

CONTENTS

Preface	ix
The Author	xix
PART ONE Making the Case for Transformation	1
ONE The Case for Transformation	3
Why Reformation Is Not Enough	4
The Need for Transformation	5
Why We Tinker: The Problem Defined	19
TWO Systems and Technological Change	23
Understanding Schools as Complex Social Organizations	25
The Nature of Systemic Change	26
Disruptive and Sustaining Innovations	27
Critical Social Systems	29
Why Reform Is So Difficult	31
Common Language, Power, and Separation	38
THREE Bureaucracies Versus Learning Organizations	39
Ideal Types: A Tool for Analysis	40
How Is Social Control Established?	50
What Is the School's Function?	61
Images of School	68

FOUR Bureaucratic Images of Schools	69
About the Metaphors	70
A Basic Framework	71
The School as Factory	74
The School as Professional Service Delivery Organization	87
The School as Warehouse or Prison	99
Getting the Problem Right	110
FIVE A New Image of Schools	113
Learning Organization or Learning Community?	113
Transmitting the Knowledge Work Culture	123
The School as a Small Community or a Family	134
Critical Steps to Transformation	138
<u>PART TWO</u> Getting Our Bearings: The Sociopolitical Landscape	141
SIX The Bureaucratic Impulse	143
Historic Roots	143
From Community Institutions to Government Agencies	148
The Consequences of Bureaucratization	153
The Need for Grassroots Action	156
SEVEN Reassessing Standards	159
An Upstream Struggle	160
The Profit Motive	161
Who Are the Customers?	164
The Meaning of Standards	169
The Trivialization of Standards	170
No Tests for Standards	172
The Effects of Standards	173
Different Constituencies, Differing Standards	180

EIGHT Restoring Civic Capacity and Building Social Capital: Two Keys to School Transformation	187
Schooling and the Decline of Communities	188
The Need for Community Building	191
Politics, Economics, and the Moral Order of Communities	193
The Need for School Board Leadership	195
Public Education as a Moral Imperative	199
Building Social Capital	201
Can It Be Done?	204
A Concluding Comment	206
<u>PART THREE</u> Taking the First Steps: How Transformation Can Happen	207
NINE Painting a New Image of Schools	209
The Uses of Metaphors and Mental Models	209
Lessons Learned About the Use of Metaphors	216
Selecting Metaphors to Aid in Transformation	218
A Suggested Exercise	219
Other Uses of Metaphors	219
A Concluding Comment	221
TEN Creating the Capacity to Support Innovation	223
Capacity Building: A Point of View	223
System Capacity Standards	224
Persistence of Effort	238
ELEVEN Standards as Sources of Direction	241
Reframing the Problem of Standards	242
Helping Communities Hold Schools Accountable	248
Organizational Performance Standards	253
Some Thoughts on State and Federal Policy	258

Accountability and Equity	259
A Word of Caution	262
TWELVE A Theory of Action	265
First Steps	265
Toward a Theory of Action	271
Subsequent Steps	275
A Theory, Not a Prescription	276
A Closing Comment	278
THIRTEEN Engaging the Heart and Recapturing Our Heritage	281
Developing a Marketing Mentality	281
Some Additional Suggestions for Action	284
A Common Cause	287
APPENDIX A Organizational Properties and Systemic Qualities	289
APPENDIX B Images of School	307
Bibliography	313
Index	319