Brooklyn College of the City of New York, 1967 Master in Arts in Secondary Education

City University of New York (CCNY), 1957-1961, Bachelor of Arts Degree (Major: History, Education)

Western Michigan University, 1990, National Science Summer Grant in Sociology.

Rensselaer Polytechnic Institute, 1989, National Science Summer Grant in Economics.

Skills

Franklin Schargel is the author of 11 published books dealing with at-risk learners, alternative education, dropout prevention, educational leadership, school culture, high performing classrooms, and the prevention of school violence.

Honors & Awards

Association for Truancy and Dropout Prevention - Program of the Year Award, 2010

National Dropout Prevention Network - Crystal Star Award 2005, "Award of Excellence in Dropout Recovery, Intervention and Prevention

Education Division Chair, American Society for Quality, 2003-2005

About
**FRANKLIN
SCHARGEL**

Phi Delta Kappa, 1994-2000

Malcolm Baldrige National Quality Award in Education Development Team and Examiner 1993-1995

USA Today/RIT Quality Award Judge 1998-1999

Judge for the Secretary of the Air Force Quality Award, 1999

address

10209 Jarosh Place North East
Albuquerque, New Mexico 87122-3317

tel 505-823-2339

mobile 505-480-6611

url franklin@schargel.com

website: www.schargel.com

How I see the world of education.

As a life-long professional educator, I have seen the world of education going through dramatic changes. Schools are dealing with increasing numbers of non-traditional learners (at-risk students) many of who come from non-traditional homes and who learn in non-traditional ways. Traditional teaching and learning processes do not work with these non-traditional learners. And since we believe that the teaching and learning process is correct, we cannot fault these students for the failure of one-size fits all educational system. These students are ostracized and placed in alternative learning facilities where many of them thrive and graduate. If non-traditional learners are to succeed, we need to adjust the way we teach to the way that they learn.

At the same time, our schools need to become as globally competitive as businesses are. The best graduates from schools in New York are not competing for jobs with the best graduates of Oklahoma schools, but the best graduates from China, India and South Korea. We need to re-invent, redesign, restructure and reengineer our schools so that they meet the needs of ALL of our students, our society and our workplace.

This philosophy is being put into practice in a number of places. I have delivered workshops in forty-nine states and ten countries. I have spoken before Chambers of Commerce, United Ways, National

Education Organizations, Rotaries, State Departments of Education and numerous school districts.

Two of my books have been translated into foreign languages. One publisher has published my first book into Spanish where it has sold more copies in Spanish than it has in English. My champion in Spain and I have taken thirty-eight of the lowest performing public schools in Spain and transformed them into the highest performing. Because the schools have been ISO (International Standards Organization) 9002 certified, the students graduating from those schools are readily employed. Qualitymark Editora Ltda. of Brazil has published "Estrategias para Auxiliar o Problema de Evasao Escolar" ("Strategies to Help Solve Our School Dropout Problem") in Portuguese. I have delivered a number of presentations in Rio de Janeiro and Porto Alegre.

There are some who believe that education is expensive. Education is not; ignorance is. Ignorance is at the root of most of the world's problems (disease, poverty, incarceration, crime, lack of food, to mention a few.) It is not the children who are "at-risk". It is our families, our economies, and our way of life.

**LETTERS OF SUPPORT
AND
RECOMMENDATION**

SECRETARY OF LABOR
WASHINGTON

DEC 23 1981

Mr. Franklin P. Schargel
Quality Coordinator
George Westinghouse Vocational
and Technical High School
105 Johnson Street
Brooklyn, New York 11201

Dear Mr. Schargel:

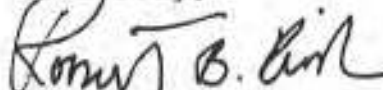
Congratulations for the success you have achieved in the use of Total Management Techniques at George Westinghouse Vocational and Technical High School.

The Department of Labor concurs that high quality management can be an important tool in enhancing many organizations. In addition, along with the Department of Education, we have strongly supported business-educational linkages combined with strong Tech Prep programs which include work-based learning.

I sincerely hope that all who endeavor to improve schools in the way George Westinghouse High School has done will have the types of outstanding results in the areas of dropout reduction, post-secondary attendance, parental involvement and good press which you have reported.

Keep up the good work!

Sincerely,


Robert B. Reich



METROPOLITAN EVANSVILLE
CHAMBER OF COMMERCE

April 23, 1997

Franklin P. Schargel
The Schargel Consulting Group
21 Rockaway Place
Massapequa NY 11758

Dear Franklin:

I felt compelled to write and tell you what phenomenal response we have received back from our members regarding both of your speeches. The first was on January 21st to a group of 200 people, at a quarterly Good Morning Evansville breakfast. I must say that this is probably our toughest group to please; however, your messages were so powerful and inspirational, we felt it necessary to ask you to return and be our lead speaker at our Annual E=Qual Conference. Again, we received tremendous response.

The respect that you received from your audience was beyond reproach. Your focus on continuous improvement through teamwork provided our members with valuable insight and information. We hope that you will return at a later date to motivate our members once again.

Sincerely,

Robert L. Quick
President & CEO

Your Resource For Business Growth

WEST VIRGINIA

Department of

EDUCATION

Dr. David Stewart, State Superintendent of Schools
Building 6, 1900 Kanawha Blvd. E.
Charleston, West Virginia 25305-0330
Phone: 304-558-2681
Fax: 304-558-0048 <http://wvde.state.wv.us>

West Virginia Board of Education

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Paul J. Morris, Vice President
James J. MacCallum, Secretary
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Howard M. Persinger, Jr.
Ronald B. Spencer

May 16, 2002

To Whom It May Concern:

I am employed by the West Virginia Department of Education as a Coordinator in Student Services. I am writing this letter in support of Franklin Schargel as a consultant and presenter. I have had the opportunity to hear Franklin speak twice. The first time was at the National Dropout Prevention Conference, which prompted me to contract with him to speak in West Virginia.

Franklin spoke to our fifty five attendance directors in West Virginia in January 2002. He presented on dropout prevention. The evaluations we received were quite favorable for his presentation. Several have requested we bring him back for a longer workshop on dropout prevention and strategies.

I highly recommend Franklin Schargel as a presenter and consultant. If you need to ask me any specific questions, please feel free to contact me at 304-558-2546.

Sincerely,



Lisa Burton
Coordinator



June 21, 2013

Brock International Prize Jurors
Brock International Prize in Education
2120 S. Lewis, Suite 415
Tulsa, OK 74104

I am delighted to learn that Franklin Schargel has been nominated for the Brock International Prize in Education.

I first met Franklin when he was serving as Chair of the Education Division of the American Society for Quality (ASQ). Franklin was one of the pioneers in the effort to adapt the quality improvement methods that had been championed in the industrial sector to the education sector. His leadership was vital in developing and sustaining the annual Quality In Education Conference that is still conducted annually by the American Society for Quality that brings together educators from across the country to share best practices and success stories related to using quality improvement methods to enhance our educational systems.

Franklin Schargel exemplifies the scholar-practitioner, actively engaged in testing theories in real world educational settings. His passion and leadership in the area of school drop-out prevention are well known around the country. He excels at writing clear information regarding successful methods for addressing the nation's drop-out problems, based on his own practical experiences and first-hand observation of best practices.

Sincerely,

A handwritten signature in dark ink, appearing to read "John Dew".

John R. Dew, Ed.D.
Senior Vice Chancellor

To whom it may concern:

I am writing in support of Franklin Schargel's candidacy for the Brock International Prize in Education. I have known Franklin nearly twenty years. His support and mentoring helped to propel me to the principalship of George Westinghouse HS in Brooklyn, NY nearly fifteen years ago. Franklin's expertise and tutelage in quality management/continuous improvement strategies have remained with me throughout my career and have greatly influenced my strategies leading schools and school districts in three cities.

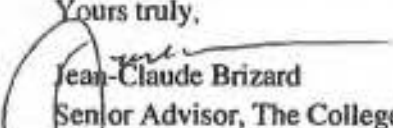
I know that Franklin is the author of eleven books and over 100 published articles dealing with dropout prevention, school culture, school safety, and leadership. The U.S. Department of Education, Business Week, Fortune Magazine, NPR, PBS, the American Management Association and The New York Times have recognized Mr. Schargel's work.

Franklin successfully lowered George Westinghouse HS's dropout rate, increased the school's graduation rate, and sent 72.1 percent of the first-generation high school graduates to post-secondary school. His success has been well documented in books, newspaper and magazine articles (including Business Week, Fortune, and the New York Times), and five internationally released videos (including a Public Broadcasting Service special).

He helped develop the Malcolm Baldrige National Quality Award in Education, functioned as a judge for the Secretary of the Air Force Quality Award and served as chair of the American Society of Quality's Education Division. He received the Crystal Star Award from the National Dropout Prevention Center at Clemson University for "demonstrating clear evidence of success in dropout recovery, intervention, and prevention." In 2010, he received the "Program of the Year Award" from the International Association for Truancy and Dropout Prevention for "contributions to Dropout Prevention".

I offer my highest recommendation for Franklin's Schargel's candidacy.

Yours truly,


Jean-Claude Brizard
Senior Advisor, The College Board
Former Chief Executive Officer, Chicago Public Schools

Franklin Schargel was vital in driving improvement in the education sector in Spain. He started working with us in 1994, providing advice and training to the management team at Foro Gipuzkoa XXI - a think tank comprised of financial and business organizations and the University of the Basque Country. Foro Gipuzkoa XXI was the first organization to lead change in the education sector.

Franklin was very interested in the problem of school drop-out and this meant that, over and above the organizational side of improvement, he concentrated his efforts on helping us improve the quality of education in the classroom, especially with pupils experiencing difficulties. Preventing school drop-outs was the driving force behind his work.

We started our collaboration with Franklin in Vocational Training schools but it was not long before his work broadened to reach out to all stages of education: primary, secondary and even pre-school. Franklin visited many schools, spoke to hundreds of teachers, many of whom have ended up with a deep admiration and affection for him. He is both a brilliant speaker and a person with an enormous heart.

What is more, he spoke from first hand experience, not theory. We saw that from the outset. His collaboration was not just delivering lectures, he visited many schools, came for several years, published one of his books in Spanish, kept in close contact with Spanish education authorities and became a benchmark for all of us. Many people still remember him with a great deal of respect, love and admiration. We will always be grateful for what he did.

This is a movement that started in the Basque Country but then, thanks to teachers that Franklin had trained, spread to the whole of Spain.

Eugenio Ibarzabal. Former coordinator of Foro Gipuzkoa XXI. The Basque Country Spain.

CLEMSON

NATIONAL DROPOUT PREVENTION
CENTER/NETWORK

June 19, 2013

To Whom It May Concern:

It is my pleasure to recommend Franklin P. Schargel for the 2014 Brock International Prize in Education. Mr. Schargel's numerous publications and lifelong work have definitely made significant contributions to our field, impacting our understanding of the national dropout issue and ways to positively impact it.

Franklin, Senior Managing Associate for the School Success Network, is the author of eleven books and over 100 published articles dealing with dropout prevention, school culture, school safety, and leadership. The National Dropout Prevention Center/Network hosts a number of his publications on our Web site and we often ask him to present at our national conferences. The U.S. Department of Education, *Business Week*, *Fortune* magazine, NPR, PBS, the American Management Association, and the *New York Times* have all recognized Mr. Schargel's work. In 2010, Mr. Schargel was recognized by our organization as an individual recipient of the highly coveted Crystal Star Award for "demonstrating clear evidence of success in dropout recovery, intervention, and prevention." Additionally, in 2010, he received the "Program of the Year Award" from the International Association for Truancy and Dropout Prevention for significant "contributions to dropout prevention."

I wholeheartedly support Mr. Schargel's nomination for this year's Brock International Prize and will eagerly await the naming of this year's Laureate.

Sincerely,



Beth P. Reynolds, Ph.D., Executive Director
National Dropout Prevention Center/Network



**Kahler Communications
(Washington, D.C.)**

*A Division of Process Communications Inc.
International Management Communication*

Nomination of Mr. Franklin Schargel for the Brock International Prize in Education

I wholeheartedly endorse Mr. Franklin Schargel for the Brock International Prize in Education. I know of no one more deserving. He has been an inspiration to me and to thousands of others in our dropout prevention work and in our efforts to improve our education system.

Mr. Schargel has devoted most of his adult life to improving the education and lives of children, first as a teacher, then as a very successful school administrator in a New York City High School serving under-privileged students, and for the past 20 years as a dynamic lecturer, author, and advocate for children who are falling through the cracks in our traditional education system.

Mr. Schargel knows that to be successful with these students, teachers must establish positive relationships with them and show the students that they care about them. Therefore, as an administrator his first statement to teachers who wanted to teach in his school was, "Prove to me that you love children." Those who did so, were hired. Those who could not, were not.

For the past 20 years, Mr. Schargel has worked tirelessly and successfully to help teachers throughout the U.S. and in many foreign countries establish relationships with every student and individualize the way they teach so that they reach every student. As a result, many students who would have dropped out of school, have graduated from high school. Many have gone on to college. Untold numbers have gone on to lead highly productive lives instead of falling into the trap of drugs, crime, jail, and death.

Mr. Schargel has influenced teachers and education administrators throughout the U.S. and in many other countries. In addition to doing workshops for schools, he presents and does workshops at many national and international education conferences. He has been a keynote speaker at many of them. His sessions always are energetic, informative, entertaining, and highly rated. In short, he shows educators strategies they can use to establish relationships with and reach every student. He also has written 11 books and more than 100 papers that are blueprints to help educators accomplish their goals for each of their students. In addition, he lists materials on his web site that educators can download and use at no cost.

Mr. Schargel is paving the way to help educators improve children's lives. He well deserves to be honored as the 2014 recipient of the Brock International Prize in Education.

Joseph F. Pauley
President



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



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State Superintendent of Education

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District VII

Mary Scott Hunter, J.D.
District VIII

Thomas R. Bice, Ed.D.
Secretary and
Executive Officer

Juror Committee
2014 Brock International Prize in Education
2120 S. Lewis, Suite 415
Tulsa, OK 74104

Dear Brock Juror Committee Members,

I have been asked, and consider it a distinct honor, to write a letter of recommendation in support of Franklin Schargel's nomination for your esteemed award. I have known and worked with Franklin Schargel for over a decade and during that time we have collaborated on three books and presented together in numerous settings around the country.

Franklin is first and foremost a practitioner who utilizes his experiences to help inform his approach to addressing the complex issues of school dropouts and non-traditional modes of education. While others may spend the bulk of their time and effort on theory, Franklin's work, and his presentations of that work, focuses on real world challenges and concrete methods for addressing those challenges. It is because of his down to earth approach to addressing complex issues that Franklin has affected tremendous change wherever he has had a presence. He has never forgotten that he started out as a teacher and that continues to influence everything he does.

I have looked at the list of previous winners of your award and they are all well-known and very worthy of the honor. Franklin himself has stated that he feels honored to be considered in that company. But I would be remiss if I did not say that in my humble opinion, and the opinion of many, many others who know him, Franklin belongs in that esteemed company. No, he may not be as well-known as some of your previous winners, but that can be explained by the fact that he is comfortable "working the edges of the room". Where others may need to be the central focus, Franklin's finest work is done quietly, one-on-one, with great skill and with equally great effectiveness. He is a prime example of the fact that one does not have to be universally known to have universal impact.

Franklin Schargel is an acknowledged expert in the field dropout prevention and non-traditional education. More importantly, he is an unabashed supporter of, and advocate for, students who have often been underserved or overlooked. He is and has been a tremendous, and tremendously impactful, educator. That said, he is an even better human being. Franklin Schargel would be an exemplary recipient of your award and would be a tremendous representative of your organization. Thank you in advance for your consideration of his nomination.

Respectfully Submitted,

Tony Thacker
Coordinator, Research and Development
Alabama State Department of Education

ARTICLES

Best Practices

The New York Times

Practices of Japanese Business Find a Home in a Brooklyn High School

By LYNDA RICHARDSON

Published: December 07, 1994

In Valerie Costa's English class at George Westinghouse Vocational and Technical High School in Brooklyn, the 29 seniors sometimes grade each other, and Ms. Costa, too.

In another classroom, students get \$4.50 an hour to repair broken fax circuit boards for the Ricoh Corporation -- and in the process, they learn how to hold down a job.

Down the hallway, bulletin boards recognize the Quality Employee of the Month; last month, it was Gloria O'Neal, a security officer, who won a shiny plaque and a \$25 check.

Westinghouse High, a school of 1,700 students in downtown Brooklyn, is taking a page from Japanese management techniques to improve student achievement. In the nomenclature of such things, teachers are the equivalent of corporate managers; students, the customers. Instead of punishment, there is "continuous improvement."

The approach, called Total Quality Management and pioneered by the late W. Edwards Deming, has found disciples in a handful of schools around the country. Supporters see it helping a generation of schoolchildren learn to think for themselves and work together -- skills that economists say will be vital for successful workers.

"A lot of us are trying to understand it and promote it because we think it deals with some important issues," said Lew A. Rhodes, associate executive director of the American Association of School Administrators.

But skeptics suggest that Total Quality Management in education is this year's latest gimmick to be added to the list of experiments that include school vouchers, privatization and charter schools.

"Almost anything can catch people's interest in public education -- good ideas, bad ideas, in-between ideas," said Chester E. Finn Jr., a former United States assistant education secretary who is a fellow at the Hudson Institute in Washington. "Most things in education turn out to be gimmicks."

The physical signs of Total Quality Management 101 are not always visible at Westinghouse High. The three-story, 74-year-old school is next to the Metrotech industrial complex in downtown Brooklyn. Its heavy metal doors are painted a bleak

battleship gray, some classrooms have holes in the ceiling, and public address speakers are broken and waiting for repair.

But if the changes are not readily seen, the philosophy is discussed among students and staff. In conversation, they make lots of references to T.Q.M. -- in the squishy jargon like "continuous improvement," "constancy of purpose" and "paradigm shift."

And new sets of meetings supplant the old department meetings. In the sunny library the other day, Bob Johnson, an assistant principal, was giving his report to the Quality Steering Committee, which convenes weekly to hear from students, parents and teachers. Several student representatives grouched about classmates who skipped class and questioned whether security officers were too nice. Arthur Kutcher, a jewelry-making teacher, asked when the signs for identifying classrooms would be put up.

"People are now getting involved," said Franklin P. Schargel, who recently retired as an assistant principal and now serves unofficially as quality coordinator. "If it's a gimmick, it's a great one because it works. The agenda is generated by customers, not by the principal or the administrators."

Total Quality Management, pioneered in Japan, helped turn around the failing manufacturing practices of corporations such as Motorola and Xerox in the 1970's and 1980's. Only in recent years has it migrated to a small but growing number of schools, including Westinghouse.

The number of the nation's 15,500 public school districts using total quality management to some degree grew to 135 in the last year, up from 41 school districts in 1991, according to the American Society for Quality Control, based in Milwaukee.

As in any reform, so much is at stake that even the most well-intentioned educators seem over-eager. At Westinghouse, the only New York City public school known to school officials to have adopted Total Quality Management, Mr. Schargel trailed a reporter on a recent visit. A public relations firm works with the school. A press release hails upturns in student performance.

But at least one widely published statistic cited by the school, a dramatic fall in the dropout rate from 12.9 percent to 2.1 percent, was acknowledged by the school to be misleading because it mixes two different kinds of dropout figures.

Although the dropout rate has indeed fallen, it has not been by so much. The four-year rate fell from 12.9 percent in 1991 to 5.7 percent in 1992, according to the latest Board of Education statistics; the annual rate went from 5.3 percent to 2.1 percent during that same period.

Many at Westinghouse say their school is a better place than before Total Quality Management. On a recent morning in Miss Costa's English class, students were busy helping each other write resumes. Seventeen-year-old Trelane Spencer sat with four

other teen-agers, all of whom will be the first in their families to graduate from high school.

Like every other student in Miss Costa's class, Trelane keeps an evaluation sheet of his completed homework scores and test grades. By looking at the sheet, he knows exactly what it takes to be a good student.

"I feel like I'm learning a lot," said Trelane, who wants to be a cabinetmaker. "I feel like if you give teachers respect, they will return the same thing."

Not long ago, Trelane and his classmates gave Miss Costa a "reverse report card" on her instructional style. "They said, 'Miss Costa, please shut up! You talk too much,' " the teacher recalled with pride. "I think it's great. It's one of the things I needed to work on. I've cut down on teacher-dominated lessons."

Miss Costa, a veteran teacher who has immersed herself in the teachings of T.Q.M., views herself now as coach, adviser and co-worker. "As far as the students, I'm looking at them as young people I'm coaching in the best way I can to have a strong sense of self to be whatever they want to be."

Joel Bossous, a social studies teacher, agrees. Sometimes, he lets the students take over.

"When they see other students do it, they get more involved," he said.

Westinghouse High faces problems typical of many inner-city schools with troubled students. In the last seven years, school officials have attended the funerals of about 50 of their students.

Although the school is open to residents throughout the city, most students come from poor neighborhoods in Brooklyn, with half from nearby housing projects. Most of the students, or their parents, chose Westinghouse over their neighborhood school.

The school offers training in trade skills such as cabinetry, electronics and jewelry-making. Graduates must pass an exam showing they have mastered their specialty field.

When the school's principal, Lewis Rappaport, hired an old colleague and friend, Mr. Schargel, as an assistant principal in 1987, they pondered how to improve the school. A banker in the Brooklyn Chamber of Commerce told them about quality management programs. Soon, the administrators began attending corporate workshops. In 1991, a quality improvement team of staff volunteers was organized.

Some answers were simple. One of its first orders of business was to increase parents' support. The P.T.A. had only 12 members. After distributing a survey to parents, the team found P.T.A. attendance grew if meetings were held Wednesday instead of Monday. Now, the P.T.A. has 211 members.

"It's growing," said Theresa Brown, a mother who noted that 18 parents attended one recent meeting. "I do believe in my heart that things are changing for the better here at Westinghouse."

To reduce its dropout rate, Westinghouse identified 151 students who were failing every course during the 1991 spring term. They were listed on a Board of Education printout that no one had looked at. The students received counseling and tutoring and they had to sign contracts spelling out their responsibilities, as well as their parents' and the school's. By the end of the year, 58 students transferred to other schools. Of the 93 remaining, the number of students failing every class shrank to 11.

"We're now data-checking everything," Mr. Schargel said.

Attracted by the school's successes, the Ricoh Corporation, a leading Japanese maker of copiers, teamed up with the school last year, training the students as repair people. Their circuit boards are now just as good as those of Ricoh employees, a spokesman said.

Many principles embodied by Total Quality Management, such as shared decision making and teamwork, have been in place in some of the most progressive schools for decades. But Mr. Schargel says the overall approach makes the best educational practices even more effective. "I call it organized common sense," he said.

Bruce Sobers, a senior, said he got funny looks from students when he tried to explain T.Q.M. He has gone to I.B.M.-sponsored retreats and is enrolled in a leadership class, where books on Total Quality Management are required reading.

He believes it is just a matter of time before most of his classmates catch on.

"We break it down. In business, there are customers. In school, there are customers. They are students. What problems do they face? What can we do to improve it?"

And what has Total Quality Management meant to him? "My highest goal is to get a Ph.D. in any subject area," he said cheerfully.

But not everyone is sold. In fact, according to Mr. Schargel, only about 60 percent of the Westinghouse teachers use the approach in their classroom. Jerry Stern is one of those resisting change.

Mr. Stern said the school is free to try whatever it wants, but he prefers to teach the old-fashioned way. In his global history class, he stands front and center. His guide is the textbook.

"I have to spend more time getting the subject matter across than to deal with these side issues," he said with a shrug.

Editorial Comment

SALVAGING OUR PUBLIC SCHOOLS

By Franklin P. Schargel

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America has gone through dramatic changes in its 219 years. Our economy has moved from agriculture to mass production; and now we are in an information — and knowledge — based environment that requires greater educational levels for success. Yet the school model has changed very little. Our school year is still based on the agrarian model that allows our students to leave school for the spring planting and the summer and fall harvesting. Our schools are organized on the industrial top-down management model that was created to train people for low-skilled jobs through rote learning and individual skill-building in a time-structured and tightly disciplined environment. True, our school buildings have changed. Some are even air-conditioned. Green boards have replaced the black slate of old. Yet in many classrooms, students still sit in straight rows. Teachers stand in front of the room, giving the perception that they have all the answers, using chalk-and-talk methods to pour knowledge into the seemingly empty heads of their students. On the economic side, America cannot compete against low-wage, low-skill countries (see diagram below). And if we are to compete against countries with advanced economies, we must do so with a highly skilled workforce. Unfortunately, our schools have failed to keep pace with the changing demands of the global marketplace and have become a drag on national productivity.



Some people believe that if we devote enough energy and resources to the problem, we will halt the decline of education. This assumes that pouring more money at a process that is faulty will somehow erase its faults. Experience suggests otherwise. After all, after 10 years of educational reform and \$60 billion in new expenditures, standardized test scores are stagnant and dropout rates are climbing. Clearly, the "more-longer-harder" strategy — lengthening the school year, extending the school day and making students and teachers work harder — is not working.

And more money is no longer available; in fact, budget cuts are setting in. Today, education is facing serious competition for declining government resources, and taxpayers are demanding a measurable return on investment.

We cannot solve our problems by spending more or by spending less, by creating new public bureaucracies or by privatizing existing ones. The way to achieve school transformation is through a systemic change in the way our schools are organized and run and the ways in which teaching and learning take place.

There are no easy answers, but it's clear that the success of America's economy is tied to our public school system. Therefore, if America's schools are incapable of producing graduates who are proficient in communicating, doing math and thinking critically, then America's businesses are doomed to fail. If America wishes to regain the economic world leadership in the 21st century, we must make some tough choices and take some drastic steps and salvage our public education system.

1. Educational reform must move to the top of our national agenda. We must reprioritize America's values and raise the status of education and educators. American society must stop being enraptured with short-term thinking, which too frequently offers a quick, unsustainable fix and shortsighted thinking. It is time for America to realize that our greatest natural resource is our human resource, our people!

At the same time, schools cannot be expected to do a quality job with inadequate resources. The cutting of our federal, state, and local budgets must stop. This doesn't mean that schools should be a long-term expense that just keeps increasing: Deming taught us that things become less expensive as they become better. Imagine the implications for education.

2. The federal government must join the states in setting goals and standards, developing performance information, supporting evaluation and dissemination results. The federal GOALS 2000 and the Malcolm Baldrige Quality Award, which is now open to educational organizations, can serve to help refocus the nation's attention on the need to strengthen education.
3. We must make schools as customer-driven as the most successful business. That means providing ways for students to become actively involved in their own education. It also means that schools must adapt to the changing world before schoolwork becomes irrelevant to the student.

Confining students for six hours a day to a place where they do not want to be and where they feel they are wasting their time is ultimately a prescription for failure. As a society, we cannot afford to sacrifice 27 percent of our young people as "scrap" when they drop out of school. How can this or any nation succeed when it wastes 27 percent of its human resources?

Schools must also teach the kinds of skills that are needed in the workforce. Our knowledge workers need to learn to work cooperatively and in teams, and with people from diverse backgrounds, and to know how to investigate problems and analyze situations. Learning these skills should start in school.

4. Businesses must redefine their role. While businesses frequently lament the quality of workers being turned out by the schools, they traditionally have not worked closely with the schools to define the skills and abilities they want to hire. Business-education links for specific projects are becoming increasingly common; now businesses must enter into closer consultation with schools, perhaps coupled with long-term hiring relationships that could aid both the school and the business.

In the future, hiring decisions could be based on school transcripts and business managers could provide real-world expertise in the classroom, such as critiquing resumes or presenting the world of work to young people.

5. We must change the way we educate educators. The classrooms of the future will demand new teaching skills. Deans of education can no longer accept the status quo. Yet the faculty in many schools of education have had little or no classroom experience; some have never been in a schoolroom in this country.
6. States should provide financial aid and promote those schools that are adding value to student performance. So often in the past we have thrown additional dollars at schools where the processes were not working, effectively rewarding failure instead of success. We must change that paradigm and, at the same time, recognize that when we provide money for effective change in our schools, we may be eliminating the need to spend more money on police protection and prisons. There is something wrong when a society can find the resources to incarcerate its young people, but not to educate them.
7. We must ensure that our schools are sanctuaries of safety as well as citadels of knowledge. Our children cannot learn if they are consumed by fear. We must develop strategies to dissolve the root causes of school violence.
8. We must overcome our complacency with our schools. Businesspeople, parents and educators must realize that our nation's economic and political well-being depends on how well our young people perform when they enter the workforce.

Our public school system is unique in the world: It is the only system available to all young people, regardless of social position, family background, or physical or mental ability. Statistically, our public school system can never compete with that of Germany or Japan, for example, where only the elite students are allowed to enter academic high school.

But since our students will be competing with workers from around the world, those American schools that are achieving success must benchmark with the best schools in Singapore, Hong Kong, Israel, Sweden and the United Kingdom. If America's graduates cannot stand shoulder to shoulder with the world's best, they soon will have no place to stand at all.

The failure of America's public schools endangers the very fabric of American democracy and the foundations of America's industrial might. We cannot allow education in America to fail because education is the foundation of our democracy, the glue that holds our society together and the backbone of the American economy.

Time For Change

Change takes time. That means high schools, with (at optimum) 25 percent per annum student turnover, are not the best incubators for change. Change also takes an investment in training, yet it is the unusual school system that has more than a few days or dollars per year to devote to this purpose.

Despite these issues, change is occurring in the classroom, propelled by corporate leaders who have proved willing to provide money and expertise to assist schools in their communities. Many of these programs have been successful, but few have been replicated on a large scale. Some of the hindrances to developing and duplicating successful business-education partnerships are as follows:

- School and business cultures are so different from each other that it is difficult for parties to communicate with one another or find ways to work in common toward their goals, even when those goals are complementary. Few teachers have personal experience in for-profit environments and few businesspeople have knowledge of what goes on in the classroom beyond what they think they remember from their own school days.
- The school system is built on bureaucratic and political criteria, while businesses are self-contained entities that are most interested in helping to sponsor change in the local community where it will do them the most immediate good. Each business-education partnership has to be developed independently, and the work frequently gets done outside the normal channels of a top-down school bureaucracy.
- Public schools exist in a tenured, unionized, captive environment. Most businesses that are creating change are nonunion, or the change process is taking place with the full support of the union. Those circumstances do not exist in public school education. Additionally, a business can always fire a worker who doesn't "get it," but social and political pressures serve to keep malcontents in high school as long as possible, not the opposite.

Martha H. Peak

Strategies to Help Solve Our School Dropout Problem

Strategies to Help Solve Our School Dropout Problem. Franklin P. Schargel and Jay Smink. : Eye on Education, 2001, ISBN: 1930556144, 252 pp.

Main Article

Conceptualized and authored by Franklin Schargel and Jay Smink with chapter contributions by senior staff at the National Dropout Prevention Center at Clemson University, this book outlines fifteen research based strategies that have been effective in preventing dropouts. Arguing that dropout issues are among the most urgent problems currently facing society and schools, the authors go beyond merely describing the problem to offering a variety of solutions – an aspect of the book that will prove refreshing for practitioners seeking research based solutions to implement in classrooms and schools.

This book will prove useful reading for high school teachers as well as teachers at alternative schools. Administrators may also find it handy since the authors offer some useful pointers on how to implement systemic reform. Perhaps the most valuable contribution of the book is the information on a wide array of services, successful programs, and agencies along with their addresses and websites at the end of each chapter. This feature serves as a useful starting point for all those interested in learning more about current practices in prevention or intervention among youth at risk of dropping out of school.

The book has twenty chapters divided into seven parts. Parts I and II set the stage by outlining the scope of the problem and the inadequacy of current reform efforts. Part III focuses on early intervention while Part IV addresses the underpinnings of prevention programs. Part V takes a closer look at strategies for classroom instruction, and Part VI on discusses the use of assets found in the wider school community.

In Chapters 1 and 2 Schargel and Smink explain that school dropouts are an economic drain proving costly to the individual, expensive for business, and unsustainable for society. They argue that successful solutions require the implementation of "systemic reform" rather than episodic efforts that address symptoms in place of causes. The authors point out that the use of widely different methods to calculate dropout rates across the US impedes accuracy and may prevent us from understanding the extent of the problem.

While Part I lays out the scope of the problem, Part II begins with a brief historical outline of reform initiatives to improve student achievement and increase graduation rates. The authors proceed to offer a glimpse of the rest of the book by outlining the fifteen research based strategies that make up the subsequent chapters.

In Part III, we have three chapters focused on early interventions. Of these, Chapter 4 will be of most interest to schools and teachers since the focus is on family involvement in deterring dropouts. Defining family involvement in schools as a partnership with shared responsibility for student achievement, the authors speculate that schools may not be doing enough to reach out to parents of students placed at risk. The authors suggest that respecting the educational backgrounds of family members and inviting parents' input in scheduling meetings may be ways to overcome communication barriers that exist between parents and schools. The authors also encourage schools to make contact with families by visiting their homes, using technology to expand communication, and using service learning projects to develop a strong home-school-community base. Besides strategies for schools and classrooms, this chapter offers tips for parents that detail their responsibilities. Parents are asked to participate in school policies and functions and to provide a home environment where education is valued.

Chapter 5 divides early childhood education into 'in-home' and 'out of home' strategies and provides brief examples of both. Chapter Six is disappointingly brief with the authors underscoring the importance of reading and writing programs in schools but offering no specific strategies.

In the four chapters comprising Part IV (Chapters 7-10) the authors "address those strategies that form the underpinnings of all dropout prevention programs" (p. 75). These are mentoring, service learning, alternative schooling and out of school enhancement programs. An important point raised by the authors in these chapters is that mentoring programs need to work in conjunction with other interventions. Additionally, schools and communities should "set a high priority on providing safe and healthy out of school experiences" (p. 137) that incorporate academics, recreation and a cultural and social component.

In Part V, the focus shifts to the strategies that can be used within classrooms. Professional development, the use of the theory of multiple intelligences and the need to expand the use of technology in ways that enhance student learning are emphasized. In Chapter 14 the authors suggest that we have much to learn from the special education model where IEPs are designed for every student. The authors contend that strategies that allow for individualized one on one contact with students – for example, mentoring and tutoring programs or self-paced learning may be ways to bring the classroom instruction closer to the IEP model.

In Part VI, the authors argue that it is important to make connections with the community to create collaboration that brings "educators, families and community members together to make schools a place where all members can thrive" (p. 181). For systemic renewal to occur, key areas to spotlight include redesigning the educational system towards a school fit approach, engaging children in the curriculum, designing structural elements to provide leadership, and utilizing data and research to assess the effectiveness of practices implemented.

In Part VII the authors explain that the dropout problem is not unique to the US and that it is a global issue facing all countries. They point out that some countries have more resources to spend on education while others do not. Some depressing statistics cited by them include – Sub-Saharan Africa spending three times as much on debt repayment as on education and India spending twice as much on arms as on education. However, the authors' list of grim details obscures the role of international economic policies and their effects on national policies that dictate spending patterns that in turn affect education. Nevertheless, the intent of this book is not to explicate international economic policy nor its effects on education – it is to make the case that the dropout issue is indeed both widespread and urgent, a case that the authors make repeatedly.

In the last chapter, they refocus their lens on the US asking "why not find ways to make school work for all students" (p. 244). It is crucial to make education a priority, say the authors, who point out that some states spend more money on prisons than on education. In their words, "when a society has the resources to incarcerate its young people but not to educate them, something is wrong" (p. 248). They urge schools, the media, parents, teachers, and government leaders to come together to prevent dropouts and work towards making every student successful.

Overall the book offers a general overview of strategies for dropout prevention and is a quick read for a person looking for concise information on diverse strategies. However, by the same token, to acquire an in-depth view, the reader will have to find other sources. For example, in Chapter 12, Howard Gardener's theory of multiple intelligences is briefly explained, with enough information to whet the appetite and some resources for further reading.

Some of the weaknesses in the book are by-products of its strengths. For example, in presenting a persuasive argument about the cost of dropouts to society, the authors inadvertently paint dropouts as dangerous to society – as more likely "to be single parents, be on welfare, commit crimes and go to prison..." (p. 3). Similarly, each chapter in the book can be read as a stand alone piece which is a strength of the book but also makes the book seem less than well knit together. We must allow that perhaps the scope of the book was too ambitious; in trying to present a great number of strategies, there are some that have received less attention than others.

Ultimately, it is necessary to acknowledge the contribution the book makes – we receive an overview of strategies and resources that can be used by classroom teachers, administrators, and by anyone seeking information on dropout prevention programs. Higher education instructors may want to keep it as a handy guide. As a person who teaches courses on students placed at risk, I will keep this book on my shelf as a quick reference.

The Schargel Consulting Group

DEVELOPING WORLD CLASS SCHOOLS AND GRADUATES

EFFECTIVE DROPOUT PREVENTION STRATEGIES

The following strategies, developed in conjunction with the National Dropout Prevention Center at Clemson University, have been recognized by the National Education Goals Panel (NEGP Monthly, August 2001) and the United States Department of Education (www.ed.gov/dropoutprevention.html) as effective in reducing school dropouts.

- ★ **Systemic Renewal**—Systemic renewal calls for a continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learners.
- ★ **School-Community Collaboration**—When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring environment where youth can thrive and achieve.
- ★ **Safe Learning Environments**—A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.
- ★ **Family Engagement**—Research consistently finds that family engagement has a direct, positive effect on children's achievement and is one of the most accurate predictors of a student's success in school.
- ★ **Early Childhood Education**—Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.
- ★ **Early Literacy Development**—Early interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects.
- ★ **Mentoring/Tutoring**—Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.
- ★ **Service-Learning**—Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.
- ★ **Alternative Schooling**—Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.
- ★ **After-School Opportunities**—Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because they fill the afternoon "gap time" with constructive and engaging activities.
- ★ **Professional Development**—Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.
- ★ **Active Learning**—Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.
- ★ **Educational Technology**—Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.
- ★ **Individualized Instruction**—Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.
- ★ **Career and Technical Education (CTE)**—A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the increased demands of today's workplace.

10209 JARASH PLACE NE • ALBUQUERQUE, NEW MEXICO • 87122

voice 505.823.2339
fax 505.823.2339

franklin@schargel.com

Quality Toolbox

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Using International Standards To Improve Education in the Basque Province of Spain

By Franklin P. Schargel and
Eugenio Ibarzabal

Two educational summits held by Presidents Bush and Clinton and a meeting held by Louis V. Gerstner Jr., chairman and chief executive officer of IBM, for the nation's governors have helped to drive improved education standards.

More than 30 states have increased their education criterion. They realize that schools, like industries, must be globally competitive. Technologies such as the fax machine, Internet, and cellular telephone have freed companies from being geographically dependent. They can (and do) go to places where taxes are low, government regulation is minimum, and workers are technologically qualified.

No longer must America's schools benchmark against other American schools, but our graduates need to compete for jobs against the best graduates of the best schools in Singapore, Japan, England, India, and Israel.

While the raising of state requirements is admirable, a patchwork of state standards still remains. A student who attends school in a state with lower standards than its neighbor is greatly disadvantaged when looking for employment. The results of the Third International Mathematics and Science Study show that nations with national standards scored at the top of the list.

What "global SAT" can be used to measure graduates internationally? Some feel that using the educational criteria of the 1998 Malcolm Baldrige National Quality Award provides a foundation for leveling the playing field in assess-

ing and comparing various state standards. In fact, the New Jersey legislature is allowing the Baldrige criteria to be used as an alternate assessment for their state schools.

The Lancaster, Pa., school district has adapted the ISO 9000 to help evaluate and improve how they teach their students. ISO is the International Standards Organization means of validating and documenting processes of an organization's performance and has long been used by manufacturing companies.

The International Standards are far better known in Europe where ISO certification is often required to do business. Some schools in Europe have been seeking ISO certification as a means of enhancing the school's reputation and aiding their graduates seeking employment.

ISO Efforts in Spain's Schools

For the past four years, the writers have been working to improve education in the Basque Province of Spain. A study conducted by the International Labor Organization of 38 countries showed Spain had the highest unemployment rate at 22 percent. The rest of the European Union had an unemployment rate that averaged 11 percent. The unemployment rate in the United States never rose above 5.8 percent during the same reporting period. That, coupled with Spain's entry into the European Market, has placed a demand on improved education.

The Basque Province is in a period of political transition complicated by the existence of con-

flicting opinion and outbreaks of terrorist violence. There is a very high standard of living in the Basque Province; yet 50 percent of young people are unemployed. Several of Basque Province's influential leaders felt that the schools needed to start focusing their energy on more positive ideas involving collaboration, harmonious existence, and greater mutual respect.

The leader of the FORO, a Spanish think tank designed to improve education, felt that continuous quality learning could create the cultural change necessary to drive the Spanish society into the 21st century. The four institutions that comprise the FORO decided, in June 1993, to work together to encourage development in the province.

But the question remained: Could the quality in education movement begun in the United States at Mount Edgecumbe High School in Alaska transcend the boundaries of language, geography, and culture and be transplanted and take root in Spain?

A History of Our Efforts

In December 1993, representatives from the FORO went to visit several vocational training schools in the Basque region to encourage their start on the quality journey. They were met with initial skepticism. The administrators and teachers were hesitant to change their traditional approaches and asked the all-too-familiar question, "How do we begin?" It was apparent from the beginning that external help would be needed to encourage the change.

The FORO representatives

were interested in identifying the factors and methods for the process in the Basque Province's vocational training schools. As a major industrial region in Spain, it is essential both for the success of the Basques and of Spain that graduates be well-versed in quality tools, techniques, ISO 9000, British standards, and the European Quality Award (which is based on America's Malcolm Baldrige National Quality Award). The FORO felt that the graduates of the Basque schools needed to know how to work in teams, know how and when to apply assessment measures, and possess decision-making skills and problem-solving techniques.

Sixteen schools expressed an interest in learning more about using quality techniques, tools, and theory. A group of four schools decided to form a consortium and became the critical mass that would pilot the movement in the Basque Province. They called upon industrialists in the province who were knowledgeable in quality to conduct tools training. The educators read books on quality, which had been translated into Spanish, written by W. Edwards Deming, Joseph Juran, and Stephen Covey.

Most importantly, they started applying quality principles, tools, and techniques in their schools. Occasionally their efforts caused frustration. More frequently, as their efforts met with success, they became delighted with the progress they were making. Using cause and effect diagrams, and tree and flow charts, they became aware of the tools' power. They decided to try a schoolwide project using the techniques, tools, and methods they had learned.

The Challenge: Involving More Parents

There had never been a great deal of parental involvement in the Basque vocational schools. If they could increase parental involvement by using quality techniques, school leaders believed, then teachers would have greater success in teaching the students. Faculty teams, using the plan-do-check-act cycle, drew up a detailed action plan.

Of the four schools, the most dramatic result saw parental involvement rise from 63 percent to 91 percent. The directors and teachers couldn't believe how successful their efforts were. As a result, more faculty joined the steering committees and new projects were identified, tested, measured, and rerun.

However, we faced several obstacles including how to change the paradigm of some teachers who considered that quality was nothing more than a business tool to increase productivity. Spanish educators don't believe that the sole purpose of schools is to prepare workers for the workplace. Schools have multiple purposes among which is to create responsible citizens, and develop an appreciation of art, music, history, and literature. But if schools fail to produce productive, technologically prepared workers, then the schools have performed a disservice to the primary customer and have failed those who are paying the bill.

Acceptance of Quality Grows

Our prime achievement is that we created a critical mass in a pioneering group of school leaders whose learnings have become the experience against which other schools benchmark.

Based on this initial success, we've been accepted by other schools in the Basque Province and in other areas in Spain. The government of the Basque Province, which controls education, has accepted the process and has agreed to fund the FORO's efforts to expand the effort to other schools.

The four lead schools have moved into the second stage with creating mission statements and carrying out efforts to deploy the mission beyond the school's quality councils. They have just started

working on improvement plans with built-in assessment criteria and measuring their results.

The schools are also examining the European Quality Award model, ISO 4000, and the Baldrige Quality Award for education. So far, the schools have carried out one self-assessment to establish a baseline by selecting the European Foundation for Quality Management model, equivalent to the Baldrige Award in Europe.

Four schools that applied for ISO certification in May became certified on July 1, making them the first certified public vocational training schools in Spain. The ISO certification process has helped to standardize processes instead of having random, ever-changing processes from year to year.

Another 29 vocational schools have also started down the quality road and are at different stages. Some of them have carried out an initial self-assessment and will start on the process towards ISO certification next year.

Students have started to play a greater role in the schools. Based on surveys, their level of satisfaction is higher. Student satisfaction at the university has increased from 37 points in 1996 to 61.75 in 1997, according to the EFQM model.

After initial fear and resistance, the most important change that has come about in these schools is greater internal calm. There are several reasons for this:

- An original fear of quality control has disappeared. The schools now know what they want. Many of them have written mission statements, which have been debated by all working at the school.

- Quality has helped the schools to achieve internal cohesion, conduct meetings, reach conclusions, and measure and assess constantly.

- The schools have become more independent of administrative control and more interdependent of one another. School leaders have increased their self-esteem, since they can talk to business leaders using the same language and are equally efficient and hard working.

- The number of students finding employment has increased, although at a time of economic prosperity, we cannot say to what extent this is due to the quality culture.

- The unions (some of which are extremely radical), rather than opposing the movement, have completely supported it. Some trade unionists have even taken a proactive role in the process by serving as quality coordinators.

Achievements Still to Come

We continue to implement quality in the classroom, which is the key to success for quality in education. Training continues for teachers in the schools. The schools are looking at various models of classroom successes from Latin America, Europe, and the United States. We realize that the most difficult part of implementing quality is changing the learning-teaching process and bringing quality techniques and tools into the classroom. Improving time schedules, libraries, administrative processes, articulation programs, and transportation efficiencies is easy using quality management processes. But if we do not improve education and what takes place in the classroom, quality in education will end up being another fad.

We are beginning to extend our experiences to the rest of the public vocational training schools in the Basque Province. There are more than 40 of them, so a great deal of work is yet to be done. At the same time, we want to bring the quality culture to other companies and political leaders. The Basque province, one of the principle exporting regions of Spain, is an area where there are the greatest number of ISO-certified companies. But many of the companies in the region are small, with 50 to 500 employees, and are unaware of the quality culture.

The Lessons We've Learned

There are many lessons we have learned along the way. First, there isn't a single model that can be transported over time and space. Each application of process must be customized to the culture of the schools. The champions must also be aware of the inherent differences of where it is being applied. A cookie-cutter approach is far more likely to fail than one that has been spe-

cifically designed by the users to fit their needs. The fundamental challenges faced by all schools is, essentially the same: real motivation, good communication, constancy in aim, change in society, and the moral authority of the leaders who commit themselves to this endeavor. There are, however, inherent differences in schools that are literally across the road from one another.

Second, applying the process is a never-ending challenge that must be relentlessly pursued. The process is best applied by both an in-house champion and champions outside the organization. Internal champions are aware of the inhibitors and land mines. External champions bring a fresh approach and a different perspective. Working together, the in-house champions and the outside consultants are more likely to spot obstacles to the successful application.

Third, commitment to the process must be established at the outset. People new to the process must have a clear understanding of the need for a long-term commitment. Far too many educational innovations, like many fad diets, produce initial short-term successes that rapidly evaporate over time, exposing more deep-seated problems and increased skepticism.

Fourth, school leaders need to be informed, very early in the initial application stage, of the resistance that they most likely will face and how to deal with it.

For us, one of the best indicators of success is that our principals, faculty, parents, and students are increasingly enthusiastic about quality and producing positive results. Can we ask for more? ▲

Franklin P. Schargel, former quality coordinator of George Westinghouse Vocational and Technical High School located in Brooklyn, N.Y., heads the Schargel Consulting Group. He can be reached at franklin@schargel.com or (516) 799-0139. Eugenio Ibarzabal is the coordinator of FORO GUPUZKOA XXI, a think tank designed to improve education in Spain's Basque Province.

What are the New Responsibilities of our School Leaders? ... An Excerpt from *From At-Risk to Academic Excellence*

Today's teachers, principals and superintendents must respond to a host of new challenges: diversity of cultural backgrounds, waves of immigration, income disparities, physical and mental disabilities, and variation in learning capability. Increasingly, schools must adapt to address the needs of at-risk, nontraditional learners. Wherever teacher education programs have not kept pace with these challenges, many of their graduates must learn on the job, under the tutelage of their school leaders. And the tasks of scheduling, programming, ensuring security, and providing counseling have all become more complex.

Schools can no longer afford to offer one-size-fits-all education. Today's society demands an individualized approach that caters to the needs of each child. Today's educational leaders cannot rely solely on traditional methods of teaching and learning; they need a new repertoire of skills and approaches.

New Responsibilities Require New Qualifications

In the olden days, we could sum up the principal's role in a few words: to manage the building and head the school; to be a pal to students, parents, and teachers; to be a leader of teachers. Consider a list of the major leadership responsibilities outlined for today's principals (see chart).

Most of an educational leader's time is spent managing the school. This requires that the principal have the skills and competencies appropriate for businesses as well as the schoolhouse. But, contrary to popular opinion, the principal is not the CEO of the school. At best, the principal is the middle manager in a system of rules, regulations, and mandates from above—at the bottom of the pyramid of true policymakers. But command and control theory no longer works in education—not in the classroom or in the administration of schools. The days when principals and/or superintendents could order people to do things are over. Traditional top-down models of school leadership do not work in an educational environment where workers possess as much education and experiential knowledge as the nominal leader. Only collaboration will get the job done. And the job remains daunting. We judge our principals and superintendents by a new bottom line: their students' academic success. In the 1960s, 1970s, and 1980s, we cared about equality of access and opportunity. Today, with the emphasis on higher standards, we focus on proficiency of achievement. We no longer expect school leaders to simply usher students through grades at a level of learning that matches the population or its special needs. Each year, the numbers must show improvement. Politicians, business leaders, the media, the public and the parents must provide the leadership to make that happen.

This article is an excerpt from the publication *From At-Risk to Academic Excellence: What Successful Learners Do* – by Franklin P. Schargel, Tony Thacker, and John Bell; published by Eye on Education Inc.

WHAT SUCCESSFUL LEADERS DO

Book Series

FROM AT-RISK TO ACADEMIC EXCELLENCE



What Successful Leaders Do

**FRANKLIN P. SCHARGEL
TONY THACKER
JOHN S. BELL**

FOREWORD BY GENE BOTTOMS

Events of the past 50 years have dramatically altered the world's economic, social, and political landscape. Our former military enemies have joined us in pursuit of peace and prosperity. The harsh dictatorships of the Soviet Union, Eastern Europe, and Iraq have either fallen or been toppled. Europe has drawn together into a new entity, the European Union. Industrialized nations have seen their populations grow older as birth rates decline. The world has merged into one competitive marketplace. Its burgeoning middle class is clamoring for increased services in health, transportation, and education. China and India, once regarded as sleeping tigers, have expanded and strengthened their educational systems and are fast catching up with other industrialized nations. Schools around the world face pressure to produce globally competitive, first-rate graduates.

America has reached a pinnacle of world power and influence. Our abundant natural resources, robust economy, and strong democratic system contributed to this rise; but the bedrock of our nation's prosperity and freedom is the public education program initiated more than 200 years ago. If we wish to sustain these remarkable achievements, we must improve the existing school system to accommodate a new reality.

At its best, education develops responsible citizens; inspires a love of learning; cultivates an appreciation of art, music, and literature; promotes cultural and social values; and builds the nation's workforce. Our educational system continues to prepare our future doctors, teachers, political and economic leaders, entrepreneurs, and artists. Even the sports figures our youth admire learn their values in school. Tomorrow's good jobs will require advanced training and schooling that build on the indispensable foundation of a high school diploma. Tomorrow's workforce needs the ability to problem solve, work on teams, keep up with fast-changing technology, and efficiently use resources. Underachievement in school limits the future prosperity of today's students and their families. It also holds the United States back in the global marketplace.

The Social Security Administration estimates that Americans older than 65 years of age will constitute 20% of the total population by 2030—up from 13% in 1998. This means more retirees drawing benefits and fewer workers paying taxes. When the 76 million baby boomers leave the workforce, today's cohort of students will have to take up the slack. To maintain our nation's productivity in this information and knowledge age, we must equip them with the skills and competencies to do their jobs. An educated workforce will earn more, increasing the tax base, and carry more responsibility, improving our society and economy. But to achieve all this, we must keep today's young people in school.

Who Will Teach Our Kids?

Educators, politicians, and businesspeople all agree that leadership in education has never been more critical for public school systems. They also share a grave concern about the looming shortage of qualified educational leaders.

On October 2, 2000, the headline on the cover of *Newsweek* cover read, "Who Will Teach Our Kids?" The accompanying story projected that over the next 10 years, 2.2 million teachers—of the existing workforce of 2.6 million—would leave the profession because of retirement, low pay, low morale, frustration with the educational system, and better opportunities elsewhere.

Yet, the crisis is not just limited to teachers. According to *USA Today*, "Roughly half of the nation's superintendents are older than age 50 and will likely leave their jobs in the next five years....Those officials worry that there are not enough qualified candidates to fill the vacancies" (Henry, 2000). The article went on to quote Mary Lee Fitzgerald, director of education programs for the Wallace Reader's Digest Fund, Inc., "The principalship is a bull market. Nobody wants the job. Modest pay, long hours, uneven resources, problematic authority, increased expectations of the public make this job in a competitive market a no-winner for the top half of the class."

The job of school superintendent is often the least stable position in the school district. Tenure averages just 36 months (less in our inner-city school districts). According to the Council of the Great City Schools (2003), "The average tenure of the current Great City School superintendent increased from 2½ years in 2001 to 2¾ years in 2003. The majority of superintendents (54 percent) have been in office one to five years. Approximately 31 percent...have been in office for one year or less. Only 15 percent...had five or more years in their current position." However, a superintendent must learn the culture of the district, develop a strategic plan for school improvement, and then deploy that plan—a difficult, if not impossible, task to accomplish in 3 years or less.

A New Population of Students

According to the U.S. Department of Education (Troy, 1998), our nation has 87,125 schools in 14,471 districts and 46.3 million students in public school classrooms. More than 6.2 million children have limited English proficiency; 2 million speak no English. Two million latchkey children go home to an empty house; another two million endure abuse and neglect at home. An estimated 1 million children suffer from the effects of lead poisoning, a major cause of slow learning; more than 500,000 come from foster and institutional

care; 30,000 are products of fetal alcohol syndrome. Nearly 400,000 are *crack babies* and children of other drug users. More than half a million are homeless, lacking a permanent address. Of children younger than 18, approximately 20% (14.4 million) come from homes with extreme poverty. More than half of poor children are white and live in rural and suburban areas. And America's schools are taking in growing minority populations from countries that lack strong educational infrastructures.

Principals and superintendents must respond to a host of new challenges: diversity of cultural backgrounds, waves of immigration, income disparities, physical and mental disabilities, and variation in learning capability. Increasingly, schools must adapt to address the needs of at-risk, nontraditional learners. Wherever teacher education programs have not kept pace with these challenges, many of their graduates must learn on the job, under the tutelage of their school leaders. And the tasks of scheduling, programming, ensuring security, and providing counseling have all become more complex.

When Henry Ford's company sold its first cars, he famously stated, "You can have any color you want as long as it's black." Ford's plants were set up accordingly. Ford Motor Company could not address the needs of today's public if it were still only offering one choice. Schools can no longer afford to offer *one-size-fits-all* education; today's society demands an individualized approach that caters to the needs of each child. Today's educational leaders cannot rely solely on traditional methods of teaching and learning; they need a new repertoire of skills and approaches.

New Responsibilities Require New Qualifications

In the olden days, we could sum up the principal's role in a few words: to manage the building and head the school; to be a *pal* to students, parents and teachers; to be a leader of teachers. But that role has dramatically expanded. Consider the leadership responsibilities outlined for today's principals:

Leadership Responsibilities

Principal as a Leader

- Facilitate and implement a comprehensively developed and shared vision and mission.
- Implementation must include the development of structures to support the vision and mission.
- Create a culture of high expectations for all students.

- Expectations must be communicated to staff, students, parents, and the wider community; and actions must consistently reflect those expectations.
- Model ethical conduct and universally expect the same from faculty and staff.
 - Expectations must be clearly explained and consistently enforced.
- Empower others to make significant decisions.
 - Expanding the foundation of leadership stabilizes any organization.
- Nurture teacher involvement and engender teacher leadership.
 - Teacher leaders take ownership of the school and its processes.
 - Comprehensive input and involvement in the decision-making processes improves the chances of making the best available decision.

Principal as a Lead Teacher and Learner

- Sustain a school culture conducive to student and staff learning.
 - Ensure the use of research-based strategies that support a cooperatively developed curriculum.
 - Promote the use of research-based programs as a means of achieving the school's objectives.
- Participate in focused and sustained professional development that implements, nurtures, and sustains research-based learning and teaching.
 - Provide focused and comprehensive instructional leadership.
 - Model effective learning strategies while participating in professional development with staff.

Principal as the Face of the School

- Attend community events.
 - Promote the school.
 - Increase school involvement in the community.
- Ensure that steps are taken that guarantee improved educational experience for each student.
 - Improve the plight of students, which improves the perception of their parents.
 - Put structures in place that promote individualized instruction (mentoring, learning centers, remediation, etc.).
- Work to develop cooperative relationships between the school and the surrounding community.
 - Use the resources of the community.
 - Allow the community to use the school's resources.

Principal as a Manager

- Develop and manage the school budget.
 - Ensure that budget decisions reflect a commitment to the school's mission and vision.
- Select and evaluate instructional staff.
 - Make staff decisions based on student and learning needs.
 - Evaluate teachers based on their ability to successfully fulfill the tenants of the school's mission and vision.
- Deal with discipline and attendance concerns.
- Provide a safe and orderly learning environment.
- Maintain accountability for an effective and aligned instructional program.
- Ensure compliance with state and federal mandates.

Most of an educational leader's time is spent managing the school. This requires that the principal have the skills and competencies appropriate for businesses as well as the schoolhouse. But, contrary to popular opinion, the principal is not the CEO of the school. At best, the principal is the middle manager in a system of rules, regulations, and mandates from above—at the bottom of the pyramid of true policymakers.

Likewise, we expect much more of today's school superintendents. We no longer select them simply because of what they know about education, child development, teaching, or learning. They come to us from the ranks of business, the military, political power structures, or the legal profession. Frequently, they are managers not educators.

But command and control theory no longer works in education—not in the classroom or in the administration of schools. The days when principals and/or superintendents could order people to do things are over. Traditional top-down models of school leadership do not work in an educational environment where workers possess as much education and experiential knowledge as the nominal leader. Only collaboration will get the job done.

And the job remains daunting. We judge our principals and superintendents by a new bottom line: their students' academic success. In the 1960s, 1970s, and 1980s, we cared about equality of access and opportunity. Today, with the emphasis on higher standards, we focus on proficiency of achievement. We no longer expect school leaders to simply usher students through the grades at a level of learning that matches the population or its special needs. Each year, the numbers must show improvement. Politicians, business leaders, the media, the public and the parents expect excellence in every school district, school, and classroom.

School Leaders Are Made, Not Born

Scratch the surface of an excellent school and you will find an excellent leader. Conversely, look into a failing school and you will find weak leadership. According to research, leadership has a significant effect on student learning, second only to the effects of the quality of curriculum and teachers' instruction (Leithwood & Riehl, 2003).

Few professions train their leaders. We can think of two: business and the military. In the past education has looked to these as models. Granted, certain leadership qualities transcend those fields, and a few innovative businesses have redefined the corporate culture to draw on the skills and abilities of their workforce. In general, however, both business and the military use a *cascade* model where leadership flows from the well-trained, knowledgeable and educated cadre at the top to the less trained or educated workers at the bottom. As we have noted, education is not like that; classroom teachers are knowledgeable, well-educated professionals. Their leaders need a specific set of skills.

Often, we select our principals from the ranks of good teachers, good classroom managers, or superior teacher mentors. Too often, we fail to consider the skills, attitudes, and characteristics essential to effective leadership—and especially instructional leadership. Likewise, many college and university programs that train educational leaders work with individuals who choose administrative programs. Not many leadership programs go into the field to identify potential educational leaders. There is a huge difference between managing a school and leading instruction. Few principals do both well.

And yet, we believe that America's schools can improve. We believe that with effective training, greater resources, and support through mentoring, principals and superintendents can lead the way. All across America, we find examples of excellence—leaders who firmly believe that *all* children can succeed, schools that effectively meet the needs of nontraditional learners, and educational communities that don't give up on their at-risk students.

This book focuses on these examples of excellence. To write the book, we sought out educational leaders whose schools have effectively met the challenges of America's new educational landscape. We asked them to describe the attitudes and practices that made the difference between at-risk and excellence. Their responses form the backbone of this book.

Chapter 2 sets the stage, defining who is at risk and why. Chapter 3 describes our approach and frames the discussion with an overview of the responses from practitioners. In Part II, we delve into the specific areas where these school leaders made a difference: student learning and achievement, school improvement, staff empowerment, parent and family involvement,

CREATING
SCHOOL
CULTURES
THAT EMBRACE
LEARNING



What Successful Leaders Do

TONY THACKER
JOHN S. BELL
FRANKLIN P. SCHARGEL

School culture sometimes resembles the weather. Like the weather, we can complain about the school culture, we can protect ourselves against it, and we can often predict it. Also like the weather, we often feel helpless to do anything about a negative school culture. Unlike the weather; however, there are many examples of leaders who have effectively harnessed a school's culture and improved it immensely. The task of improving a school culture is huge, but it can be accomplished in much the same manner that one eats an elephant...one bite at a time. Any undertaking, regardless of its size, appears less daunting if attacked systematically and incrementally. The following is a list of 14 items that we feel can assist any leader in developing and prioritizing a systematic and incremental approach to improving school culture.

Fourteen Things all Leaders Should Know to Improve School Culture

1. **Understand what school culture is before trying to impact it for the better.** Leaders fail so often because they do not realize the stamina of organizational cultures to remain the same even when the leadership realizes that change is important. Before any attempt to change the culture, the school leader and everyone in the school must have a clear definition of culture. This definition should include the following:
 - Culture is a series of integrated patterns that when tampered with always affects another and is tied to human behavior; therefore, it is resistant to change.
 - Culture is manifest in thought, speech, actions, and artifacts, and it is through these things that one learns about the culture and its patterns.
 - Culture depends on man's capacity for learning and transmitting knowledge to succeeding generations.

A leader, and those he or she leads, must first understand the complexity of the school culture. Once it is understood, a thorough analysis of the culture should then be completed before any change is attempted. To simply live in the existing culture is not enough. One must understand the patterns, the human behaviors, the human interactions, and artifacts that create the living, breathing culture of the institution. This is the only way to understand the complexity of trying to change the culture.

2. **Work with the faculty to fully analyze the school mission statement.** A great way to begin the study of the school culture is by first clarifying what the mission says and then looking at whether the day-to-day operations of the school really support that mission. Often as not, when a serious study is done of the school mission statement, faculties often find that what it says is not what they feel is important. Or, if it is important, much of what they do daily is not fully supporting the mission. A breakthrough of thought at this level often is catalyst for a study of the school culture and what is positive and what could be changed to support the mission.
3. **Analyze the school mission to determine if practices align with convictions.** People are only able to determine what is really important when they look at what they do daily and how they spend their time. A great way to demonstrate this is to have every school leader share with the faculty how he spent his time every day for a week. By simply keeping a daily log, a leader quickly sees what is consuming his or her day. It is an eye-opening experience.
4. **Create a daily activity log, share it with the faculty, and then ask them to keep a daily log of their activities for a week.** When those in a culture see how they spend their time, it is more obvious what has become important. Everyone might find that what has become important enough to take most of the day is not really important to learning. This activity is another great way to start a conversation about change. In some cases educators might find that what is taking most of their day is the result of a negative aspect of the school culture.

The best example of this is in schools where discipline problems take almost all of the principal's time. Many principals think that the discipline problem comes in the door with the students. However, in schools that place an emphasis on academics and have teachers who constantly challenge their students with interesting and rigorous learning activities, discipline is usually much less of a problem. One must ask: Are the discipline problems in a school that take so much time from instruction actually the result of weak instruction?

5. **The challenge of leading change is rarely a short trip.** The journey is usually a slow one with many turns and twists in which one often loses direction. The leader who understands that changing organizational culture is difficult and challenging work is usually the leader who is more likely to be successful. Not even Dr. Martin

Luther King Jr. with all of his eloquence could change America's culture as it related to civil rights in the 1950s and 1960s without understanding its complexity. Dr. King understood the culture he needed to change. He understood that only against a backdrop of nonviolence could he hope to mirror the injustices he knew must end. It was through his understanding of the complexity of the negative culture that he was able to determine the best way to begin changing it.

6. **No one person can successfully change a culture.** Dr. King was successful in the Montgomery bus boycott because people followed him. However, this following was not automatic. Dr. King and the Montgomery Improvement Association had to have many meetings in local churches to explain the boycott, to get the word out, and to make it clear that the journey was not going to be an easy one. People followed because they believed that the culture needed to change, and they saw a relationship between their actions and a change for the better. *School leaders must insure that the people who create the school culture see a need for change and a beneficial outcome of change before beginning a change effort.*
7. **Understand the relationship between a negative school culture and student learning.** Left to fester, a negative school culture destroys any chance for many students to learn. It is the work of the school leader to insure that no part of the school culture is allowed to negate the work of learning.
8. **Negative aspects of the school culture are often couched in a positive part of the culture.** Pep rallies, for example, are a positive part of the school culture. They create a sense of belonging and school spirit. But, if the culture of the school is that the pep rally must occur no matter what it does to the class schedule, then the pep rally may have become a negative rather than a positive part of the learning culture.
9. **Reinforce the positive aspects of the school culture.** Rarely is every aspect of the culture negative. A strong leader must know how to build on the positive aspects of the existing culture. Because cultures are scaffold creations, one can build on a positive to create additional positives.
10. **Analysis of the culture must include searching for all of the things that work in the school.** What supports student and adult learning in the building? What creates an atmosphere of success? It is those things that might be a start to diminishing the negative things in the culture.

11. **The culture of any organization is what its leader models and tolerates.** Leaders should use time to communicate to their staff what is important to the school. Where leaders spend their time indicates what they consider to be important. If the leader spends every available moment going to the field house to visit with the coaches, then athletics is obviously the most important thing at the school. If the leader spends most of his or her time in the office, then administration of the building is more important than instruction. It is really very simple: Leaders always display what is really important by deciding where they will spend most of their time.
12. **Change requires planning, and a lot of it.** Changing the culture takes much more planning and organization than most anything a leader will implement. The process of planning for change has taken many forms and redefines itself each time one plans within the context of an organization. That said, the general purpose of planning has always remained essentially the same. Planning, at its core, represents an effort to anticipate and shape the future (Webb & Norton, 1999, p. 129). Inherent in this definition is the major problem confronted by all school leaders: No one can unerringly predict the future. However, everyone can learn from the past. When many people are asked to bring their history to the planning process, it becomes less likely those same mistakes are repeated. It is interesting to note that ease of access to information has led to the development of a much more intuitive educational workforce. As the information gap between administration and faculty has diminished, the mystique surrounding school leaders and administrators has done so as well. This has necessitated a change in the way the leaders and planners conduct business.
13. **School leaders must possess the key traits and behaviors necessary for changing school cultures as Jim Kouzes and Barry Posner list in their book, *Leadership Challenge*.**
 - a. **Model the way**
 - Leaders need to establish principles concerning the way people (constituents, stakeholders, peers, colleagues, and customers alike) should be treated and the way goals should be pursued. They should lead by example, modeling the behavior they expect in others.

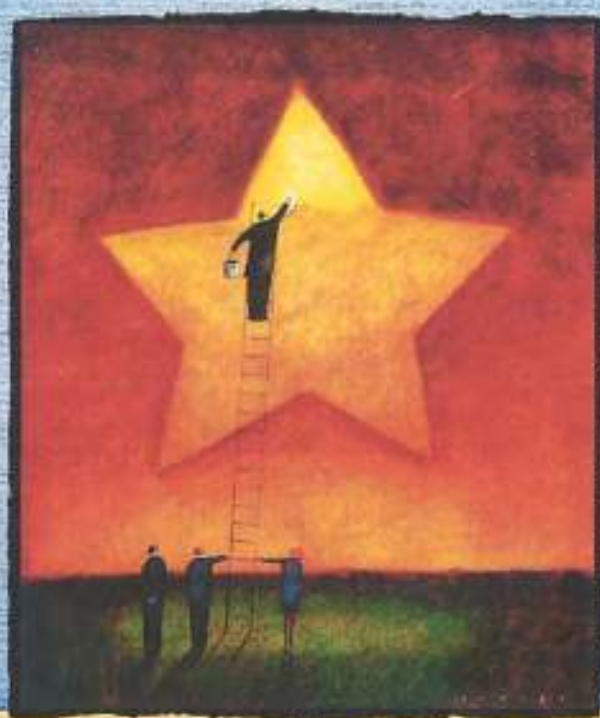
- b. Inspire a shared vision
 - Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become.
- c. Challenge the process
 - Leaders need to search for opportunities to change the status quo. They must look for innovative ways to improve the organization.
- d. Enable others to act
 - Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts.
- e. Encourage the heart
 - Accomplishing extraordinary things in organizations is hard work. To keep hope and determination alive, leaders recognize contributions that individuals make.

These time-tested traits have been found to help leaders cope with uncertainty, changing conditions, priorities, catastrophic events, and so forth. We believe that they are the best indicators of a changing school culture.

14. ***Do not confuse the appearance of confusion in the school environment with the product of a negative culture.*** Some of the most positive learning environments appear to be bordering on total chaos. The effective leader knows the difference between organized and productive chaos and sheer bedlam. Positive school cultures are rarely tidy. The effective leader understands that student differences, situations, and learning styles create environments that, if successful, look very different from the school he or she may have attended.

We thank Marisa Boan, Assistant Principal from the High School for Public Service in Brooklyn, New York, for sharing the following story with us. We believe it shows the positive supportive culture an alternative high school can provide at-risk students.

SCHOOLS WHERE **TEACHERS** **LEAD**



What Successful Leaders Do

JOHN S. BELL
TONY THACKER
FRANKLIN P. SCHARGEL

A Structure to Support Student Learning



Student learning increases when responsible professionals build structures that support the continual improvement of leading and teaching practices. The foundation of this structure must be instructional leadership. An instructional leader is one who understands the complexities of ensuring that all administrative aspects of school leadership are accomplished, while supporting effective teaching that leads to student learning as job number one. Instructional leaders also understand that these complexities require sharing leadership with all professionals. Teacher leadership then becomes of capital importance to the structure and must be developed to support student learning.

As we wrote this book, one coauthor had an interesting, but scary experience. As he has done for years, he scheduled his complete annual physical near his birthday. Better to put the body up on the rack once per year for a checkup than to wait and find that a complete overhaul is needed. So, off to his general practitioner he went. Like every other year, our colleague had his blood drawn, temperature taken, stepped on the scales, and took the cup

into the little room and delivered its contents to the dutifully waiting nurse. He waited in the examining room for the doctor to listen to his chest, thump his knees, and do all of the other things a complete physical requires. Like other years, he expected the doctor to make small talk, read the chart over his glasses, and say, "Well, everything looks fine, I will see you next year unless you need me before. Be sure to get your flu shot." Instead, the doctor read the chart and rubbed his chin. "I am concerned about these numbers and want you to see a specialist." He said. Our colleague reeled a little and asked the doctor to repeat what he had said and to explain further. He had never been referred to a specialist but was glad that his primary physician knew when a different set of skills and knowledge was needed and that there was someone to whom he could be sent who had those skills and knowledge. He thought how important it was that the doctor said, "I will be sending your chart over this afternoon and will have a conversation with the specialist." Our colleague took comfort in the knowledge that the professionals would be conferring and that they would jointly plan for his care. As it turned out, our coauthor is just fine, but his story made us think of the importance of a professional community in which people with different levels of knowledge and skills communicate, plan, and care for those who are their responsibility.

What an important image as we think about principals, teachers, parents and other adults working together to form a professional community of learners with and for students.

Leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school.

— *Wallace Foundation (2005),
How Leadership Influences
Student Learning*

Medicine has understood for years that one doctor must confer with another for the benefit of the patient. To do otherwise is madness. In fact, a large issue in the debate over medical reform in America is the establishment of electronic means to transfer medical records quickly from one doctor to another. Education has finally discovered the use of data to understand what and when students are learning. Why is it then that so few of us understand that we must share the data, in some context, with those who will continue to work with students once the students move to the next grade or school? The notion of sharing leadership is bigger than the walls of the school building. But it must start at that level before scaling it to include the full system of support for our students.

Lead Now

- ◆ *Lobby for Feeder Pattern Instructional Meetings:* Instructional leaders learn to lobby for what is not only best for students in their school, but what is best for all students in a school district. Lead a lobbying effort with the superintendent and the school board to create opportunities for educators in feeder patterns to meet, share data, and plan together. It makes no sense for a teacher to spend the first semester trying to understand how a student learns when a colleague who had the student previously can help ensure that guessing is replaced with professional knowledge.

Do Now

- ◆ Discuss feeder pattern needs with other leaders in the district. Build consensus around the importance of sharing learning data about students across feeder patterns.
- ◆ Make an appointment with district leaders to create awareness.
- ◆ Once district leadership is onboard, begin designing a plan with all stakeholders for feeder pattern data sharing.
- ◆ With colleagues build consensus for the plan.

The Urgency

Education is one of the only professions that often wastes the collective knowledge of its professionals. The knowledge of an effective teacher is the most powerful transformational force for a struggling or developing colleague. The following data are just some of the reasons that we must stop wasting this valuable resource and begin to share the wisdom of teachers to help us lead schools in which all students learn.

America faces a severe school dropout problem and we are not talking about students this time. Far more teachers than students, by percentage, drop out of school. According to a variety of sources, 46% of teachers leave the field—drop out—within 5 years. A conservative national estimate of the cost of replacing public school teachers who have dropped out of the profession is \$2.2 billion a year. If the cost of replacing public school teachers who transfer schools is added in, the total reaches \$9 billion every year (Alliance for Excellent Education Issue Brief, [August 2005], *Teacher Attrition: A Costly*

Loss to the Nation and the States. Washington, DC: Author). For individual states, cost estimates range from \$8.5 million in North Dakota to half a billion dollars in Texas. In the next decade, according to the United States Department of Education, the American Federation of Teachers and the National Education Association, U.S. schools will need approximately 2 million new teachers.

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The large number of teachers who will be retiring are taking with them their knowledge and expertise, which will exacerbate the situation. It is not just the loss of warm bodies that concerns us. It is the difficulty of building an experienced base of teaching and learning techniques that the new, inexperienced, and often weakly trained staff will take time to develop. Some states, already faced with the problem are issuing emergency licenses, thus possibly weakening, not strengthening the teaching pool for their schools. Some administrators have had to hire teachers with little or no classroom experience, causing classroom management problems not just for those newly hired but for the classrooms and teachers nearby. Teachers are the most essential component in the learning process. Far too many school districts are facing an uphill battle when it comes to recruiting and retaining highly effective teachers, especially those who serve poor students. In fact, students in poor and minority schools are twice as likely to have an inexperienced teacher and are 61 percent more likely to be assigned an uncertified teacher.

Teaching can be a frustrating and lonely job if practiced individually and with little support from effective leadership. Unlike the idealized pictures of students with empty heads sitting patiently, with their hands folded, waiting for knowledge to be poured in, today's students come to class bringing with them enormous challenges. They come to school with various abilities, needs and capabilities. For some, parents have made efforts to prepare them for learning. For others, parents have done little and have not taken the time or the energy to train their children in some of the fundamentals such as reading, studying, learning the alphabet and how to spell their names. School leaders need to understand these challenges and create school cultures that allow teachers to reach every child. That may mean that teachers need to take chances that may not always succeed. In dealing with people, not every experiment succeeds, regardless of how well intentioned or researched. Doctors, like teachers, do not have 100 percent success.

Lead Now

- ♦ *Build student and faculty self-efficacy:* No leader can hope to establish a community of learners if students and teachers do not believe they can be successful. Principals must help develop self-efficacy. Self-efficacy in a school always begins with the leader's belief that teachers can help students learn at higher levels than many of the adults around them think they can. A strong leader helps a school refrain from the negative attitudes about teaching and learning that so often create downward spirals leading to low expectations.

Do Now

- ♦ Always speak positively about student and teacher abilities. Never get caught up in the negativity that is so often a part of school settings because of the tremendous pressures in today's high-stakes environment.
- ♦ Engage teachers and students in consistent messages of belief in capabilities and messages that challenge everyone to reach teaching and learning goals. Provide support and resources for reaching expectations.
- ♦ Create awareness of negativism in the school by creating an inventory over a one-week period as you walk through the building. Share the results with faculty, and when appropriate with students and others. The goal is to become aware of negatives in order to support a turn to positive change.

Example:

Awareness Inventory — September 6–10

Monday, September 6

1. Overheard teachers in hallway before school complaining about scores on a recent test. Comment, "I could not believe they did not study for this. I guess they just don't care. My parents would have killed me if I brought home a grade like they made on this test." Students were going to the locker during teacher's comments.
2. Overheard student tell mother that "they were not doing anything in math class." Allowed to check out. Must better communicate expectations to parents.

3. Only two teachers attended the student choral production on Monday evening.
4. Overheard teacher in cafeteria: "He is not very smart, I had his sister a couple of years ago. The whole family is a little slow."

Tuesday, September 7

1. Based on a casual count, heard teachers say "don't" to students 27 times during the day. Use positive reinforcement.

Wednesday, September 8

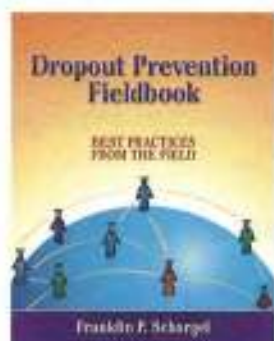
1. Noticed that in several places, displayed student work is the same work that was displayed for back-to-school night.

Chapter Summary

Teachers are leaving the profession at an alarming rate. Clearly something must be done to deal with the teacher dropout problem. As previously mentioned, the schools of education are failing to adequately prepare new entrants into education. Although universities are beginning to redesign preparation programs to better prepare teachers and leaders, the responsibility for having the best teachers rests with those in the field. Teachers resoundingly blame lack of preparation and weak leadership as reasons for leaving their jobs.

We addressed leadership in our first book, *From At-Risk to Academic Excellence: What Successful Leaders Do* (2007). In our second book, *Creating School Cultures That Embrace Learning, What Successful Leaders Do* (2009), we addressed building supportive school cultures. You now hold in your hands the culminating book on creating high-performing classrooms by sharing leadership with teachers.

Franklin P. Schargel Presents...

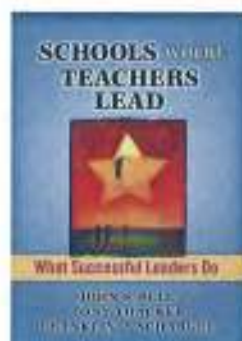


Dropout Prevention Fieldbook *Best Practices From the Field*

Franklin P. Schargel

Reduce your school's dropout rate, help improve teaching and learning, and develop stronger relationships with parents and the community.

2012, 224 pp. 7191-1 \$34.95 \$27.96



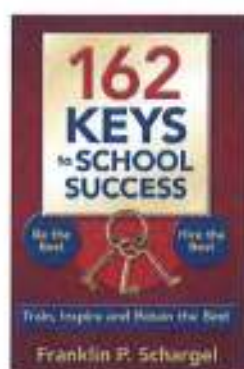
Schools Where Teachers Lead

What Successful Leaders Do

John S. Bell, Tony Thacker,
Franklin P. Schargel

Develop shared leadership and teacher leadership in your school with the "Lead Now" and "Do Now" strategies in this book.

2011, 144 pp. 7173-7 \$29.95 \$23.96

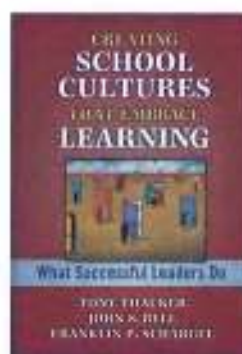


162 Keys to School Success *Be the Best. Hire the Best. Train, Inspire and Retain the Best*

Franklin P. Schargel

Attain the skills and confidence to hire, train, and retain the very best teachers with the 162 easy-to-apply tips and strategies within!

2010, 144 pp. 7156-0 \$29.95 \$23.96

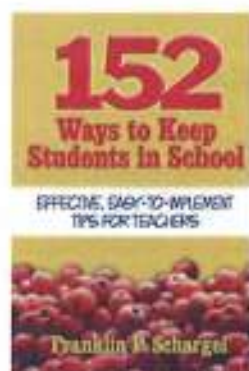


Creating School Cultures That Embrace Learning *What Successful Leaders Do*

Tony Thacker, John S. Bell,
Franklin P. Schargel

With the combined insight from over 60 schools, this book provides the tools, practices, and examples to help you improve your school culture!

2009, 176 pp. 7098-3 \$29.95 \$23.96

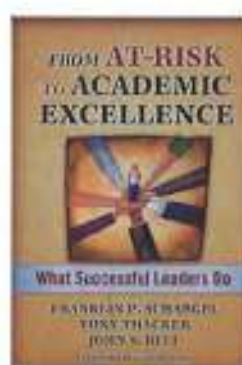


152 Ways to Keep Students in School *Effective, Easy-to-Implement Tips for Teachers*

Franklin P. Schargel

Designed to be read and implemented quickly, these strategies are concise snapshots of what educators can do to keep students from dropping out.

2008, 144 pp. 7087-7 \$34.95 \$27.96



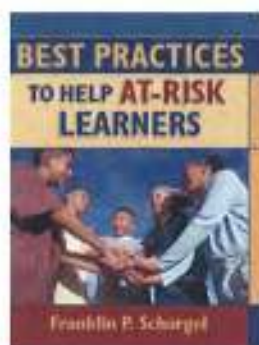
From At-Risk to Academic Excellence

What Successful Leaders Do

Franklin P. Schargel, Tony Thacker,
John S. Bell

This book brings together the wisdom from over 50 "high performing, high minority, high poverty" schools to help you become a turnaround specialist.

2007, 176 pp. 7046-0 \$34.95 \$27.96

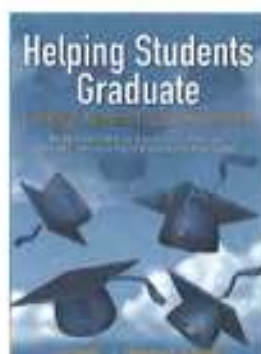


Best Practices to Help At-Risk Learners

Franklin P. Schargel

For teachers, administrators, counselors, and special educators who work with at-risk learners, this book presents 46 research-based tools, worksheets, and resources.

2006, 208 pp. 7017-7 \$34.95 \$27.96

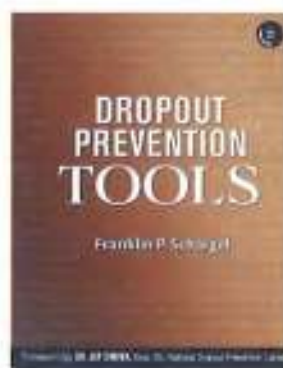


Helping Students Graduate A Strategic Approach to Dropout Prevention

Jay Smink, Franklin P. Schargel

The 15 research-based strategies in this book have been successfully implemented in rural, suburban, and urban schools.

2004, 288 pp. 675-6 \$34.95 \$27.96

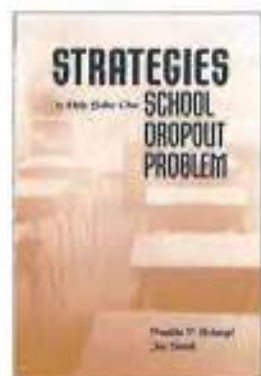


Dropout Prevention Tools

Franklin P. Schargel

Over 70 tools compiled by Franklin Schargel are presented here. They demonstrate how to apply the widely adopted 15 strategies research that has shown to keep students in school. Includes CD-ROM!

2003, 128 pp. 652-7 \$49.95 \$39.96



Strategies to Help Solve Our School Dropout Problem

Franklin P. Schargel, Jay Smink

Reduce the number of young adults who leave school without completing a high school program with the successfully proven strategies within.

2001, 288 pp. 614-4 \$34.95 \$27.96

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Franklin P. Schargel

“There are some who believe that education is expensive. Education is not; ignorance is. Ignorance is at the root of most of the world’s problems. It is not the children who are “at-risk.” It is our families, our economies, and our way of life.”

- **Educator: 33 Years**
 - 33 years as a teacher, 6 years (concurrent) as a school counselor, 7 years (concurrent) as an assistant principal, supervision (all AP’s and supervisors taught at least one class).
- **Author:**
 - **100+ Articles**
 - NASSP, ASQ Journal, SEEN Magazine, For “Guidance Channel Monthly, Huffington Post, Violence Prevention Digest, (representative sample of periodicals)
 - 9 articles Huffington Post (#2 “newspaper” in the world with 26 million unique hits per month)
 - **11 Books published, one in process**
 - Topics: At-Risk Learner, School Leadership, School Culture and High Performing Classrooms The next one, *Safe Schools: A Guide for Educators, Parents & Students*, published by Routledge will be available March, 2014
- **Conference Presenter: 200+ since 1991**
 - Average attendance about 200 each. Smallest audience = 6. Largest in Mexico = 18,000 in 8 cities in 4 days. Last year keynote in Calgary, Canada = 11,000.
 - United Nations and for Vincente Fox, President of Mexico.
 - **Conference speaker General Topics: At-Risk Learners, Keeping Alternative Learners in Schools, Dropout Prevention, Leadership & School Culture, Preventing School Violence.**
- **Consultant: 49 states and 10 countries**
 - 49 states and Washington D.C. (Missing Alaska)
 - Canada, Europe and Latin America
- **Televised Interviews: 15+**
 - Local, national and international
- **Blog and website (www.schargel.com/)**
 - The website went live on December 15, 2007, Number of visits 402,388. Number of Unique hits (first time = 176,785)
 - Blog is updated two to three times a week. Top county hits: U.S. (62%), Australia (9%), Canada (3%), Morocco (.76%), Philippines (.5%), Spain (.36%), India (.34%) United Kingdom (.27%), Germany (.26%) Malaysia (.18%)
- **YOUTUBE video series: 15 segment** (two to four more will be added by the end of September 2013)
 - https://www.youtube.com/results?search_query=franklin+schargel&eq=Franklin+S&gs_l=youtube.1.0.35i39j0i9.3030.5993.0.9930.10.10.0.0.0.0.294.1387.3j5j2.10.0.0.0.0.0.1ac.1.11.youtube.601TR6NiEnY

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