

**TRANSFORMATION
TASK FORCE**

***TRANSFORMING EDUCATION
IN KETTLE MORAINÉ:
RECOMMENDATIONS FOR MEETING
THE NEEDS OF ALL LEARNERS***

*FINAL REPORT OF THE
SCHOOL DISTRICT OF KETTLE MORAINÉ'S
TRANSFORMATION TASK FORCE
MAY 15, 2007*



THE JOURNEY BEGINS

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*“Our progress as a nation
can be no swifter than our
progress in education.
Our requirements for
world leadership, our
hopes for economic
growth, and the demands
of citizenship itself in an
era such as this all require
the maximum development
of every young American’s
capacity. The human mind
is our fundamental
resource.”
JFK*

ACKNOWLEDGEMENTS

When we were first given the responsibility to “transform the educational delivery system,” some jokingly asked if we were given a magic wand. Through these months we have found a magical formula – and it does not involve a wand. The magic comes from the unbelievable dedication and commitment to excellence demonstrated by the members of the Transformation Task Force and our community. We have attempted to estimate the hours of volunteer time given by the task force members. We have no way to do that, but it is an incredible amount. We are humbled by their devotion to bringing the best to students and our community. We admire each one and their contributions. Our school district will be a better place because of their work.

We also wish to thank the individual community partners who have supported this effort. This includes the many community members who gave us their valuable insights at the community forum. We are also indebted to those who have engaged us in thoughtful questioning and conversation through our website and community presentations. We wish to thank our business partners: GE Health Care and the Delafield Hotel for graciously allowing the use of their facilities.

We are indebted, as well, to the facilitative talents of Bob Cancalosi and Laura Lefkowitz.

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*“Never doubt that a small
group of thoughtful,
committed people can
change the world. Indeed, it
is the only thing that ever
has.”*

- Margaret Mead -

OPENING REMARKS

In planning for the 2005-06 school year and beyond, Kettle Moraine was facing a potential multimillion-dollar gap between revenues and expenditures. The School Board and administration began considering how to address this gap, well aware of the threat budget cuts posed to the quality of education offered throughout KM. However, the discussions soon shifted to reconsidering what the definition of a “high quality education” should mean for KM in the 21st century.

By May 2005, the School Board and administration realized that an irrelevant, fully funded education is not any better than a relevant education that faces budget concerns. Financial issues should not overshadow the district’s purpose. A high quality education should be defined by how well it prepares students for future success. The future is dynamic and changing rapidly, and educators are challenged with the need to transform the educational system to meet that future.

In July 2005, the concept of transformation was discussed by the School Board and the administration. A metaphor was used to illustrate the difference between general suggestions for improvement and true transformation: consider the difference between redecorating and remodeling. Redecorating involves moving furniture positions, and perhaps a new coat of paint. Remodeling involves tearing down walls – making a mess before the new form emerges.

“Good is the enemy of great.

[...]

We don’t have great schools, principally because we have good schools.”

- J. Collins –

The School Board made clear that they were not after change just for the sake of change – recognizing that the journey from good to great requires traveling through stages of discomfort. KM’s success at transformation will be directly related to its ability to move away from the traditional concept of a “command-and-control,” or vertical organizational structure toward a “flatter,” more horizontal system, based upon the understandings of complexity science.

EXECUTIVE SUMMARY

The first Transformation Task Force (TTF) meeting was held in January 2006. Planning sessions with McREL consultant Laura Lefkowitz were held in February, March and November 2006. Throughout the summer of 2006, Laura provided TTF members with guidance on their developing scenarios via telephone conferences. After sixteen months of work, the TTF has arrived at four key areas, which are crucial for the transformation of the Kettle Moraine School District:

- Developing Leadership
- Creating Partnerships
- Accessing 21st Century communication
- Fostering Research and Development.

Upon agreeing on these four areas of concentration at the TTF's November 2006 workshop with Ms. Lefkowitz, an initial reaction by one member was overheard and noted. It was, "You know, we probably could have come up with these four categories ten months ago ... but they would have meant something very different then, than they do now."

It is in that spirit that we format this report to not only share the outcomes of our work, but also to share the insights gained into the nuances of leading a complex organization into an unknown future. These principles have deep implications for the organizational structure in which they are delivered. If the Board, the administration, and the staff do not fully embrace these principles, as well as understand the driving force behind

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them, then the actions developed from the work of the task force will be shallow and will not endure.

We hope that our report will present our findings to you in a manner that allows you to share our conclusions.

TTF BACKGROUND

In May of 2005 the Kettle Moraine School Board passed a motion to assign administration the responsibility to “develop a process to transform the educational delivery system to better and more efficiently meet the needs of all students.” For several months, the Board had been wrestling with issues such as large-scale budget cuts and class size equity. In considering these issues, Board members resisted the temptation to develop quick fixes to the problems.

The Board engaged in many deep discussions, attempting to regain an understanding of the district’s core purpose, and how to stay true to that purpose while simultaneously answering the very real challenges present in the district. The conclusion was that there were no simple answers. In authorizing the development of a process to “transform,” KM’s journey to become “a world class school district” was begun.

Shortly after discussions began about what was necessary for this journey, Hurricane Katrina hit the Gulf Coast Region. In the aftermath of the devastation, several themes dominated our nation’s conscience. One of those was that the amount of loss and destruction could have been less horrific. Leaders at all levels of government had known that a large category hurricane would threaten the aging levy system. It was documented that tremendous damage would result from a category four or higher storm – and yet, leaders’ inactions suggested that they believed it never would.

“Convene a task force to undertake a study that will allow the transformation of our educational delivery system to better and more efficiently meet the needs of all students.”
- KM School Board,
May 2005 -

These events created a powerful metaphor for the district. Civic leaders' complacency and lack of planning for the future was a primary contributor to the scale of devastation in the Gulf Coast Region. The importance of understanding future possibilities and taking the time to prepare for them screamed to the nation. Kettle Moraine took the lesson and committed not to allow comfort to create complacency in our community. Before the Transformation Task Force could be formed and the work could be begun, there needed to be a complete understanding of transformation, and what that might mean for Kettle Moraine. Transformation is not a thing; it is a process. For KM, that process will facilitate the creation of an educational environment that allows all of our students to become better, more capable learners.

Transformation does not start with making recommendations for changing systemic structures or changing specific policies or practices. ***Transformation starts with ourselves. The process of transformation involves working at deep levels of reform. This level is not centered on events, but centered on rethinking the mental models that lie under the surface of our accepted practice.***

Mental models are the thought structures each individual uses as personal benchmarks of truth or accepted practice. "Because mental models are usually tacit, existing below the level of awareness, they are often untested and unexamined. They are generally invisible to us – until we look for them" (Senge, 2000, p.67). In reality, mental models determine what we see in our surroundings and affect how we process and

"Deep transformational change is not easy. [...] It requires that people who experience it feel uncomfortable ... if we feel comfortable and our existing strategies work, there is little motivation to change."

Zohar, 1998

interpret information. Unrevealed mental models limit people's ability to change. They act as unspoken rules that control thinking about possible alternatives.

If KM's transformation effort is to be successful, it is critical for each of us to understand our personal mental model of how we perceive order to be created. In addition, it will be necessary for each of us to understand the way in which that perception relates to our mental models of leadership and organizational structure. The transformation process involves breaking down old structural patterns so new ones can emerge, purposely challenging 'business-as-usual' thinking.

Understanding the future and creating a bit of discomfort with maintaining the status quo were believed to be important to a transformation effort. The search for an appropriate process began. The process selected was scenario planning. Scenario planning is a model for learning about the future in which an organizational strategy is formed by creating stories about how the future may unfold, and how this may affect issues that confront the organization. Scenarios help organizational leaders link uncertainties about the future to the decisions they need to make today.

As planning progressed, it became clear that involving someone with expertise in scenario planning was important to the success of the process. For that reason, an agreement was reached with the Midcontinent Research for Education Learning (McREL), one of our country's twelve regional educational research facilities, to facilitate our scenario planning efforts. McREL has used scenario planning for its

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The next ingredient was to identify members of the planning team — the Transformation Task Force (TTF). For success to be achieved, the incorporation of several key elements became necessary. Those elements were: broad community representation, involvement from all schools, inclusion of educators, participation of community and business leaders, broad-based generational representation, people who were open-minded. Interested community members and teachers completed an application process and were interviewed. After conducting interviews, members were selected based on a matrix that ensured a diverse committee makeup, which covered the aforementioned elements.

SCENARIO PLANNING

Scenario Planning is a process used by virtually all people and businesses in some fashion or another. The process of creating hypothetical theories of what the future may hold – those nagging “what if” questions – comes so naturally that you may not realize you are using it. More scientifically, scenario planning is analyzing trends in the surrounding environment, interpreting how these trends will interact with each other, and, then theorizing how those interacting trends will impact and shape the future. You then make decisions based on this work and analysis. Here are a few examples of scenario planning in our daily lives:

1. **Refinancing your home.** You will spend time researching the trends and factors that will impact your decision, including interest rates trends, 15 versus 30 year rates, fixed versus variable, future rate fluctuations, discount points, future salary changes, estimated years you will live in the home, etc.
2. **Choosing a new job.** As above, you will review all potential future jobs and identify all the different factors that will influence your decision. These may include salary, location of the job in the city/state/country, work hours, family impact, future promotions, school district where you will live, company benefits, etc.
3. **Determining which college to attend.** Again you will look at many factors before making a decision: tuition cost, financial aid, university reputation, location, strength of curriculum, foreign study opportunity, extra curricular activities, sororities/fraternities, post graduate

“Scenarios are thus the most powerful vehicles . . . for challenging our ‘mental models’ about the world, and lifting the ‘blindness’ that limit our creativity and resourcefulness.”
- Schwartz, 1996 -

classes, internship opportunities, job placement services, potential future earnings, friend/sibling/parent alums, etc. These are all factors that will influence your decision.

TASK FORCE PROCEEDINGS

The Transformation Task Force convened in January 2006. Since the driving force of the group was an urgency to transform the KM community, we first needed to jump-start transforming ourselves. We discussed paradigms, reviewed old predictions, and appreciated how difficult changing a thought process, an individual's mental model for looking at the world, could be.

In February 2006, we joined 65 other community members for the Community Forum, hosted at GE and facilitated by Ms. Lefkowitz of McREL. We again were reminded just how against human nature it is to freely accept change. Then we utilized the collective brainstorming power of over 90 people to discuss what types of things, called drivers, could affect education in the future.

By the time the day was done, we left with literally hundreds of suggestions. They were then grouped into similar categories for our review. During our three-day retreat in March, the TTF had the difficult task of choosing just two of these – the two drivers that we thought would provide the most impact on the way we needed to deliver education in the future.

Those three days were spent in deep discussions. One of the first comments was, "Well it's obvious that finances should be one of the drivers. So I guess we really only need to choose one other driver." Others argued that financial concerns were what we would refer to as a "given" – something that would be present in all four scenarios. This was an engaging process. It

*"How did this transformation come about? I do not know. How can it be made legitimate? That question I believe I can answer."
– Rousseau –*

took the full three days of dialogue and debate to identify the two drivers that most accurately portray a plane in which four distinct scenarios could emerge.

The chosen two drivers would be placed on a Cartesian plane and provide us with the framework for the scenarios we would be writing. We finally reached a consensus:

- U.S. Global Economic Position
- KM's willingness to change

Our quadrants then emerged. We had our four distinct scenarios. After all of that exhausting effort just to get to this point, the group was starting to realize the true magnitude of the work ahead of us. It was going to be quite the journey.

Over the next six months, the majority of our work was completed within sub-committees, with monthly group meetings to share our progress. We also used an online messaging board, provided by McREL, called *ecampus*, to update each other on our work, contribute our thoughts on the process, and share articles. We had a sub-committee for each scenario, as well as a group devoted to communications.

Each quadrant was carefully and painfully crafted by a group of TTF members. They had the daunting task of creating scenarios, spanning a decade, which reflected various worlds, hard for many of us to even imagine. This was a rather involved process. How do you capture the unknown future? The full TTF provided feedback, and we eventually concluded that it was more important to capture the essence of each world, each quadrant, than it was to wordsmith.

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While the four writing groups worked diligently on writing the scenarios, the communications sub-committee worked on various projects. The first was to aid the TTF members in using the e-campus software and working with McREL to smooth out any blips in the system. The second was to brainstorm different ways of communicating our work to the various sub-populations within the district. The third was to create an initial version of the TTF website, so we could begin to share information with the community. The fourth was to develop a TTF brochure to be distributed to district parents.

After those six months of difficult, but very fulfilling work, the TTF was ready to invite Ms. Lefkowitz back for another weekend retreat to guide us through the next step in the process. We essentially had to answer the questions — What do these scenarios tell us? What do we need to do to succeed in those worlds? Again, similar to the process at the Community Forum, we divided into groups and brainstormed literally hundreds of ideas. Within each group, we placed our suggestions into thematic groups and presented to the full TTF. From this work, our four areas emerged:

- Developing Leadership
- Creating Partnerships
- Accessing 21st Century Communication
- Fostering Research and Development

As noted in the executive summary, one of our members acutely observed that we could have come up with these recommendations without going through the full scenario planning process. However, the group as a whole also observed that we had changed – the process had changed us.

The process also changed what our recommendations meant. We understood them more fully, and their importance was greatly magnified. It was truly an “aha!” moment.

With this information now in hand, we again divided into groups. People paired off to write an analysis of each scenario, and discuss the implications of that scenario. This work, along with the scenarios themselves, can be found in the appendix, and we invite you to read that text.

The remainder of our work during the last few months has been devoted to the development of a presentation method that would most completely capture the work of the TTF. In addition to this written report, the Kettle Moraine website contains many more resources for your perusal. A formal presentation was presented to the board and public on May 15, 2007. An electronic version of the presentation is available upon request.

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THE RECOMMENDATIONS

- *Developing Leadership*
- *Creating Partnerships*
- *Accessing 21st Century Communication*
- *Fostering Research and Development*

OPENING COMMENTS

The four areas create something much more significant than the sum of their individual parts. Together they influence and compliment each other. Together they create understandings that are not revealed when considered as separate elements. Most significantly, collectively the four areas reveal weaknesses inherent in the traditional command-and-control organizational structure. Quite simply, the potential for transformation is limited by this structure.

This is an understanding that did not come readily or easily to members of the task force. It is not a place where we expected to wind up. Yet, the development of these four areas is dependent upon a dynamic that is not valued in the traditional organizational structure. That dynamic is the potential that comes when a system is disturbed. A creative tension is generated when organizational leaders use discordant data to ask tough questions. Such tension creates healthy

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”
Alvin Toffler

disturbances and referencing to core values – at every level of the organization. This is the engine of transformation. These types of disturbances are not embraced in the traditional organizational structure - which values stability. Due to this, this report starts by addressing the collective meaning of the four recommendations in more detail.

THE COLLECTIVE MEANING

Michael Fullan is generally considered to be education's foremost expert on change. He is a widely published author who writes about how to manage processes of deep change(transformation). It is particularly interesting to note that the recommendations of the Transformation Task Force are in sync with the urgings of Fullan. In his book *Leading in a Culture of Change* (2001) he states:

“To be successful beyond the very short run, all organizations must incorporate moral purpose; understand complexity science; and respect, build, and draw on new human relationships with hitherto uninvolved constituencies inside and outside the organization.” (p.70)

The true nature of the four Task Force recommendations is lost if they are only considered separately, in isolation of the context they create together. The three “must” elements Fullan presents; moral purpose, complexity science, and relationships with constituencies are at the core of the Task Force recommendations. In fact, they are the context that emerges from the relationship of the recommendations and they can help us begin conversations that will reveal our mental models of order formation, leadership, and organization – and their role in the transformation process.

Complexity Science

Critical to understanding the relationship of the recommendations is the concept of “complexity science.” We recognize that that concept may be unfamiliar to many readers of this report. Therefore, we will provide background information. Complexity science is a term used to describe the study of *complex adaptive systems*. Complex adaptive systems are considered complex because of they are made up of diverse, multiple interconnected elements whose effect on each other is often hard to measure directly. These systems are adaptive in that they have the capacity to change and learn from experiences. (Wikipedia) Many systems we experience on a daily basis are complex adaptive systems. Some examples include: the stock market, our brains, our bodies, business markets, social systems, political parties, communities, and schools. Two principles are central to understanding complex adaptive systems: emergence and self-organization.

Goldstein (1999) defines emergence as “the arising of novel and coherent structures, patterns and properties during the process of self-organization in complex systems.” In organizations, this means the novel behavior, actions, ideas, or understandings that emerge as people share, learn, and create

meaning together. This is the climate where creativity and innovation are formed.

Self-organization is the process in which the organization of a system increases in complexity without being managed or guided by a directing source. (Wikipedia) The concept is an old one but its most current relevance comes as part of science's inquiry into how order develops. Old science, based on the principles of Newton, focused on beliefs that the universe was winding down and that order needed to be imposed by an outside force, usually human. New science has found just the opposite to be true; that the universe possesses inherent order. These findings uncover the discovery that even as systems may look to be in chaotic states, they are, in reality, in the process of reordering – thus self-organizing.

Why understanding complexity science is important to KM's transformation efforts.

You may be asking at this point, “So what?” “So what does all this about complexity science have to do with ‘the transformation of our educational delivery system to better and more efficiently meet the needs of all students?’” It has everything to do with creating organizational productivity and adaptability. “We have known for nearly half a century that self-managed teams are far more productive than any other

“We have known for nearly half a century that self-managed teams are far more productive than any other form of organizing.”

-Margaret Wheatley

form of organizing. There is a clear correlation between participation and productivity; in fact, productivity gains in truly self-managed work environments are at minimum 35 percent higher than in traditionally managed organizations” (Wheatley, 1997).

The themes of “leadership” and “leadership development” emerged as one of the key recommendations necessary to transform the educational delivery system. Essential to these recommendations is a realization that the leadership needed to move KM from “good to great” is defined differently today than it has been in the past. Moving from good to great is a daunting challenge in itself; doing so at a time of large-scale, profoundly shifting, global change creates an even larger challenge.

It is important to remind ourselves that, in the past, good leaders were defined as those that had the “answers,” who act with certainty, and who keep things under control. To transform in an environment of profound change requires just the opposite of leaders. Good leaders become those who ask questions more than they give answers; use ambiguity as a transforming force; and know when to welcome creative dissonance as a replacement for control. This is the type of

work climate that fosters creative, out-of-the-box thinking and produces innovations such as the iPod.

Leaders today have the challenge of fostering an environment that encourages creativity and self-organization while maintaining a sense of efficiency and order. The answers to today's challenges do not reside in the thoughts of one person at the top of the organization. Everyone's thinking is needed to address these challenges. Globally, progressive leaders are beginning to break old habits of control and beginning to nurture more self-organizing relationships within their organizations. They have begun to realize that when the organizational structure allows employees the freedom to network and communicate in a self-referencing way around issues of purpose, more novel ideas arise. All organisms, including organizations, adapt more readily to their changing environments when in this structure.

Since processes unfold in complex systems in unpredictable ways, leading transformative organizational change cannot come about by simply adhering to a conventional command-and-control approach. This approach emphasizes control not relationships. Relationships are the engine of transformation, because they are the most important element for engaging adaptive behavior. These emergent

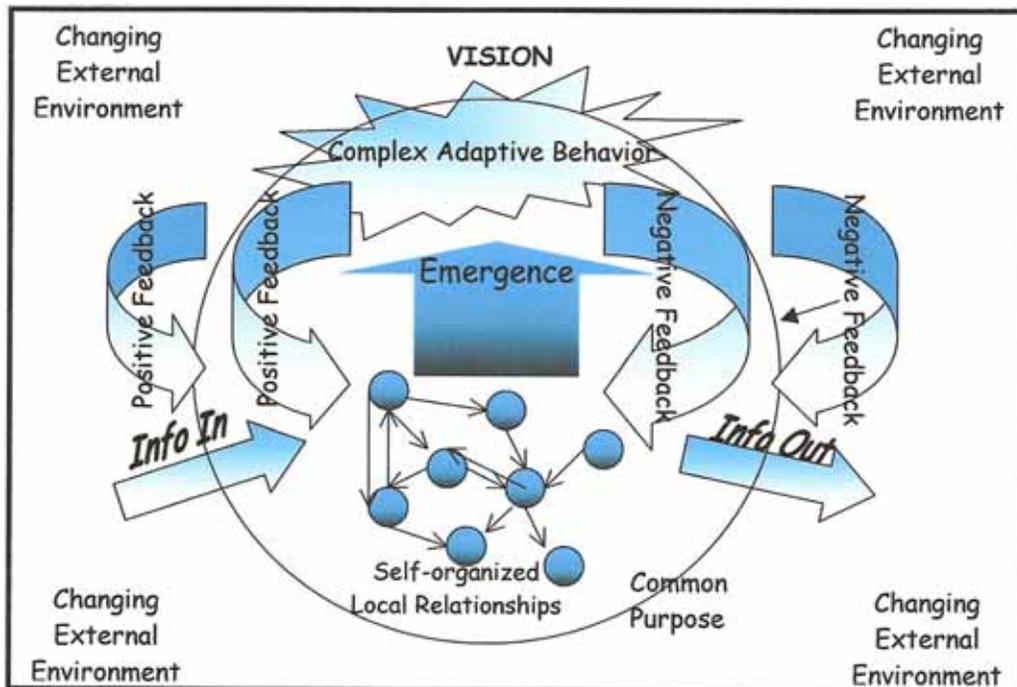
behaviors are not only more productive, they are developed with significantly higher commitment than leaders achieve from mandates and directives. Instead of command-and-control, leadership focus shifts to enabling the power of the interconnected world of relationships and the feedback loops they foster and feed.

This makes sense from a complexity perspective because it is through interactions—that is, relationships—that something novel emerges. By focusing on relationships, leaders begin to see their organizations more organically—as interconnected human webs, living organisms that unfold and adapt. On this new ground, organizations that promote a self-organized way of working enjoy enhanced creativity and success.

It is important to emphasize that self-organization does not mean laissez-faire. It is far from “anything goes;” in fact it is in opposition to that doctrine. Self-organization is about “independent agents” linked around a common purpose. That purpose is what turns autonomous activity into communal interaction. This is true for biological systems and it is true for organizations. On the following page is a diagram that represents the dynamics of a self-organizing system.

Author Margaret Wheatley (1992, 1996, 1999, 2002, 2005, 2006) is well known for her work on leadership incorporating

the findings of “new science.” In the following excerpt Wheatley (1999) describes how change occurs in self-organizing systems. We think the description helps illustrate



R. Davidovich, 2007 (Adapted from Wikipedia)

the diagram below.

Here's what the process of change looks like in a living system. (As you read this, you might compare and contrast it to the organizational change processes you've experienced.) Someone in the system notices something (the system is defined by shared meaning, not size, so for human systems it could be a team of two, a school, a community, an ethnic group within a nation state.) What they notice might be in a memo, a chance comment, a news report. The source doesn't matter; what is important is that a member of the system chooses to be disturbed. "Chooses" is the important word here because the freedom to be disturbed belongs to the individual. If that individual freely chooses to take notice, he/she brings the information into their system and circulates it through its networks.

Once inside these dense webs of relationships, an initially small disturbance circulates rapidly and grows as it is passed back and forth. As different parts of the system hear of it, interpret it, and change it, the disturbance grows and mutates. . . . as it circulates, it develops greater meaning. If it keeps traveling in the network, it finally becomes so important that it cannot be ignored. The whole system now sits up and takes notice. We've all had this experience, probably many times. A casual or offhanded comment tossed out in a meeting gets picked up by someone in the organization, and suddenly we're in the midst of a firestorm of opinions, emotions, and rumors. Or something distressing happens in a school that is so disturbing that everyone wakes up to the realization that things are not as they seemed.

At this point, when the disturbance has swelled to great intensity, change is at hand. The system has been knocked completely off-balance; it can't make sense of the disturbance by relying on past practice or beliefs. This point of disequilibrium is the point when change is finally possible. The system can no longer avoid the need to let go of its current beliefs, structures, patterns, values. It must abandon the meaning it used to construct its world. It plunges into a state of confusion and uncertainty, of chaos, (a state that always feels terrible.) But because it falls apart, the system now is capable of reorganizing itself into a new mode of being. It is changing because it understands the world differently. It reorganizes itself from new interpretations, new meaning. It re-creates itself from new understandings of what's important. For change to occur, there must be a change in meaning.

The diagram also represents the common ground between Fullan's three points and the Task Force's recommendations. For Fullan, moral purpose is the bond of common purpose that holds the "independent agents", or staff members in a relationship. His advocacy for complexity science is for self-organization and the rich meaning-making that emerges from

the interactions. His call for involvement of internal and external constituents is to ensure the richest interaction possible; for in complexity science, diversity of interaction creates richer, healthier systems. Similarly, the Task Force's call for leadership development is a call for leadership attuned to complexity science. The recommendation for creating 21st Century skills is aligned to Fullan's call for moral purpose – after all, what higher purpose do we have than to truly prepare our children for future success? Closely aligned to moral purpose is the recommendation for instituting a research and development component in KM. This recommendation is based on a belief that our purpose involves providing the best learning experiences possible. A research and development component allows KM to identify a platform of common, best practices so that all children be guaranteed access to those instructional methods. Finally, the partnership component of the recommendation aligns to Fullan's call to involve diverse, previously uninvolved constituents inside and outside of the organization.

THE FOUR INDIVIDUAL RECOMMENDATIONS

Developing Leadership

The Task Force recommendations on leadership development focus on two aspects:

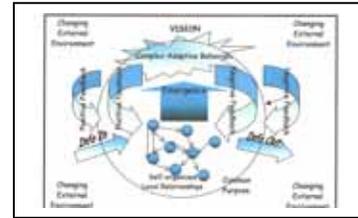
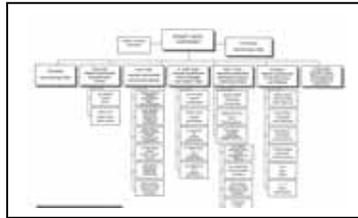
- The mental model of leadership along with its associated structures
- A broad-based intention to develop leadership capacity in every employee

Background description

Strong leadership has always been recognized as an essential element to the success of any organization. In the field of education, strong leadership at the district and building levels is cited over and over again in research as being a prerequisite for school success (Shein, 1996, Marzano, Fullan, 2001, Heifetz and Linsky, 2002). The necessity of strong school leadership is about as close as one can get to universal acceptance. Yet, the elements that define strong leadership are not universally accepted. This is largely because the mental model that underlies the concept of leadership has begun to shift dramatically over the last two decades. Previously, leadership practice was based on a mental model rooted in stability and control. This is commonly referred to as command-and-control.

The classic organizational line-and-staff chart characterizes the command-and-control model. In this model, problems and their solutions are figured out at the top of the organization. The implementation of the solutions is passed down the levels of the organization through policy, procedures, and directives. Since this model values stability, it is understandable that schools have changed very little over the years with this approach.

This mental model is not as well suited to a fast-paced, dynamic world, as it is to one in which change is more gradual. As the stability mental model has begun to lose its effectiveness in today's world, one based on dynamic instability has begun to emerge. This is commonly referred to as the living system model. Leadership in this mental model seeks to create the conditions for order to emerge from interactions rather than be imposed through control. In this way the organization maintains a more adaptive, self-organizing state. The following chart compares the characteristics of the two mental models.



Characteristic	Command-and-Control	Living System
<i>Foundation</i>	Old Science	New Science
<i>Metaphor</i>	Sees the world as a machine	Sees the world as a living system
<i>Order</i>	Without human (leader) intervention there is no order	Self-organizing – the world naturally creates order through interconnected networks
<i>Leaders' role</i>	Create stability and control	Create context, disturb, and cultivate relationships
<i>Important mindset</i>	Certainty and predictability	Uncertainty and ambiguity
<i>Emphasis on:</i>	Separate parts/directives	Relationships
<i>Problem/solution approach</i>	Reductive/reactive	Emergent/ creative and experimental
<i>External environment</i>	Independent from	In relationship with
<i>Work is:</i>	Isolated and controlled	Contextual, self-referencing, and self-organizing
<i>Overarching value</i>	Compliance	Trust

R. Davidovich, 2007

Why it is important

All organizations are in relationship to their external environment. As a result, there is a continuous flow of ideas (i.e. new concepts, legal requirements, elevated expectations) into and out of the organization. Leadership is responsible for determining which of these ideas affect the well being of the organization and which do not. There must be elements in place within an organization that function to bring a reference and disposition to this continuous flow of ideas: a means of creating order. In organizations, this comes through its structures: policies, formal practices, work configurations, etc.

The purpose of the organizing structures is to make the best use of the organization's resources to achieve its goals - in other words, to create order.

In large part, leadership behavior emerges from one's mental model of how order is created and how organizational structures support that. If leadership views the world as chaotic, needing human intervention to create order, then the organizational structure reflects that through the use of policies, procedures, and protocols. If leadership views the world as inherently orderly, then the organizational structure reflects a trust in natural processes and emphasizes clarifying purpose and fostering productive relationships.

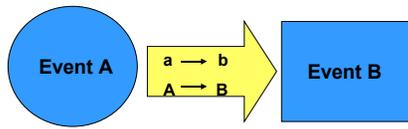
The stability paradigm uses a command-and-control organizational structure. The command-and-control organization creates order through external controls and tightly defined structures. This type of organization emphasizes stability, predictability, and efficiency. The basis for this organizational form is derived from a mental model that perceives the organization and the world around it as having the characteristics of a machine. The problem with this approach for today's world is twofold: (1) machines are essentially closed systems (effectively separated from their

external environments) with no way of renewing *themselves*,
(2) the machine model accounts only for linear relationships.

In today's fast-paced, complex world where major challenges require unique approaches, educational systems can ill-afford to be closed off from the feedback and relationships contained in the external environment. Without this feedback, there is a tendency for school leaders to perceive that students will be well prepared for the future by mastering the current curriculum. Not accounting for changes in the external environment causes a system to lose its vitality. Author Phyllis Kirk (1999-200) points out how dangerous this can be, "In nature, a system that thrives on chaos is dynamic and vital. On the other hand, a 'stable' system is closest to entropy, which is closest to death."

A command-and-control mindset assumes a world made up of linear relationships. Linearity involves cause and effect relationships that are closely related in time and are directly connected: when we do "A" we expect that we will be able to track its effect on "B" in order to determine whether or not the trend is helping us get better or not. A proportional relationship between cause and effect is also present in a linear relationship.

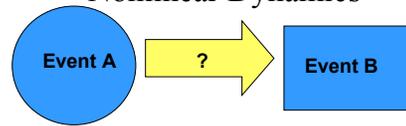
Linear Dynamics



- Event A causes event B
- Event B is proportionally related to event A (small A causes small B)
- Any event can be attributed to something

R. Davidovich © 2004

Nonlinear Dynamics



- The response is disjointed with cause
- Change in a causal agent does not necessarily elicit a proportional change in some variable it affects – it may elicit no response, dramatic response, or response only at certain levels of cause

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This means that the intensity of the input, matches the intensity of the output: a large input creates a large output, and so on.

This is the foundational belief for grading. In the classic sense, grades on a test are a measure of the cause/effect relationship between the inputs of the teacher and the outputs of a student.

The more closely the students' outputs match the teacher's inputs, the better the grade: an "A" represents a high degree of correlation, an "F" represents a low degree of correlation.

Today's fast-paced world reveals that most systems in our lives are complex, where the parts possess interrelationships that are not readily apparent. If one can say that a system is "more than the sum of its parts," then we are describing one that fits the living system paradigm. Such systems are complex and adaptive – and feature relationships that are nonlinear. In linear systems, cause and effect are always proportional. This

proportionality is not characteristic of nonlinear systems. In nonlinear systems, a small disturbance can cause a large effect, a small effect, or have no effect. The importance of recognizing this difference is defined in the leadership expectation/requirement. As the chart on p.18 highlights, what it takes to lead linear, command-and-control, mechanistic systems is very different than the type of leadership needed to thrive in nonlinear, dynamic systems.

Evidence of the emergence of the leadership paradigm derived from a nonlinear view can be found in the Wisconsin Teaching Standards. Below is wording taken from the knowledge, skills, and dispositions required to meet the Wisconsin Teaching Standards (www.dpi.state.wi.us/tepd/10kdp.pdf). Teachers are expected to:

- (understand that) subject matter knowledge is not a fixed body of facts but is complex and ever-evolving.
- use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- engage students in generating knowledge and testing hypotheses.
- create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.
- be aware of expected developmental progressions and ranges of individual variation.
- understand how development in any one domain may affect performance in others.
- stimulate student reflection on prior knowledge and link new ideas to already familiar ideas, making connections to students' experiences, providing

opportunities for active engagement, manipulation, and testing of ideas and materials.

- understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- commit to the pursuit of "individually configured" excellence.
- value flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
- constantly monitor and adjust strategies in response to learner feedback.

The preceding sampling of statements is far removed from a linear, proportional cause/effect view of learning. Clearly articulated here is a view of learning as a dynamic process where the whole is more than the sum of the parts and where inputs and outputs are not proportional.

It is vitally important to the success of the transformation process to develop a wide spread understanding of leading in this dynamic, nonlinear, living system paradigm. This is the way the world is moving (as evident in our own state expectations for teachers). The old command-and-control structure is not compatible with this paradigm; therefore the new paradigm of leadership must be understood and applied if KM's efforts are to be successful.

The new mental model of leadership

“In the mechanistic command-and-control structure, hierarchy and clear lines of authority are the ‘load-bearing structures’ that keep the company intact. As a result, the fate

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of the organization rests on the shoulders of a few key leaders. These leaders are expected to select a winning strategy, develop detailed operating plans, direct the activities of subordinates, be smarter than anyone else, know more than anyone else, and leap tall buildings in a single bound. Not only is it impossible for companies to succeed this way, these expectations are an impossible burden for leaders to carry. In Quantum (living system model) Organizations, the load-bearing structure is the system's ability to self-organize. The role of leaders, then, shifts to activities that promote the richest possible environment for this self-organization to occur" (Youngblood, 1997).

There are three basic categories of activities for which the 'new leader' is chiefly responsible. These are (1) establishing context, (2) disturbing the system, (3) cultivating the organization (Youngblood, 1997). Leaders of innovation position the organization to have a clear purpose that contains the efforts and energy of the organization (establishing context). But within that they allow disturbances to foster experimentation and referencing of new ideas against the established purpose (disturbing the system). In this way they hope to create a dynamic where the organization is purposeful (without being too rigid), orderly and ... a bit unpredictable.

“Innovation is fostered by information gathered from new connections; insights gained by journeys into other disciplines or places; from active, collegial networks and fluid open boundaries. Innovation arises from ongoing circles of exchange, where information is not just accumulated or stored, but created. Knowledge is generated anew from connections that weren’t there before. When this information self-organizes, innovations occur; the progeny of information-rich ambiguous environments.”(cultivating the system) (Wheatley, 1992, p.113)

The new work of teachers

In Kettle Moraine, as in many school districts in the state, there has been a shift in what we expect teachers to do in the classroom. This shift has occurred subtly over the last few years, eventually leading to a very different paradigm for teaching. It is a paradigm that we have yet to make explicit, primarily because this shift has been recognized only as the conversation around the new work of leadership has developed.

Today elementary teachers are asked to constantly monitor reading and math data. Then teachers are expected to adjust strategies in response to learner feedback in order to get all students to the same reading and math outcomes. Similarly, at the middle school and high school levels we expect all teachers

to give students feedback regarding their performance in relationship to learning targets. We are asking teachers today to develop each student's knowledge, not the ability to retain information or transmit facts. This means that we also expect each student to use that knowledge to be a problem-solver, an innovator, and an active communicator in the 21st century. These are state and national trends, not just local. This is a very different expectation than most teachers were trained for.

Our teacher preparation programs have traditionally trained teachers to deliver the curriculum in a prescribed way. That way was one identified at the top of the organization. Today we expect teachers to make decisions about the next thing they will teach based on interpreting a continuous flow of information that, at the same time, should be interpreted about each student and the performance of the class as a whole. This shift in expectations, just as with the state teaching standards, is to one more closely aligned to a nonlinear definition of learning than a linear definition.

In the past our thinking was that one teaching method, usually a lecture (singular input), would provide all students with the experiences necessary for learning (produce a similar output). If that did not happen, we assumed it was the learner's fault. Today we expect that all students reach our designated

learning targets (common outcomes), yet expect teachers to use a variety of methods (differentiated inputs), adjusted to the needs of each learner, to reach those targets. Deep in our beliefs we understand that learning is not linear: the same inputs do not produce similar outputs for all students.

Some accepted learning practices that show great correlation to increased student achievement, such as Assessment for Learning (AFL), also are based upon the principles of nonlinearity and self-organization. In AFL teachers define the learning targets for students in advance of instruction. This delineates the learning purpose for students. Students then engage and reflect on their learning by interacting with content and with other students. Teachers use formative assessments to help students monitor their performance in relationship to the learning targets. This type of feedback helps students self-regulate their learning. The research of Black and Wiliam (1998) has demonstrated this type of learning to be highly effective in raising student achievement.

The shift to a nonlinear definition of learning is part of a broader shift in our societal thinking. This shift to nonlinearity and self-organization is so prevalent that it is creeping into our psyche, without truly realizing what it is about. For example,

there is a commercial on television for motor oil that points out how the oil molecules reorganize themselves based on the heat of the engine. The most productive and efficient means of software design is done through open-sourcing – which are self-organizing collaborative, on-line communities of software engineers and computer “geeks.” As the world embraces the concepts of self-organization, it is important for us to develop our understanding so that we can more efficiently work with, instead of against, these principles.

Most teachers today feel an inner tension related to being pulled in different directions by various forces. These forces are the tension created when paradigms shift. On one hand, calls for greater accountability through NCLB are pulling the definition of learning toward a traditional, linear approach. At the same time, calls for reform from forces such as the New Commission on American Workforce Skills (2007), AFL, and the Wisconsin Teaching Standards are gaining momentum and pulling teachers in a direction where learning is defined in a more nonlinear framework.

The organizing principles that work better for us as formal leaders also work better for today’s learners. Just as our administrative mindset is shifting from command-and-control to a living system model, so too is the classroom. The need to

As the world embraces the concepts of self-organization, it is important for us to develop our understanding so that we can more efficiently work with, instead of against, these principles.

create an organization that looks more like our self-organizing systems diagram is even more necessary for our classrooms. When we consider, what we are expecting of teachers today, and even more so as we move into the future, those expectations are of a broader definition of learning. Our classrooms will need to be organized around the living system, self-organizing model and not the command-and-control model. So the recommendation for broad based leadership development is done with the intention to influence the classroom leader, the teacher, as well.

Creating Partnerships

The Task Force recommendations on partnerships focus on two aspects:

- Building relationships
- Creating feedback loops

Background description

Partnerships are a school district's link to its external environment. Once such connections were considered good practice because they helped create a positive image for the schools, built foundations for possible assistance with resources, and they helped create opportunities for students to learn in real environments. All of those reasons still remain,

yet the reasons to build partnerships today go much farther – healthy partnerships are inextricably linked to a school district’s future vitality. Partnerships, as referenced in the recommendation of the Task Force, also have to do with creating clear understandings of how Kettle Moraine’s external environment is shifting.

In the natural world, those systems that are able to create diverse interactions with their external environments are the healthiest and most likely to survive. Water buffalo herds that access numerous watering holes are more likely to survive a drought than ones that use only one watering hole. The human brain that develops diverse neural networks is able to create richer solutions to problems than the one that uses the same neural networks repetitively. So it is for organizations. Those with the richest, most diverse interactions with their external environment have the greatest understanding of their relationship to that environment. As such, they are more likely to be adaptive as that environment shifts. This is precisely the position school districts find themselves in today. Most districts are not attuned to the shifts and deep changes in their external environments in a proactive manner. To be transformative, Kettle Moraine must set new standards for

what it means to be in a proactive relationship with the community and external environment.

Why it is important

Transformation in Kettle Moraine needs to be about “remodeling” what we do and how we do it in order to ensure our students are prepared for future success. To do this, KM must organize itself in a way that fosters adaptation and responsiveness to a changing world. As evident in our diagram and discussion of the living system/self-organization model of organization, self-referencing and feedback are essential components for creating emergent, adaptive behavior. It is here that the new role of partnerships emerges.

Partnerships, as the TTF recommendation defines them, are most importantly, about relationships – relationships that ensure the type of feedback necessary for self-referencing so that adjustment and adaptation can be made. Partnerships are a school district’s best link to the external environment.

Feedback acts to both reinforce emergent behavior and diminish it. When there is a close, ongoing relationship between the district and the external environment, then a dynamic, timely interchange of information and ideas can produce adaptive behavior. This is because; as new ideas and behaviors emerge from self-organized networks of teacher interaction, the feedback from partnerships, along with the

overarching purpose, act as the self-referencing element of the living system model of organization.

A new idea is not a good idea unless it elevates our ability to reach our purpose and receives reinforcing feedback. In short, we can no longer afford to jump on the bandwagon of a new idea or teaching method developed in isolation of tough interaction with our purpose and feedback from our partnerships. This interaction is what strengthens a system, creating synergistic relationship with its environment. “Self-organizing systems are never passive, hapless victims, forced to react to their environments. As the system matures and develops self-knowledge, it becomes more adept at working with its environment. It uses resources more effectively, sustaining and strengthening itself. It gradually develops a stability that then helps shelter it from many of the demands of the environment. This stability enables it to continue to develop in ways of its own choosing, not as a fearful reactant” (Wheatley, 1999, p.83-84). This important role of developing “self-knowledge” is how we envision partnerships for Kettle Moraine.

Feedback from partners is necessary for the development of “self-knowledge.” Yet, this feedback need not be one of “asking” our partners for their opinion on every new

innovation we want to undertake — although there are times when that can be very beneficial. Rather, the idea is to know the needs of our community and the trends in the external environment so well, that we are able to proactively create student-learning adaptations to those needs. The partnerships we seek are ongoing, symbiotic relationships where interactions lead to us knowing the external world through the view of our partners – and for our partners to know the needs of our students through the view of our district’s employees and stakeholders.

Accessing 21st Century Communications

The Task Force recommends that 21st Century communication skills be incorporated into our operations. There are three aspects to what we call 21st Century communication skills. The first aspect is *who* is involved in the communication. The second aspect is *what* is being communicated. The third involves the mechanisms, or the *how* of communication.

Today the quickest and most trusted form of communication is delivered through networks of relationships. For example, recently two KM principals announced to their staffs that they were retiring. Within twenty minutes the news was known in every building. Within the hour, moms were

talking about it over coffee and within three hours, the newspapers had the story. This is the power of networks. No press release, memo, or e-mail would have moved the information so quickly. KM's formal communication strategies must identify, understand, and use the local networks that operate throughout the district, both internally and externally. Networks are not only essential for getting information out, they are also essential for enhancing learning. As represented in our chart on self-organization, innovation depends on networks of educators creating meaning together. These networks are both formal and informal. Who is in the network changes with the information. New information forms new relationships. These relationships form when individuals are networked to others and they also form when we individually and collectively *relate to* ideas.

The more openly information is shared and the more timely it is, the greater the opportunity for diverse networks to form around that information. Transparency, multiple modalities, and timeliness are key factors to be developed in this aspect of the recommendation.

This leads to the second aspect – what is being communicated. Information is power. In the past, those who had it had influence over those who did not. Due to that,

organizations tended to guard information tightly and delve it out on a “need-to-know” basis. That mindset will not work well in today’s world; particularly in an organization desiring to transform itself. Information must be plentiful and available to all. Plentiful information available to all creates transparency. This is because the powerful, transforming element is in the meaning created from people individually and collectively interacting with that information. It is not up to one or two people at the top of the organization to guard information, create meaning and then tell others that meaning. No one knows where the next profound idea will come from. Innovative organizations multiply the number of potential breakthroughs by having diverse, broad-based interactions with information. We must recognize that our potential is greater when many are involved in creating meaning and sharing their understanding than when only one or two at the top of the organization are doing so.

By mechanisms we mean systems that favor electronic communication over paper communication. We also mean using mechanisms that are more interactive and more timely, such as continuous feedback, electronic surveys, or blogs. It should also be understood that communication mechanisms must account for differences in generational communication

styles. This means that a variety of types of communication must be used so that biases toward generations are not created. For instance, mailings may be an accepted communication for those in the Baby Boom generation, but would not register with those in Generation X who prefer to have information in other forms that are succinct and filtered for their needs and interests.

Fostering Research and Development

The research and development aspect of this recommendation incorporates a component necessary for innovation. Before innovation can occur, there needs to be a strong baseline of accepted practice. The development of a strong baseline may, at first, sound contradictory to our advocacy for self-organizing structures. Keep in mind that self-organizing does not mean laissez-faire. Self-organization requires a strong identity – in organizations that comes from a clear, widely accepted definition of common purpose. A baseline of accepted practices is part of developing that strong definition of common purpose. Self-organization also respects the richness of relationships vital to stretching, interpreting and find meaning within the common purpose. This is where collecting and analyzing data and referencing the analysis of that data against baseline practices answers the question: Is

there a better way of teaching? The combination of these two elements is what leads to innovation.

In professions such as medicine or engineering, there is a baseline, or platform, of accepted practice. In other words, there are standards of practice that delineate for all in the field, “this is the way we do it.” These standards create a platform for new ideas to be compared against. When a new idea enters the field of practice it must prove itself as being “better” or more effective at curing disease or spanning an arch than the practice that is already in place. If the new idea does that, then it becomes the new standard – if not, then it is dropped by the wayside. This is how other professions incorporate innovation.

Education does not have a body of practitioners who set the standards of practice, as does the American Medical Association (AMA) or the Society of Professional Engineers (SPE). Therefore it is difficult for educators to efficiently and effectively create innovation. This stems from the fact that the absence of an accepted standards platform does not permit a reference point for new ideas to be judged against. Instead of debating the merits of a new idea in relationship to a currently accepted practice, educators must reject or accept ideas based on their own interpretations. This makes it far too easy for

someone to say, “That’s an interesting idea – but, that’s not the way I do it.”

What this recommendation proposes is that an organizational component be given the responsibility of establishing a baseline, or platform, of accepted practices in the area of curriculum, instruction, staff development and supervision that are proven to enhance student learning. In effect, this becomes the baseline that says, “This is the way we do it in KM – until someone can prove that there is a better way.” When practices are challenged in an effort to determine whether or not a new idea is “better,” educators can engage in an objective dialogue comparing “apples to apples.” This is because the only merits of the new idea are; does this create a more effective result than the accepted way of doing it?

Without this platform, all kinds of personal observations about an idea’s merits can be brought to a debate about the value of a new idea. It can easily become a comparison of “apples to oranges.”

It is not intended in this recommendation for the task of determining KM’s standards platform to become the responsibility of one person, department, or committee. It is intended that a rich process with many voices be identified and overseen with a practitioners “board of governance” type

structure. There should be a process to challenge accepted practice and report out learning at the classroom level, as well as the organizational level, to a formal board — what might be referred to as a futures council.

CONCLUDING REMARKS

The school board passed a motion in May of 2005 that a process be identified to transform the educational delivery system to better and more efficiently meet the needs of all students. After sixteen months of identifying trends, developing scenarios, and considering the corresponding implications, the Kettle Moraine Transformation Task Force (TTF) concurs with the spirit of the Board motion: in order for our students to experience success in the world they will live in and work in as adults, our system of education must be transformed. The trends used to develop the four scenarios clearly articulate a world that is changing rapidly and dramatically – a world where the past cannot be used to accurately project the future. It is the view of the TTF that a large-scale effort to maintain the status quo is the sign of a school district that is falling woefully behind. Such is not the case for Kettle Moraine.

The four scenarios create sketches of what the future may hold for Kettle Moraine in the year 2016. These serve not as forecasts, but as views of the future that plausibly could unfold. The intent of the scenarios is to cause those who read them to begin to re-perceive the future and the school district's

“In all sectors – business, government, health care, social, or nonprofit – the marketplace is demanding that organizations transform themselves.” – C. Handy

responsibility to prepare students for their future success. After developing these scenarios, TTF members have altered their understanding of what it will take for our school district to maintain a high standard of quality learning into the future.

This has led to the four recommendations outlined in this report. It was not the intent of the TTF to develop a “to do” list that would quickly and simply make everything “all right” for our educational delivery system. That was not our task. The four recommendations point to the need for everyone involved with, and in, the Kettle Moraine School District to transform his or her thinking. Transformation will not occur if it is perceived to be something that happens “out there.”

Transformation needs to happen within each one of us at the level of our mental models – the way we perceive the world to be. In this report we have emphasized that the way we envision the foundational principles of the concept of organization must shift to an understanding of the living system model based on the principles of self-organization.

This understanding must grow within each individual associated with our district. It is a large challenge, but one without which transformation will not occur. The TTF firmly believes that the four recommendations; 1) leadership development, 2) partnerships, 3) 21st Century communication,

“In an uncertain world, where all we know for sure is that nothing is sure, we are going to need organizations that are continually renewing themselves, reinventing themselves, reinvigorating themselves.” – J. Rolls

and 4) research and development, can create the means for transformation, if they are interpreted through the living system model of organization.

We wish to thank the Kettle Moraine School Board for giving the TTF the opportunity to engage in the profound work we have undertaken. The foresight, vision, and understanding displayed by this Board is exceptional and rare in an environment where many school districts are looking for quick fixes to address their problems. We appreciate the leadership shown by the Board and by Superintendent Pat Deklotz and trust that this report will be used as a first step in the development of a world-class school district.

RECOMMENDED READING LIST

Friedman, Thomas. *The Lexus and the Olive Tree: Understanding Globalization*, 2000.

Globalization; economics; technological innovations; capitalism; intercultural communications; economic relations

Friedman, Thomas. *The world is flat: A brief history of the twenty-first century*, 2005

Diffusion of innovations; information society; globalization; economics; trade relations; developing countries; business; geopolitics; politics; work; out sourcing

Marx, Gary. *Sixteen Trends: Educating Children for a Profoundly Different Future*, 2000

Future trends; futurism; social forecasting; strategic planning

Putnam, Robert. *Bowling Alone: The Collapse and Revival of American Community*, 2001

Community; history; societal trends

Putnam, Robert; Feldstein, Lewis; with Don Cohen. *Better Together: Restoring the American Community*, 2003

Communications; demographics; social science

Strauss, William; Howe, Neil. *Millennials rising: The next great generation*, 2000

Demographics; future trends; United States history; power cycles

Strauss, William; Howe, Neil. *The Fourth Turning: An American Prophecy*, 1997

Future trends; United States history; power cycles

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Social science; societal trends; society; groups; democracy

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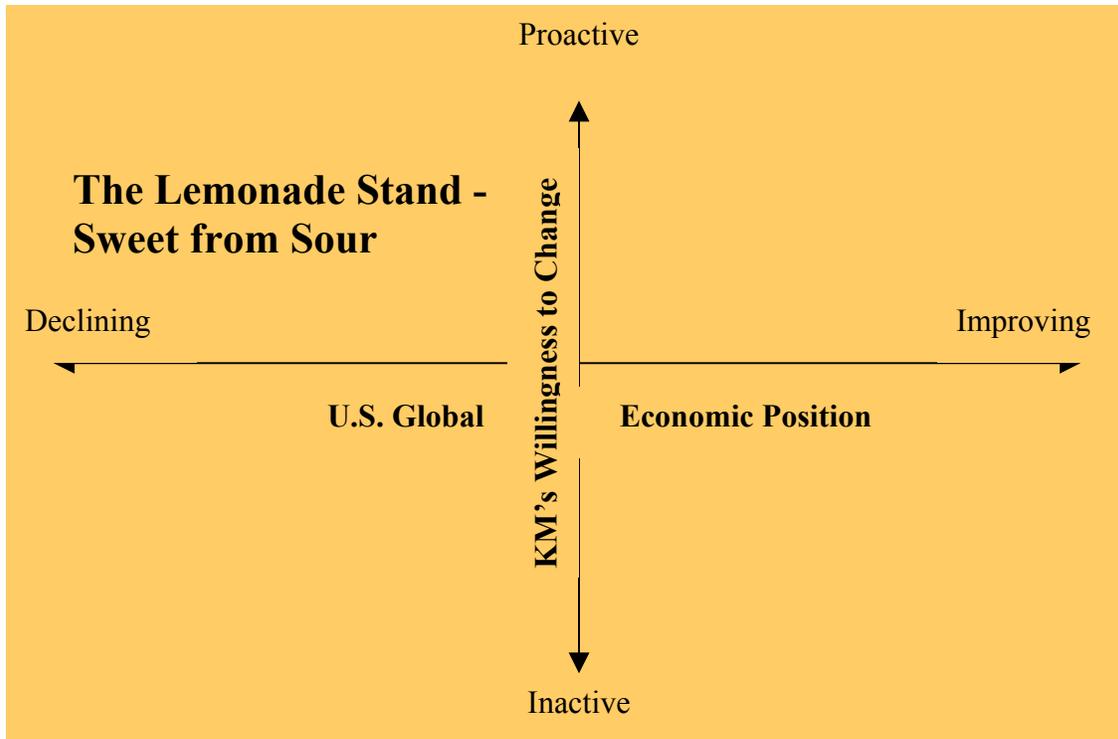
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(www.dpi.state.wi.us/tepd/pdf/10kdp.pdf)

Youngblood, M. (1997, September). *Leadership at the edge of chaos. Strategy & Leadership*.

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CRITICAL UNCERTAINTIES FRAMEWORK



Scenarios are not predictions. It is critically important to remember that scenarios are intended to represent a plausible possibility of events that may happen based upon the critical uncertainties of a specific quadrant. The content of the scenarios may be disturbing. They may paint a picture of a future that is not representative of current reality; a reality that is uncomfortable to entertain. Scenarios allow the brain to imagine a possibility that is different from current reality and then to problem solve, based upon the events of the quadrant.

Upper Left Quadrant

The Lemonade Stand – Sweet from Sour

Key Drivers:

- The pressures of unattainable NCLB goals and the effects of cost controls on operational budgets force schools to either innovate and take control of their own future or die.
- The failure of the US government and the business community to adapt fast enough to changing world conditions combined with an entrenched, costly war on terrorism plunges the US into a “fourth turning” crisis.

Steve Kroft: Good evening. Today is Monday, July 4, 2016. I am Steve Kroft, and this is 60 Minutes.

Over the past decade and a half, we have chronicled the challenges and changes that have occurred in America and the world in the twenty first century. The world order has flattened tremendously presenting us with new opportunities, new challenges, new partners, and new dangers, particularly as Americans. Our society continues to struggle with an excessive fear of another 911 prompting us to wall ourselves in to search for personal security. At the same time, our excessive fears of competing in a world that is challenging our economic security is pushing us to work harder, run faster, and become smarter to make sure we get our share. Change is inevitable, and sometimes the result can be positive. America’s strength always had been its creative imagination – the ability to be the first to figure out how to put together new ideas in new and exciting ways to create products, communities, opportunities, and profits.

There is much evidence to suggest that we as a nation have lost our economic, political, social, and even military edge in the world we had enjoyed for so many years. Enough time has passed for history to judge that our decade old foreign policies, which attempted to democratize the Middle East, have failed resulting in a significant erosion of international trust and esteem toward the US. We have lost our ability to influence world affairs to our advantage. The ongoing wars in the Middle East and the military showdown with Korea have seriously hamstrung our national budget. China and India’s continued growth as global, intellectual, and economic heavyweights has continued to

reduce “our share” of the economic pie. To top it all off, our public educational system is floundering under the failed implementation of NCLB. The effects of standardized testing and the push for a national curriculum are being more openly questioned as student performance has fallen far below expected achievement levels. When 95% of our nation’s schools failed the “Adequate Yearly Progress” standards by the 2014 deadline, it was clear that the plan didn’t work. The effort to equalize educational opportunity through the standardization of learning goals, testing, and funding has actually narrowed and reduced the educational opportunity for our brightest and most able students and done very little to narrow the achievement gap. It would appear that the educational future for our children, which translates to the economic future of our country, could look pretty bleak. The net effect of the confluence of these forces strongly suggests that we have not yet made the full shift to the flat world.

Are we waking up to the challenges that beset the quality of life and world status we remember when our children were young? Are we willing to do what it takes to make the shifts required of us as a society to be a leader in the world again? Are we committed to building a better future for our grandchildren than we did for our children?

Our hope for the future lies in the current generation growing into a status of leadership that will prepare them to face the tremendous challenges America is facing.

So, tonight, as we celebrate the date when “our fathers brought forth a new nation, conceived in liberty and dedicated to the proposition that all men are created equal,” we commemorate the 150th anniversary of the year after the end of hostilities in our nation’s greatest struggle and ponder again President Abraham Lincoln’s question, “whether that nation, or any nation so conceived and so dedicated can long endure”.

The initiative of individual leaders in science, technology, and government kept the ball rolling after the Civil War. But what is it in today’s world that will propel us forward? To answer this question, we looked for examples of Americans making a difference, moving forward through these difficult times. Tonight’s feature takes a closer look at a

decade of work in a school system built systematically and systemically on a whole new proposition of the purpose of schooling and how to promote student learning for the future. The people in this school district suggest that while the future is inevitable, how the future is shaped doesn't have to just be left to chance. Schools can make a difference in the lives of their students in creating the kinds of leaders that will ensure the continuation and strengthening of our democracy. Where else do we look to find the development of the imagination necessary to ensure a positive future for our nation but where learning takes place? We have found one school district that serves as a lighthouse to the possibilities of human ingenuity. Our feature story is entitled, "Kettle Moraine: Our Future Scenario is Now."

The School District of Kettle Moraine in Wisconsin was not unlike many other public school systems. It typified the plight of most public school districts in the U.S. Nestled in the heart of the Midwest, it enjoyed a solid reputation of excellence by all traditional standards. Ten years ago, Kettle Moraine was considered to be among the finest in the state: all six of its schools had received recognition for excellence from the U.S. Department of Education. The public was generally very pleased with the performance of their schools and it showed in real estate values. Kettle Moraine was a highly desirable district for new homebuyers for many reasons, but perhaps the most important was its high quality schools.

With such a record of success, one can't help asking, why do things differently? What was it that spurred the district to fundamentally change how it delivered educational services to its students? We were able to interview several of the architects of the district's transformation initiative who have helped us bring you this story.

Retired Principal: In the winter of 2005, the administration and board got together in response to a serious threat of a budget shortfall. The old way of "scarcity thinking" was still governing. We were falling back into that old process of cutting away pieces of the pie which inevitably leads to protective territorialism as each department in the school system set up its defense systems to justify and politically maneuver why their program

should not be cut. The district had gone through a similar process of cutting a few years earlier, and it wasn't pretty. After much debate, we made a change. We decided to take a new approach to budget cuts - a win/win, abundance mentality approach. We examined the entire system in order to improve learning for students. As one board member put it, "We should be doing this no matter whether there is a budget crisis or not!"

Steve Kroft: Even though KM was a high performing school district according to all common measures at the time, many students were not fully engaged in their learning. We found a KM graduate, Michael Black, who was a senior at KM high school a decade ago who now enjoys a successful career in business as he and his wife expect their first child. We asked Mike, who typifies a high achieving student from that graduating class, how students perceived learning at Kettle Moraine, a successful school toward which other districts aspired.

Michael Black: I enjoyed my time at Kettle Moraine. I got good grades and was able to go to a good college. I graduated with honors, enjoyed my friends, and was involved in a lot of extra-curricular activities. You could say I got the most out of my educational experience at KM, and I am grateful for the opportunities it gave me. A lot of who I am today certainly can be attributed to what I gained through growing up in Kettle Moraine.

But if you really want me to be honest about school in general, school was all about learning to play the game so you could get through it. The goal was to finish without too much pain. Deep down, kids desperately wanted relevancy. They wanted to feel a connection to the adults and what they were saying was important for them to learn with who they were at the time and where they were going. The students wanted a meaningful response to the question, "Why do we have to learn this?" But mostly, they were hopelessly lost in the abyss of seat time.

If you were compliant and didn't buck the system, didn't think too hard about how school worked, could memorize easily, and were able to adjust to different teachers, you could win. That's how you got the good grades, and school was all about getting the grade. It

really wasn't about what you learned. Most of what was presented in class was soon forgotten. Sure, the kids who came out on top were smart. But for every kid who was successful at school, I could name another who was just as smart or smarter who didn't have parents breathing down their necks to make the grade. For the 99% who are left, it was about trying to find some meaning, somewhere, in any way you could.

That's why sports, music, and extra-curricular activities were so important. There was a whole layer of kids who could connect with that. And then there was a whole level of really smart kids who weren't willing to suck up to the system who ended up being the "behavior problems." A lot of those kids were the ones who tried to make sense of it all through drugs, alcohol, and sex. The game called school didn't make sense in life, so they tried to make sense of life on their own. Some made it in spite of school. Some didn't make it because of school. Some didn't make it because of their lousy home lives. All of them, including the ones trying to win, weren't even beginning to tap into their potential. It was such a waste. All you could hope for was to get that good teacher once in a while who made things interesting, made some sense out of what they were teaching, and who really cared about who we were as individuals.

Don't get me wrong. School worked for me and a lot of my friends. But when I see what's happening now at KM, I can't help feeling a little jealous about the kind of educational experience the kids are getting these days. I also know that isn't happening at all schools, so I guess it kind of makes me proud to say I am from KM because of what is happening there today. I even hope I had a little something to do with the changes that happened. You see it was during my senior year that the teachers and administration asked us what we thought of school and what we thought could be done to make it better. We told them, and for the first time, they really listened.

Steve Kroft: Judging by the kind of learning programs offered today, the district's leaders must have listened to Michael and his friends because things have certainly changed. A critical piece of information that the leaders in Kettle Moraine considered was the state of the world for which they were preparing their students. A significant

shift occurred in the district's collective vision of the purpose of schooling. It began to move away from the traditional approach of delivering curriculum content to specifically designing learning based on what they understood their students needed to know, be able to do, and be like in order to handle the realities of their future. By 2014, most business, school, and community leaders were out of patience with federally mandated school reform. U.S. business was losing jobs and market share rapidly, and parents could no longer wait for schools to become what they wanted. A significant majority of stakeholders in KM no longer believed that the federal government's plan for creating a world-class, educated work force through the National Curriculum Initiative had any hope of success. But, instead of turning their backs on their public schools, the people in Kettle Moraine decided to take the issue of quality education into their own hands. It didn't matter how students at public schools across the nation were performing, KM believed it could do better by doing school differently. How did this start?

Superintendent: We began a deliberate process of planning for the future. As a result, the failure of NCLB and the rise of China and India as economic powerhouses came as no surprise to the leaders of the KM School District. But it didn't come easily. For a while, the budget crisis seemed to overshadow our transformation efforts. It was difficult to promote a radical new vision of schooling when the community and staff were up in arms about the budget crisis. But in 2009 all of our efforts to look deeply at how our system really worked started to pay off. Patterns of thinking, structures and practices from the past, and assumptions of how school should be conducted based on the way it used to be all were critically analyzed. We were now looking at our schools in light of the world challenges for which we were preparing our students and from the perspective of what thoughtful leaders in the field of education were telling us about how to create school systems based on research about learning and teaching. It became clear to us that striving to maintain the status quo was much more dangerous than moving forward into the unknown.

As a result, we cast our fate to the wind and took the bold step of unveiling our transformation plan to the community. We communicated our realization that all

learning needed to align with a vision of developing within students the knowledge, skills, and personal competencies necessary to take on the crisis of our nation and the world. It wasn't good enough to merely pass them on to the next grade and content level. Learning had to have a purpose. It had to prepare kids to make a positive difference in the world – no matter their chosen vocation. In order to do that, it had to become personalized. No longer could we siphon and sort kids through the same standardized instructional processes which expected all kids - no matter their backgrounds, strengths, interests, learning styles, and aptitudes – to learn and be tested on the same things in the same way at the same time. We realized that in order to develop creative, imaginative people, not just those who test well, we had to take on those public officials who impose standards and high-stakes tests which have frozen our public education system and inhibited rather than enabled it to produce the people who will provide leadership in the future. We even had to examine our own mindsets in creating localized testing and rigid standards concepts. These imposed standards and all the accompanying testing programs couldn't produce students capable of thriving in a global knowledge/information age. We had to face the “win-lose” mindset inherent in the old standards and testing approach and replace it with a commitment to considering the interests, talents, abilities, and aspirations of each student and balance them with the needs of society. The primary goal became to give each student the best shot at making a valuable contribution to their families, communities, the country, and the world. As part of this approach, we had to move away from the “scoreboard mentality” belief that progress in education could be reduced to the reporting of a simple set of numbers, like box scores for sports.

We launched a concerted communication program aimed at building better community-wide understanding of the benefits and limits of testing. We purposefully challenged the national craze that placed an overemphasis on student testing as a means to improve the education system. We developed a more performance-based approach to assessment that provided students with opportunities to show what they've learned in multiple and personal ways. As a result, we focused on developing the individual talents and abilities of all students by consciously considering learning styles, strengths, weaknesses, and

strategies necessary for releasing each student's genius. We saw our job as educators to prepare students for the future.

Former Board Member: Once we began to challenge the status quo, other changes started to come more easily. We were able to open our first future focused charter school in 2010, five years after the first proposed charter was denied. This charter became an educational laboratory, or the district's research and development program. We began to integrate the element of choice within our public system. Strategically, we couldn't launch the transformation plan whole-scale. Creating a small model that we could study within the public system helped us learn what worked. There were more than enough parents who wanted this new type of educational experience for their children, yet they were still a minority within the whole community. But, as people started to see the successes exemplified through this working model, more and more people opened up to new possibilities about how schooling could be structured more effectively and efficiently. Local bargaining units began to support the district initiatives as the union heads began to recognize their responsibility in creating a professional organization in support of the district's new vision of student learning. This support was also born of necessity for survival in the face of the accumulating budget deficits.

From 2010 to 2014, a virtual school option was established, and two more innovative magnet type schools, one focusing on engineering and the other on the environment and the arts, were developed and proposed. Also, a futures focused curriculum track was created as a choice within the regular education program at the middle and high school. 30% of all students in grades 6-12 opted for that program initially with enrollment doubling to 60% of our student population as of last year.

Long Standing Board Member: Gaining community support was imperative because complicating our budget issue was the fact that federal aid to education had been declining. The U.S. status as the world's largest deficit and debtor nation, combined with the loss of foreign investment to offset these massive external deficits, caused the U.S. economy to teeter on the precipice of a deep recession by 2010. The inevitable decline in

spending created by the passing of the generational torch from the 70 million Baby Boomers to the 30 million Generation Xers pushed the economy over the edge. Education was no longer a primary funding concern. Schools were left in large part to fend for themselves.

Superintendent: Twenty school districts across the state actually went bankrupt by 2012, and all districts, including us, were increasing class sizes and cutting deeply into educational programs. You can only imagine the turmoil we all felt and the fire the board and administration were under to try to hold things together. We even had to put badly needed building projects on hold because the political environment was way too hot to even consider a referendum.

In order to accomplish all that we did, we had to solve the funding conundrum. The transformation charge we started with in 2006 had two components. One was to meet the needs of all students “better.” That was beginning to happen. The other was to do it more “efficiently.” We did significantly restructure our internal operations and priorities to focus all available resources on our core purpose – preparing students for their future. But with the continued decrease in funding from the federal government, increased cost controls from the state government, ever-increasing health, benefit, and post employment costs, it simply wasn’t enough. In fact, these challenges actually helped propel KM to make some hard decisions about how to accomplish its goals for student learning while responding to the pressures that all public schools were facing.

Steve Kroft: In fact, by 2014, most business, school, and community leaders were out of patience with federally mandated school reform. U.S. business was losing jobs and market share rapidly, and parents could no longer wait for schools to become what they wanted. A significant majority of stakeholders no longer believed that the federal government’s plan for creating a world-class, educated work force through the National Curriculum Initiative had any hope of success. But, instead of turning their backs on their public schools, the people in Kettle Moraine decided to take the issue of quality

education into their own hands. It didn't matter how students at public schools across the nation were performing; KM believed it could do better by doing school differently.

Superintendent: We needed to transform how we funded schooling in Kettle Moraine as well. The first thing that happened was that our first charter school opened the doors to the Bill Gates Foundation monies. The more innovative we got, the more foundation money we received. Second, our initial partnership with GE Medical deepened and blossomed into other corporate partnerships, which produced ongoing program sponsorship. Also, Kettle Moraine School District became a big draw for people outside of the district. The virtual program drew an additional 300 students into the system from all across the state, and people began physically bringing their children through school choice options from as far away as Milwaukee, Hartford, Jefferson, and Elkhorn. All of them were more than willing to pay the \$2000 educational surcharge for out of district enrollees. At this point, with the groundwork set and business partnerships well established, the educational program in KM was valued, and people were willing to pay a little more for the benefits their children received.

Steve Kroft: Actually, Kettle Moraine did what most districts wanted to do but was not ready, didn't have the community support, and was too afraid. With the collapse of NCLB and ever increasing unfunded mandates, the cost of staying in the federal and state system – both fiscally and educationally - outpaced any perceived benefit. In 2014, with collaborative support from their community, KM led a coalition of schools in challenging the state and federal educational funding and mandate system arguing its interference with local level's responsibility to fund and deliver quality education. While this legal battle continued, the community had established a three-year track record of voting to exceed the state imposed funding caps. This was a significant step in overcoming the budget shortfalls.

Superintendent: The bottom line is, we took control of our own destiny and created a school system that is capable of learning, responding, and adapting to external conditions and internal needs. The result is that our school system is working fiscally,

organizationally, structurally, and educationally. Students have responded to a new future focused curriculum. Engagement and achievement have increased significantly. We are seeing KM grads that are prepared to take on the challenges of the future. I think the best thing that has happened is that everybody – students, parents, community members, businesses, teachers, staff, and administrators – are all delighted by the results so far and about the prospects for the future. We defined quality learning, delivered it, our constituents recognized it, and have validated it by choosing it and supporting it. I am so proud and honored to have been a part of this effort. For us in Kettle Moraine, there really wasn't any other way to go from “good to great.”

Analysis of the Lemonade Stand (Upper Left Quadrant)

Implications:

In this scenario, the world is described as one where the U.S. has lost its political, social and military status. China and India are becoming the intellectual and economic powers and the U.S. economy is suffering. Compounding the economic challenges occurring during this period of time is a floundering educational system. NCLB is a clear failure and has only placed limitations on the educational opportunities for our most promising students. These limitations translate to a negative impact on the economy.

Due to a struggling economy, funding for public education has dwindled. Business, community and school leaders no longer believe that a national curriculum can provide a highly educated workforce to compete with India and China.

Stakeholders in Kettle Moraine School District decide to take the issue of quality education into their own hands. Forming partnerships with a variety of businesses allows the district a different way to address funding issues. Kettle Moraine also looks at how schools can be structured differently. A virtual school and magnet schools with different emphasis are established.

Although the changes to the educational structure of the district appear very attractive, implications of these changes need to be considered. Business partnerships, while bringing resources to the district, could lead to “strings-attached” funding. This could lead to loss of control in making curricular and/or instructional decisions as well as cause a narrowing of the curriculum. This transformation could also result in a staff that is ill equipped to deliver the new form of instruction. Professional development would need to be a component of any significant change in the educational delivery system. Also, the district would need to examine whether

the current school resources and technological infrastructure could be adapted to handle these new models before changes are adopted.

Indicators:

Trends or events that are likely to indicate the development of this scenario include:

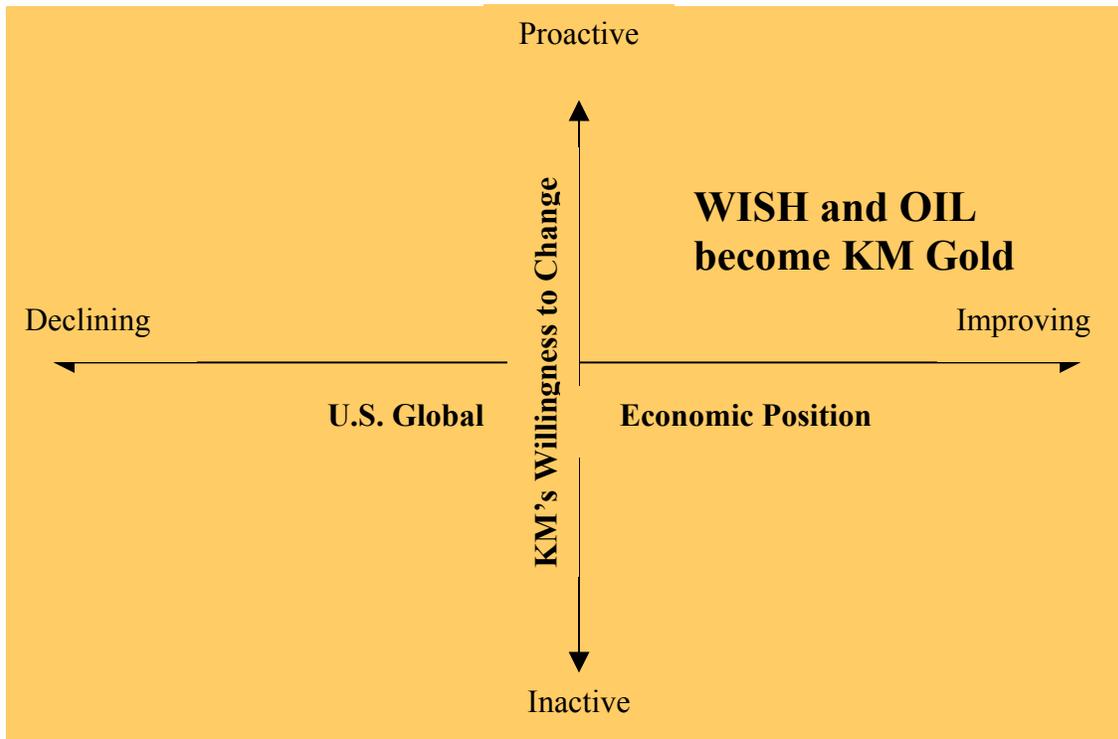
1. Increasing economic development and political strength in the Asian markets.
2. U.S. economic growth is weaker than in emerging markets, such as China and India.
3. The No Child Left Behind (NCLB) Act is discontinued and federal funding of education dwindles.
4. Kettle Moraine School partnerships with businesses grow due to increased awareness and commitment on behalf of corporations.
5. School district leadership stabilizes and multiple opportunities for leadership within the organization are developed.

Options:

In order to thrive in this scenario, the school district must pursue additional funding opportunities involving the communities, businesses and higher education institutions that have a vested interest in schools. The educational delivery system must have the capacity and agility to efficiently sustain learning in the uncertain evolution of the twenty-first century environment as well as to attract partnerships with other institutions that will help support the educational endeavors of the district.

To survive in this scenario, the district must pursue innovative learning programs and opportunities. Given the dramatic changes in technology and related implications for education, modification to the infrastructure will be required to support innovative learning opportunities. Retooling goes beyond bricks, mortar, and curriculum. The ongoing training of teachers is paramount for the success of any new and innovative programs. The school district needs to forge relationships with the communities within the district and businesses in the area in order to gain necessary support.

CRITICAL UNCERTAINTIES FRAMEWORK



Scenarios are not predictions. It is critically important to remember that scenarios are intended to represent a plausible possibility of events that may happen based upon the critical uncertainties of a specific quadrant. The content of the scenarios may be disturbing. They may paint a picture of a future that is not representative of current reality; a reality that is uncomfortable to entertain. Scenarios allow the brain to imagine a possibility that is different from current reality and then to problem solve, based upon the events of the quadrant.

Upper-right Quadrant

W.I.S.H. and O.I.L. Become KM's Gold

Key Drivers

- Philanthropic foundations proliferate hoping to improve work force
- Rise of US scientific developments which spurs a healthy national economy
- Technological advances in educational software/hardware
- Increased local partnerships to combat dwindling workforce

Scenario – A popular weekly news show features the positive improvements made in education during a ten-year period (2006-2016).

Katie Couric: I'm Katie Couric, and this is "60 Minutes" for Oct. 16, 2016. We open tonight's program with a special focus on education in the United States. During the past ten years, many aspects of American life have changed. This is not unique because countless generations before us have experienced change as Charles Dickens philosophized more than 150 years ago, "Change begets change. Nothing propagates so fast." Horse-drawn buggies have evolved into alternative energy vehicles. The ability to communicate continues to expand, and we have seen farmland transform into industrial parks and residential neighborhoods. Sometimes, it's a double-edged sword as longtime homeowners see their properties rise and can no longer afford the real estate taxes. Yet, one of the most dramatic shifts is the transformation that has taken place in the field of education. As we turn back the clock tonight, we'll spotlight an innovative school district supported by high resident involvement and its rebirth over the past decade. Join me in this series of short interviews as we visit America's heartland and talk directly with residents of the Kettle Moraine School District as they reflect on education. We begin with a resident from Wales, Wisconsin, who has worked in the field of electronics for the past twenty years. He recalls a turning point in 2006.

Systems Engineer: I have worked as a systems engineer for the last twenty years and one of the most chilling forecasts was when Tom Engibous, the chairman of Texas Instruments, said, 'The United States leads the world in electronics, pharmaceuticals and food productivity...but that's coming to an end.' Tom saw education, specifically math, science, and engineering, as the single biggest risk to the economic prosperity of the US. This hit close to home because my company was concerned about the lack of skilled

personnel in technology, which is definitely dependent on math and science. Yet, I remember feeling there was hope in our schools. Our Kettle Moraine School District took a strong position about educating students to ensure every child's needs were met. My wife is a teacher in the district, and it impressed me that a lot of emphasis was placed on student learning and assessment. I always believed that a company that valued research and development was light-years ahead of its competitors. In a sense, the KM district practiced this by involving its staff in professional development to create the best strategies to help every child achieve advanced and proficient academic levels. Here was the proof that all children could learn. In my mind, these decisions showed KM was taking action to maintain its quality as a "blue ribbon" school district. In 2006, when I discovered that 50% of computer science professionals were born and educated in foreign countries, I wondered if I was becoming the last of a dying breed of Americans in my field. In response to the dwindling number of American engineers and technology gurus, the US Department of Education sought to strengthen its programs in math and science. Kettle Moraine schools, however, prepared children by focusing on all subjects. Although it was the era of standardized tests that stressed the academic courses, KM was mindful of creating a balance between the core academic subjects, the arts, interpersonal skills, and students' work ethic.

Katie Couric: This was the era that author Thomas Friedman spurred US economists to action with his forecasts that the United States could lose its competitive edge in the business world and as a world power. As countries became interconnected in a global economy, they also shared more health, security, and environmental concerns. As early as 2006, the World Health Organization was monitoring conditions for the flu pandemic worldwide. At this time, health concerns had escalated from a level one to level two because the virus that had first been transmitted from only animals to animals was being transmitted from animals to humans. In response, the Wisconsin Department of Public Instruction encouraged all school districts to formulate a plan to address the needs that would surface during a pandemic. Kettle Moraine looked to its stakeholders to develop a plan.

Without a doubt, students in Kettle Moraine continued to perform well. At the same time, you may recall the startling Nielsen survey in 2006 that revealed U.S. labor shortages would cost medium to large manufacturing organizations an estimated \$50 million to \$100 million over a five-year period. Companies feared the consequences would be more outsourcing to overseas countries that would further erode the United States manufacturing base. The need for more technical workers was rising. In the meantime, China's and India's ascent as economic powers began to threaten the United States' confidence as a world leader and caused the U.S. to hold its educational system more accountable. No Child Left Behind (NCLB) legislation was enacted in 2001 and aimed to improve achievement and accountability with annual testing. In an effort to meet NCLB's goals, many Wisconsin school districts adopted frequent electronic assessments and digital instruction. Realizing that students needed more than just knowledge to be successful in this highly technical world, Kettle Moraine continued to balance electronic assessments with authentic hands-on applications of learning. KM began to explore electronic instruction programs and applied for a grant to develop a program to deliver a world-class education. We gain insights from the personal experiences of a young college student who was a ten-year-old student in the Kettle Moraine District in 2008. What do you remember most about being a Kettle Moraine student?

College student: I recall taking tests on the computer twice a year along with every other Wisconsin child from kindergarten through 12th grade. Our teachers told us this was so they could check if our school was showing improvements in student learning every year. My parents liked viewing my test results on the Internet. They could see exactly where I was strong and where I needed help. Every kid's growth was charted. Other people in the community and school officials also could check on how our schools were doing. My friends and I liked the electronic testing, but the thing we liked even better was working with real-live businesses. I signed up for Project Lead the Way in high school, and it was awesome! Project Lead the Way taught me how to work collaboratively with engineers and other students and gave me opportunities to apply what we studied in digital electronics and biomechanics. Now, I'm a student at the Massachusetts Institute of Technology. Some of my friends were a part of the River City project that partnered our

school with Harvard University's National Science Foundation. Other kids in my class used hand-held computers as part of the Star Schools project that simulated scientific and mathematical problems in a real-world environment. All in all, KM prepared us well!

Katie Couric: While Wisconsin worked to improve its schools through testing, the educational reform flywheel continued to pick up momentum as a foundation established by Bill Gates and Warren Buffet in 2006 provided billions for educational reform beyond what the federal and state budgets could provide. The Gates Foundation, other private funds, and Kettle Moraine's own educational foundation propelled KM's innovative programming. Philanthropic foundations offered financial backing to meet the demands of globalization, innovation, technology, and the speed of learning, yet most of the final decisions about how the money was used in the schools was left up to education officials. Although the pandemic alert had climbed to a level three, it did not hamper Wisconsin finances that were on the upswing in 2010. The Milwaukee Journal Sentinel documented the construction of the \$375 million Wisconsin Institutes for Discovery in Madison. It began with a \$3 million donation from the Wisconsin Alumni Research Foundation known as WARF. Later, a \$50 million donation from two UW-Madison alumni John and Tashia Morgridge, a matching \$50 million from the Wisconsin Alumni Research Foundation plus \$50 million from state funding formed the basis of this public/private partnership. The progress of seed grants helped researchers explore preliminary ideas and testing and garner further funding. The Wisconsin Institutes for Discovery were slated to open in late 2009, but opened a year earlier because of the overwhelming response from the Discovery Program Seed Grant initiatives and benefactors' support. Let's talk to a retired investment officer from Delafield to learn more.

Investment Advisor: Not only were private foundations interested in funding education, but they also stepped up to the plate to finance stem cell research by contributing to the Wisconsin Institutes for Discovery in Madison. These multi-million dollar institutes and the Wisconsin Medical College in Milwaukee along with UW-Milwaukee's newly formed Public Health Department established Wisconsin's strong foothold in science and technology and created many jobs and economic assets in Wisconsin. The booming

Wisconsin economy meant more capital for public education. This prosperity transferred to the local level with more funding for public K-12 education. Children in Kettle Moraine continued to remain on the top rung of the ladder of achievement. KM built and launched its first educational infrastructure that effectively and efficiently delivered customized instruction to the individual student involving Online Individualized Learning (O.I.L.). O.I.L. was a new kind of “black gold” in the field of education meeting the educational needs of basically every student in tandem with future needs of industry in the 21st century. This was accomplished by Kettle Moraine’s innovative approach called Wisconsin Industries/Schools/Home (W.I.S.H.) that was 100% learner-centered and supported by all stakeholders – students, teachers, administrators, parents, businesses, and the community. W.I.S.H. was a win-win approach. Each student’s needs were met in a plan crafted by schools, industries, and the student’s own parents. Customized or “smart” computer learning activities were developed as a part of online individualized learning to support W.I.S.H. programs in meeting the distinctive needs of students.

Katie Couric: We know the financial health of Wisconsin was strong in 2012. Now, let’s recall more closely the physical health of its residents as the pandemic alert reached the crisis level at the same time our national security was threatened. Historically, pandemics have occurred at the same time as a national crisis. The pandemic of 1918 hit as World War I began. Our country faced a “red” alert as North Koreans continued to blatantly violate treaties about nuclear armaments and formed a weapons pact with Iraq. With little warning in 2012, terrorists in Venezuela attacked the American Embassy in Caracas. Sadly, we recollect 2012 was a time of death. Bringing us back to the local level, a pediatrician from Dousman tells us how the pandemic brought death everywhere, but most specifically right in her own neighborhood. Doctor, this was certainly a crisis we’ll never forget. Please share your thoughts about it with us.

Doctor: Millions perished during the deadly pandemic that struck nationwide similar to the one in 1918. Entire families were quarantined for long periods of time, but wireless Internet access in the Kettle Moraine district enabled many people to stay remotely connected. Children who were healthy often were not able to attend school because their

teachers or half of their fellow students were afflicted with the widespread illness. Entire schools were shut down for months at a time. Students who had escaped this dreaded infirmity were at different stages of learning compared to those who had been sick or caring for family members who had been ill. Online individualized learning was a boon to isolated students provided there were not power outages. WE Energies estimated 40 percent of its workforce was unable to report to work because of the pandemic. In homes where power failed, families relied on the goals they had established through the Wisconsin Industry/School/Home network. Many of the activities were self-directed and students could complete them independently at home. Some taxpayers criticized the way W.I.S.H. transformed the teacher's role into consultant and gave students more responsibility for their learning. Others disliked the wide use of technology associated with online individualized learning because they felt the art of good penmanship and interpersonal skills were falling by the wayside. The full impact of industry/school/home partnerships and online individualized learning were not fully realized until the aftermath of the pandemic. After the pandemic ended, Wisconsin mandated W.I.S.H. and O.I.L. for its 400+ school districts. Clearly, the pandemic catapulted both to the forefront.

Katie Couric: Certainly, the pandemic had far-reaching effects. Next, we'll speak with a parent who suffered a loss and had three children graduate from the Kettle Moraine School System.

Parent: I lost my husband to that terrible disease, but my children kept me going. My husband and I wanted all of them to attend college. I was glad that after the pandemic, Wisconsin continued its online individualized learning systems and the partnerships between industry, school, and home. We found both added greater dimensions to learning. Meeting children at their individual levels produced the greatest gains in student learning. I can imagine electronic assessments provided teachers with a much more rapid account of each of my children's individual needs compared to having a teacher grading each test by hand. My children, along with other Kettle Moraine students, still met face-to-face with fellow students and teachers to discuss summaries of their learning, to infer, problem-solve, synthesize, and challenge each other. My son, Ben, loved the interaction,

yet the online individualized learning was especially helpful to him because he could proceed at his own speed and didn't need to wait for others in the class. The "Project Lead the Way" engineering program that partnered our school with an engineering firm gave him experience designing and modeling prototypes involving electrons, robots, and aeronautics. At the same time, my daughter, Jill, didn't feel as frustrated because the online individualized learning gave her instant feedback. She was presented with different ways to solve problems and could try again without being embarrassed or threatened. That and the partnership we had with GE Medical were wonderful! The online learning was an added advantage for the many immigrant children who joined us. Their instruction was presented in their native language with carefully planned transitions to the English language. Times were good.

Katie Couric: Despite the political conflicts the country faced, the atmosphere of sustained scholarship was not only evident in schools, but also in Wisconsin's science and industry. Wisconsin flourished economically mirroring the status of the United States' leadership as number one in using science and technology to address the world's shortages of food and water and global warming. When KM property values rose, the communities within the district were committed to provide a range of housing options to accommodate a diverse demographic. The district had engaged in entrepreneurial thinking and became a profit center whereby, when property values rose, real estate taxes did not. And, this brings us to today. Schools have retained the best of what they had and replaced the less effective practices with innovative designs affecting the delivery of instruction, the ways we check for student learning, locations for learning, and even the skills and competencies needed to flourish in our global society. 2016 is a time for changing faces. Complete local control has been restored. We highlighted the history of the Kettle Moraine School District because it has altered its image from a blue-ribbon school district in a sea of competitive compatriots to a well-known equal-access leader in individualized learning that is available to students worldwide. The instantaneous feedback that students receive is critical in helping them reach their learning targets. Each child sets learning goals and plots his or her progress that can be accessed by school staff and parents on a daily basis. Motivation, metacognition, and communication are all

additional assets, but the main benefit is increased academic achievement. Nine Kettle Moraine graduates have been awarded international scholarships. Collaboration replaces competition. KM has helped other school districts alleviate the 14 million technical worker shortfall by developing and providing a customized curriculum. This approach also translates into a very high value cost quotient. Over the past four years, data has indicated that Kettle Moraine's academic proficiency levels have increased by over 30% in the field of science, yet the cost per student remains the same and, in some cases, has decreased because of resource sharing between school districts. KM's Online Individualized Learning program, integrated learning, and partnerships between the workplace, school, and home transcend the one-size-fits-all concept of educational services and tap the power and creativity of teachers and administrators as they have provided a way to meet the needs of every student with a world-class curriculum. Kettle Moraine School District has discovered its gold in O.I.L. and W.I.S.H., thrusting them *ahead of the curve!*

Analysis of W.I.S.H and O.I.L. Become KM's Gold (Upper Right Quadrant)

Implications:

In this scenario the U.S. maintains its global economic leadership position. Wisconsin becomes an intellectual and technological leader in the medical science industry driving the local economy to grow faster than the national average. This drives corporations and philanthropic foundations to begin investing directly into public education. The Kettle Moraine School District forms partnerships with several industries and businesses.

New philanthropic and private foundation funding, coupled with increased funding from existing sources based on the thriving economy, allows the KM district to develop an on-line individualized learning technology platform. This new platform compliments best practices with our current educational delivery system to offer tailored and flexible curriculum solutions. The key outcome: our local community learners and KM students are better prepared than our neighboring districts to successfully compete in the global marketplace especially in the technical, science and health industries.

Community leaders are excited about the school district's success and the influence it has created attracting new business and residential investment. This growth leads to a more diverse community. Existing property owners see that a successful school district protects and enhances their investments.

However, the change from the current "brick and mortar" to more of an online system creates anxiety within the KM educational community. The impact to district employees, the new influence public corporations have on educational decisions, as well as the spending choices made with the increased funding, may lead to dissent within the community.

Indicators:

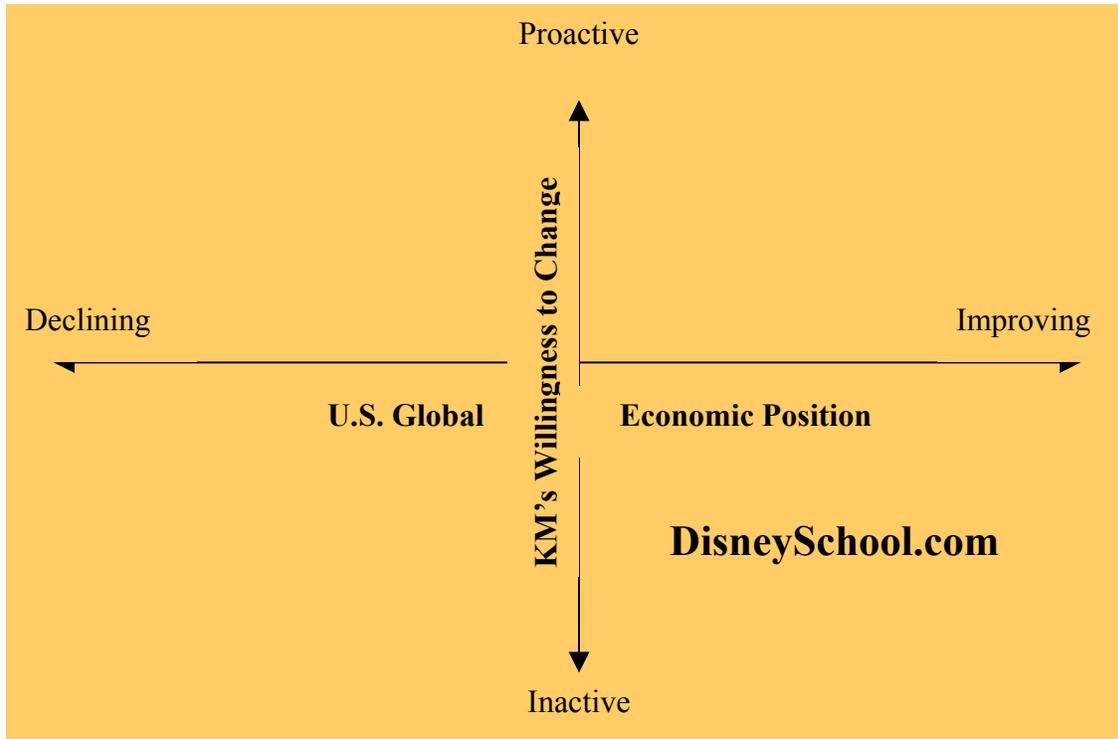
Trends or events that could signal the development of this scenario include:

1. U.S. economic growth is stronger than in emerging markets, such as China and India.
2. The Wisconsin economy grows faster than the U.S. economy, caused primarily through growth in technical and skilled trades.
3. Investment in health and science research and development activities within Wisconsin, and especially in Southeast Wisconsin, accelerates each year.
4. KM schools thrive due to public corporations “adoption” and philanthropic funds dedicated to K-12 education.
5. Number of students enrolled in on-line education increases.
6. The No Child Left Behind (NCLB) Act is extended with provisions increasing the testing frequency and implementation of a nationwide standardized format.

Options:

To meet the challenges of this scenario, the Kettle Moraine School District will be required to design the educational delivery system for the future, incorporating ideas from the stakeholder communities and related experts. The design effort will need to look beyond today’s traditional practices and processes in education by creating visionary educational delivery channels tailored to both the individual learners strengths and the new global business dynamics. The future educational delivery system will include tools and systems not currently developed or implemented in education today. It will be necessary to collaborate, make joint investments and share research with educational and business partners in order to develop innovative technologies. KM district leadership will need to flawlessly execute the strategic roadmap to our future state and develop new funding sources. This transition must happen with no decline in the overall achievement of the current students as well as maintaining employee and community satisfaction.

CRITICAL UNCERTAINTIES FRAMEWORK



Scenarios are not predictions. It is critically important to remember that scenarios are intended to represent a plausible possibility of events that may happen based upon the critical uncertainties of a specific quadrant. The content of the scenarios may be disturbing. They may paint a picture of a future that is not representative of current reality; a reality that is uncomfortable to entertain. Scenarios allow the brain to imagine a possibility that is different from current reality and then to problem solve, based upon the events of the quadrant.

Lower Right Quadrant

DisneySchool.com

Key Drivers:

- Strong U.S. economic growth
- National curriculum and expanded individualized choice of educational delivery
- Disenfranchisement of local constituents with school community

Welcome to KM EduBlog!

January 2007

The School District of Kettle Moraine in southeastern Wisconsin is considered among the finest in the state: all six of our schools have received recognition for excellence from the US Dept. of Education. The public is generally very pleased with the performance of public schools, and it shows; KM is a highly desirable district for new home buyers for many reasons, but perhaps most important is our high quality schools.

The School District of Kettle Moraine invites the community, alumni, current students and staff to share their experiences and opinions about the fine education that KM provides...

3 Comments

FORMER BOARD MEMBER

The world of technology has literally altered the brains of the District's children, changing the way they learn and need to be taught. But technology can be a double-edged sword; it can be a viable learning tool as well as a vehicle to open the door to outside interests taking greater control of educational content and delivery.

While KM has a lot to be proud of, we shouldn't get complacent. We must be willing to

embrace technology intentionally and for educational benefit without losing the things that make KM great.

COMMUNITY MEMBER

The highest priority for the school district should be cutting costs. My tax bill is through the roof as it is. The district needs to take a hard look at all its programs and cut any that are not vital. (I'd start with art, music and PE.)

COMMUNITY MEMBER

My children received a top-notch education in the Kettle Moraine School District, and soon my grandchildren will be starting kindergarten at Cushing. People complain about their property tax bills, but when you think about what we're getting -- well-educated, successful children and families -- I say it's a bargain!

No Child Left Behind (NCLB) Changes Will Benefit KM

October 2007

Lawmakers revising NCLB for reauthorization have fixed some of the law's pitfalls -- its lack of adequate funding, for starters, and the probability that districts, even "blue ribbon" districts like KM will eventually "hit the wall" in reaching improvement goals.

In addition to improving NCLB, Congress has also funded the development of valid, reliable on-line tests (National Assessment Program -- NAP) which will allow teachers to monitor their students' progress at the touch of a button. Parents, too, will have more input into their children's performance because curriculum materials (which will become increasingly uniform nationwide) and NAP results will be at their fingertips.

By investing a significant proportion of our technology budget in NAP-related products, such as tutorial software and on-line student monitoring programs, the District will be on the cutting edge of educational advancements in the area of assessment.

4 Comments

KM TEACHER

I'm excited to see NAP come to KM. It will make teaching much more black and white. All teachers across the district will know exactly what we need to teach. Expectations will be clear to all. Instead of constantly reinventing the wheel, I'll be able to focus my attention on helping each student make progress on the NAP. I can

probably just pitch my whole-group lesson plans in the recycle bin right now...

RETIRING KM TEACHER

Since NAP came to KM, all I've been doing is teaching to the test. Parents and kids only seem to care about the test. When I began my career almost 30 years ago, I went into teaching because I loved kids and wanted to help them grow into the best human beings they could be -- not spend 8 hours a day at a computer screen. Just a few months into NAP, and I feel more like a glorified homework monitor than a teacher. So much of our curriculum is canned that there is just no room for creativity on my part. It's time for me to move on. Good thing KM offers great retirement benies!

HIGH SCHOOL STUDENT

At first, when my parents found out about my score on the algebra NAP, it felt like they were spying on me. But when they were able to schedule me for extra tutoring from the NAP tutor at school before my next test to help me get back on track, I saw that it could be an okay thing. Plus, when you do well -- I aced the science portion -- then you don't have to be stuck doing busy work until the rest of the class catches up. You just go ahead and work on the next grade level. It's great!

CURRENT TEACHER

When there are such exciting educational software programs and interactive learning communities on-line, it's a shame that the district is putting its financial and professional resources into canned curriculum and on-line tests. KM is missing the boat on technology as far as I'm concerned. What about expanding our foreign language offerings using the internet? What about helping kids use technology to solve real-world problems?

An Investment in Our Children

April 2009

Since the 2006 unveiling of the report titled, "Moving from Good to Great in Wisconsin: Funding Schools Adequately and Doubling Student Performance" (Odden, et al), KM has been striving toward reaching the class size recommended in the report:

Research on class size shows that small classes of 15 . . .in kindergarten through grade 3 have significant, positive impacts on student achievement in mathematics and reading.

With an improving economy and evidence-based proof of the "significant and positive"

impacts of small class sizes, citizens in KM handily passed the referendum to build a state-of-the-art elementary school in the Ottawa area.

The upswing in the economy has also sparked a rejuvenation of larger housing developments in the western end of the District that came to a screeching halt in the 2006 real estate slow-down. Developers are building houses, and the District is building schools. KM residents have approved the funding of a second middle school at the Brandybrook location. Construction will begin in June.

Congratulations, KM community, and thank you!

1 Comment

DOUSMAN ELEMENTARY PARENT

Finally, the district, administration and community have listened to our cries for smaller class sizes! Build on!

KM Announces Partnership Opportunity

February 2010

The administration of KM is excited to announce that KM has been approached by the University of Wisconsin-Madison, the Medical College of Wisconsin and GE Medical to pilot a biomedical program that would parallel Project Lead the Way, a highly successful program that gives middle and high school students a jump start on the road toward a career in engineering.

From the official invitation from the MCW:

With the recent breakthrough in the treatment of diabetes thanks to stem cell research and a generous donation from the Sophia Quadracci Foundation, the time has never been better to encourage young people to pursue careers in biomedical research. Having reviewed student achievement and curricula of area schools, the University of Wisconsin, the Medical College of Wisconsin and GE Medical have determined that the student population and the District's commitment to excellence make the School District of Kettle Moraine the ideal partner in the forthcoming project: FutureMed. We hope that you will accept this invitation to participate in this very exciting project.

4 Comments

PARENT OF 4 CHILDREN IN KM SCHOOLS

I am shocked that the District would consider joining forces with organizations that have furthered stem cell research. Once again, the school board and administration have chosen not to listen to the vast majority of us who believe that every life is precious from the moment of conception. To even consider the proposal shows me how out of touch the District is. I am seriously considering home schooling my children now.

PARENT OF 2 CHILDREN IN KM SCHOOLS

I, too, am profoundly disappointed in the District's apparent support of stem cell research. To the "parent of 4" and others in the District who are considering home schooling their children, I encourage you to visit www.familyvalueschool.com. They are offering free curriculum and 20 hours of online tutoring for families who are choosing to home school rather than compromise their morals in the public school system.

PARENT OF 2 - 9TH GRADERS AT KMHS

I, and many of the other parents I talk to, are thrilled with the opportunities that FutureMed can offer our children. To suggest that helping our students prepare for a career in biomedical research and technology in any way shows support of stem cell research is illogical and reactionary.

SCHOOL BOARD CANDIDATE

I am honored to announce my candidacy for the Kettle Moraine School Board. As a citizen of the District for all of my adult life, I am committed to the fine education we have come to expect without selling out to partnerships with organizations that are contrary to our values. We are the School District of Kettle Moraine, not the prep school for questionable programs in higher education.

I am confident that all of the personal and professional relationships I have fostered with the citizens of this district will make me a strong candidate to defeat the incumbents who are supportive of FutureMed

Unity More Important than Program

March 2010

After much deliberation, the KM School Board has decided to respectfully decline the invitation to participate in FutureMed, a partnership with the University of Wisconsin, the Medical College of Wisconsin and GE Medical.

While many in our community saw this as an opportunity to expand opportunities for KM students, others believed that partnering with organizations that participated in stem cell research could be interpreted as a statement by the district supporting this research. Rather than create a schism in our community, the Board has decided that unity is more important than the FutureMed program. However, the Board will form a committee to develop an alternative program that would parallel Project Lead the Way to give KM grads a leg up in careers in biomedical research.

4 Comments

KM COMMUNITY MEMBER

I applaud the Board's decision. The Kettle Moraine School District should not be involved in such a hot button issue. We need to focus on continuing to improve our test scores not jump on the bandwagon of the latest technology.

KM PARENT OF 3

While the District believes it is preventing divisiveness by taking a pass on the FutureMed invitation, they might find it backfires. I, for one, will be watching to see which area district does participate in the program and look into open enrolling my children in that district. I want an education for my children that isn't afraid to embrace new technology and new information. KM missed the boat on this one! I wonder how long it will take the Committee developing the "alternative program" to get a viable program off the ground.

FORMER KM PARENT

Too little, too late, KM!

I have found a great resource for home schooling materials and a network of like-minded parents who are offering their children an education that coincides with their personal beliefs and morals.

KM PARENT

The district is incredibly shortsighted in their decision. I cannot understand how a "blue ribbon" district can cave to the demands of a vocal minority. If an election were held today, I believe the current members of the school board would all be voted out based on this decision. You do not represent the wishes of the majority of your constituents. I am seriously considering moving my children to the neighboring school district where they are interested in moving forward with exciting new opportunities and not stuck in the past.

Retirements Up; Funds Down

April 2012

An unprecedented number of teachers, 25%, have declared their intentions to retire from the School District of Kettle Moraine at the end of this school year. Of course, we will thank these teachers for their service and wish them well in retirement in a more formal way as the school year winds down, but now the Board and the Administration must closely examine the effect of losing such a large number of experienced staff. This, coupled with the financial burden of providing benefits to these retirees for years to come, will stretch our budget to its limits.

We welcome community input to find creative ways to solve the challenges that lie ahead for the District.

3 Comments

KM PARENT

I am fearful that a shrinking teaching staff will mean larger class sizes. One of the reasons I supported the building referendum was the promise of smaller classes for my children. The District **MUST** hire enough staff to keep its promise of 15 students in classes from K through 3rd grade.

COMMUNITY MEMBER

Maybe the District needs to re-think its promise of post retirement benefits. The School Boards who made these promises could never have anticipated the financial burden it would create when a huge number of teachers retired. I lost my retirement benefits when my company went bankrupt and let me go. You don't see me bellyaching about it.

COMMUNITY MEMBER

The District should find ways to encourage people with 4-year degrees to apply for emergency licenses to fill the teaching gap, so our classes don't burst at the seams.

Deal Will Protect Future Retiree Benefits

August 2012

In special summer negotiation sessions, the School District of KM has reached an agreement with its teachers that will allow the District to continue to offer the caliber of retiree benefits that the teachers here have come to expect. In a more reflecting

bifurcated benefits, an idea introduced with 2007 budget woes, new hires will have Health Savings Accounts (HSA's) rather than HMO's and their probationary period will extend to 5 years from the current 3. Although class size isn't a negotiated item, the union leadership has indicated a willingness to support larger class size averages to combat the staff shortage created by the large number of retiring teachers starting in the 2012-2013 school year.

3 Comments

KM TEACHER

I can't believe what I'm reading. The district will be offering bare bones benefit packages to incoming teachers at a time when we're going to have a tough time putting a teacher at the front of every classroom. While this solution might (might!) encourage experienced teachers to stay in the district a little longer to reap their Other Post Employment Benefits (OPEB), who is going to want to begin their career in KM?

KM 1ST YEAR TEACHER

Just another example of teachers nearing the end of their careers putting the screws to those just starting out. Our negotiation team let the early career teachers down.

PARENT OF 3 CUSHING STUDENTS

Larger class sizes? Not again.
That's it; I'm going school shopping. See ya, KM...

Change in Voucher Law Will Affect KM

May 2013

The Wisconsin Legislature has announced a wide-reaching expansion of the voucher program, which will give parents a voucher to "spend" nearly any way they want to educate their children. The school offerings encompass a wide range of learning vehicles: public school, private school, parochial school, state-registered home school or online school.

While we realize there will be a small number of KM parents who will decide to use their vouchers to educate their children in programs outside the KM public schools, we are confident that the vast majority of parents will remember our blue ribbon status (starting in 1996) and the beautiful school buildings that the community built in 2009 and decide to keep their kids right where they belong ... in Kettle Moraine.

Why will you choose Kettle Moraine?

4 Comments

PARENT OF 3 KM STUDENTS

I will keep my children in Kettle Moraine because I believe in the importance of strong community public schools as a social institution. I have always been impressed with the interpersonal relationships my children have had with their classmates and the above-and-beyond approach to education that their teachers demonstrate. On-line education may be the wave of the future, but I think that kids who are educated on a computer screen will be lacking in the social graces and so-called soft skills that other people, including employers, value. You've got my voucher, KM!

PARENT OF 4 KM STUDENTS

Home schooling never seemed to be an option for our family because we rely on two incomes. But now, with 4 vouchers coming our way, economically it would be a wash, so I'm considering it. Kids are young for such a short time, and I feel like I've missed so much of their childhood because I've had to work. Home schooling just might be the best thing that ever happened to our family.

PARENT OF 12 YEAR OLD

I wish I could do a combination of half-days at the Middle School and on-line education to accommodate my daughter's intense figure skating training. She wants to be a part of a school community, but we've been using on-line and correspondence courses for her education. Will there be any hybrid options?

COMMUNITY MEMBER/BUSINESS PERSON

I'm really worried about who will be left in the public schools with so many options for families to use their vouchers. It will be the kids who can't get into exclusive parochial schools, kids whose parents can't afford to stay home and school them, and kids whose parents don't care. This is the beginning of the end for KM as we know it. I wonder what this will do to our property values...

KM Joins Others in Offering OLE!

January 2014

With the advent of Internet Z, On-Line Education (OLE!) has never been more effective. With greater multimedia capabilities, and true interactivity, the time is right for Kettle

Moraine to join the revolution by teaming up with a wide range of on-line education companies to offer a broad range of educational options to the families of the KM District. As larger numbers of families started to seek their education elsewhere, KM took note and responded. Now, you can have the best of KM education with the best of OLE!

District students will receive their diploma from the Blue Ribbon KM District, but, in the course of their education, could have earned credits from or attended any number of on-line institutions, for example: DisneySchool.com, FamilyValueSchool.com, EnviroEd.com, EntrepreneurSchool.com, EduFun.com, and a host of others. Visit our website to see the list of offerings and how to apply your voucher. On-campus instruction and monitoring will be offered on a sliding fee-scale for those who wish to continue to send their children to one of our three state-of-the-art facilities.

4 Comments

PARENT/BUSINESS PERSON

I am very disappointed that this is the direction KM has chosen to take to deal with the pressures of a shrinking teaching staff and this voucher system run-amok. How can we allow our students to earn credits through a Fortune 500 entertainment company and call this a "Blue Ribbon" school district? The OLE! schools must have offered KM a sweet deal in order to get the Board to sell out in this way. But what happens a few years down the road when OLE! schools want a bigger chunk of each voucher? It will be Wal-Mart bumping out the "little guy" all over again!

PARENT

My children are very excited about enrolling in Disneyschool.com. They clicked on the trial button and played math games for 45 minutes solid! If this is any indication of the quality of education on the rest of the site, we're in luck!

SCIENCE TEACHER

I just checked out the "curriculum" at 5 of the OLE! offerings on the KM website and was shocked at what is passing as "science" on these sites. One cited faulty research to make the argument that evolution is a "myth with no foundation in fact." Another offered only true/false quizzes for assessment. Not one question asked the student to think beyond rote memorization. At this rate, all KM students will graduate with 4.5 gpa's and not know a damn thing. We're in trouble.

COMMUNITY MEMBER

Let me get this straight: less than ten years ago, we built state-of-the-art buildings and now we're educating students primarily on computers in their homes? And a portion of our voucher tax dollars are leaving the state and going to OLE! providers? The community and parents of the District should be appalled.

KM Seeks Feedback on OLE! Offerings

July 2016

As we head into our 2nd year as educational partners with the world's best On-Line Education (OLE!) providers, we want to hear your feedback. How have your children benefited from the wide range of learning opportunities? How did your KM experience prepare you for college and beyond? What other partnerships should we seek in the years ahead?

2 Comments

COLLEGE ADMISSIONS OFFICER

I'll be interested to see the caliber of students who come from this potpourri approach to education in KM. Students from other districts who have gone this route have shown marked gaps in their education that colleges have found themselves filling with non-credit remedial classes (at their parents' expense). Traditionally, the applications from KM grads -- particularly their essay portions -- have been exemplary, but things like writing and critical thinking just aren't easy to teach on line. I have a feeling college freshmen are going to know more about Mickey and Pluto than Plato when all is said and done.

PARENT OF 3RD GRADER

We tried to go the on-line route, but my daughter-- who always thrived in a classroom setting -- missed the human contact of a classroom. After one semester with OLE!, we looked into having her attend KM Elementary for the second semester, but her group of "peers" just wasn't the same as it had been a year earlier. Most of the kids were there because they had educational needs that their parents just couldn't meet at home. She felt just as isolated at school as she had at home.

Analysis of DisneySchool.Com

(Lower Right Quadrant)

Implications:

In this scenario the US maintains its global economic leadership position. This strength was due in part to dramatic breakthroughs in alternative and renewable resources developed in our universities and technological think tanks here in the US. This economical surge was felt across the US and especially here in the Badger state. The University of Wisconsin system captured their portion of the research grants, and were able to funnel these monies into strengthening the local economy while developing new and exciting entrepreneurial start up companies. The university's success and excellent reputation sparked additional investment into ever widening areas of research.

Wisconsin in general and Kettle Moraine in particular were able to capitalize on the economic boom. The school funding coffers were being filled just as fast as the classrooms. As a result, the school expansion referendum passed easily and more brick and mortar classrooms were built on the eastern edge of the district.

UW Madison's achievement and success with natural resources provided the foundation to reach out, and in a bold move, to develop a partnership with the Medical College of Wisconsin and GE Healthcare in breakthrough Stem Cell Research. The Kettle Moraine School District, seeing the continued success of UW, proposed joining a consortium with UW to develop a technical and medical partnership similar to the very successful Project Lead the Way.

Technology advancements in on line learning options coupled with an expanded voucher system offered students learning opportunities that provided more flexibility and individualization beyond a typical public school offering. In addition, the public backlash that KM felt to the apparent link to controversial Stem Cell Research caused a declining enrollment. The traditional brick and mortar structure now had to "compete" for student enrollment in a way never seen before.

Indicators:

Trends or events that could signal the development of this scenario include:

1. U.S. economic growth is stronger than in emerging markets, such as China and India.
2. The economic revitalization drives rapidly expanding commercial and residential growth in the KM district.
3. Class sizes grow with the boom, school referenda are passed and new schools are built with the appropriate technological investments.
4. Legislation to nationalize curriculum and assessment is passed.
5. Expanded voucher programs and a wide variety of individualized educational opportunities have developed, including private, parochial, home school, and on-line offerings.
6. Local community support for public education becomes fragmented.
7. Board becomes paralyzed to respond to the rapidly changing educational world.

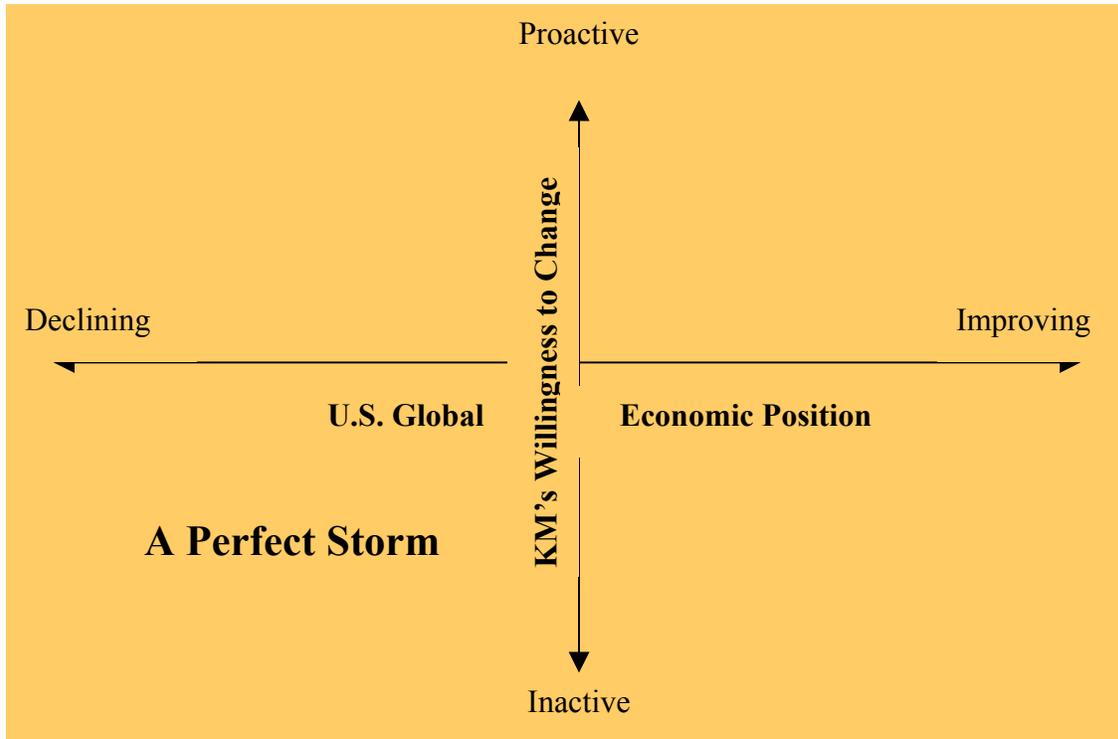
Options:

To meet the challenges of this scenario, Kettle Moraine must reexamine the traditional model of delivering education, identifying creative approaches and solutions to meet the needs of the 21st century learner. In conjunction with its exemplary teaching staff and curricular offerings, Kettle Moraine must use technology tools to provide learning opportunities and challenges that are tailored to the individual student's strengths and needs. The strategic use of advancing technology to augment traditional classroom based environments will offer students individualized learning while maintaining opportunities for collaboration and socialization.

Based on the implications, Kettle Moraine must develop a robust technology infrastructure so that it can offer innovative learning options for students, including online instruction. All instruction must be content rich. Partnerships with businesses, community agencies and other educational agencies will kindle new ideas and open up possibilities in education. Further developing the connections to the extended Kettle

Moraine community is essential to creating and maintaining a strong and cohesive implementation strategy during the changing times we are going to be facing.

CRITICAL UNCERTAINTIES FRAMEWORK



Scenarios are not predictions. It is critically important to remember that scenarios are intended to represent a plausible possibility of events that may happen based upon the critical uncertainties of a specific quadrant. The content of the scenarios may be disturbing. They may paint a picture of a future that is not representative of current reality; a reality that is uncomfortable to entertain. Scenarios allow the brain to imagine a possibility that is different from current reality and then to problem solve, based upon the events of the quadrant.

Lower-left Quadrant

The Perfect Storm: A time of unraveling

Key Drivers:

- No Child Left Behind (NCLB) fails, leaving the impression that public schools are low quality and causing a broad search at many levels for higher quality educational alternatives.
- The narrowing of teaching/learning caused by NCLB creates a crisis as broader 21st century skills become necessary.
- Loss of U.S. global economic position negatively impacts public education.
- Economic challenges increase as foreign investments leave U.S.
- Parents, as consumers, shop for schools that best fit the way they perceive their children's needs.

Katie Couric: I'm Katie Couric, and this is *60 Minutes* for October 16th, 2016. Tonight we take a look at the state of U.S. public education. Once an institution essential to channeling the American Dream, public schools today are experiencing a chaotic educational reordering that places their future in jeopardy. Recently, I had a chance to visit a school district in Wisconsin to experience, firsthand, the current struggles of our nation's public schools.

The Kettle Moraine School District exemplifies the situation of most public school districts in the U.S. today. Ten years ago Kettle Moraine was considered to be among the finest school districts in the state: all six of its schools had received recognition for excellence from the U.S. Department of Education. The public was generally very pleased with the performance of their schools and it showed in real estate values. Kettle Moraine was a highly desirable district for new homebuyers for many reasons, one of which was its high-quality schools. Students graduating from Kettle Moraine High School were well prepared for success in their post high school lives. Kettle Moraine schools were living up to the ideals of American education.

Today, Kettle Moraine's student enrollment is about three quarters of what it was just eight years ago. For the 2016-17 school year, student enrollment has dipped below 3000. The school district is struggling to keep the doors open as community members question the educational return on their rapidly increasing tax burden. What happened? To

understand the current situation in Kettle Moraine, it is necessary to look back to events occurring over the last decade.

John Schmid, Milwaukee Journal/Sentinel Economy Reporter: At the federal and international levels, several conditions began to converge ten years ago that were outside the control of the local school districts. This spiral of decline began when people first started to wonder about the decline of the United States' position in the global economy and its status in the world. The 2006 Israeli-Hezbollah and Iraqi conflicts laid the groundwork for the continuing unrest in the Middle East, which dramatically changed the economic landscape for oil dependent countries and industries. Americans, previously insulated from global trauma, began to grasp the interconnectedness and interdependence of our economy with the rest of the world. A psyche of vulnerability began to influence decisions at all levels of society as the U.S. economy slowed dramatically from the effect of the high demand for oil and the unwillingness of U.S. policymakers to shift to green-friendly legislation. In addition, the U.S.'s policy decision to manage varied global conflicts militarily exacted a high price in terms of failing to stay abreast of global economic growth. With a constant military focus on terror and global conflicts, the U.S. was not well positioned to create the policies necessary to stay ahead on the economic frontier.

2006

A psyche of vulnerability influences decisions at all levels of society as the U.S. economy slows from oil's high demand and cost and lack of support for alternative

Though also affected by high oil costs, the Asian countries of India and China maintained a diplomatic, even hands off, approach to the Middle East crisis. With a concentration on trade and expansion, these countries began to aggressively fill the void of global economic leadership as the U.S. status was weakening. In response to this dramatic change in the status quo, Wisconsin citizens' feelings of vulnerability turned to anger. Public frustration and distrust became directed at government and public institutions as people sought to place blame for the economic decline that changed their lifestyles.

Katie Couric: Nowhere was that more evident than in public education. For years critics had pointed to public schools as needing to increase student achievement. The well publicized gaps between American students' achievement on math and science tests and those of their global counterparts, especially Asian, were frequently cited as an example of poor public school performance. There was little agreement, however, on how to accomplish an improvement in achievement until the "No Child Left Behind" (NCLB) Act of 2001. The act was intended to create comprehensive school reform based on the belief that all students should be able to achieve performance standards at proficient levels. The idea was favorable because of the basic simplicity of its rationale. It made sense to identify standards of performance and expect that all students should reach them. It was also a natural progression of the logic of the time to expect that all schools should be held accountable for students' achievement of these standards. Kettle Moraine Superintendent Patricia Deklotz points out that the early optimism of NCLB was short lived.

Patricia Deklotz: Students in Kettle Moraine had always performed well above national levels. Consistently, 90% of KM's students performed at the proficiency level or higher. So by 2006, there was little concern about any negative consequence NCLB would have on Kettle Moraine's students or the future. Being drawn into the vortex of national public education decline could not be foreseen at that time

Nationally, the first few years of NCLB brought optimism as initial gains in student achievement were realized. However, public schools turned out to be complex systems imbedded in the increasingly diverse and fragmented American society. Simple fixes were not the answer for the complex, interwoven nature of schools, learning, and a rapidly changing global landscape. The hopefulness of the act was beginning to lose steam. Five years of NCLB had produced minimal overall gains in student performance, and those gains shaded the deeper problem of low performing subgroups at the national level. The performance gaps between White students and their Black and Hispanic peers did not diminish. As 2006 gave way to 2007, the ticking of the NCLB time clock, with its 2014 deadline, grew louder. On the national level, educational insiders grew desperate

in their search for remedies to bridge the large gap between student performance and the targeted results of 100% proficiency by 2014. In KM, our high scores hid the storm on the horizon.

2006 signals the beginning of a shift from looking to the federal government for educational reform to private initiatives as a means to improve schools.

Katie Couric: The storm on the horizon was the weakening faith in public education. Those who were thinking about the future began to look past the federal government. These visionaries concluded that the logic of NCLB, that school improvement could be legislated, was flawed. 2006 was the year that the Gates Foundation received a 31 billion dollar gift from Warren Buffett. The decision of the world's second-richest man, Buffett, to give his money away

through the world's richest man, Bill Gates, signaled a new direction in corporate philanthropy. Instead of endowing after their deaths, philanthropists began to follow Buffett's strategy of doing more in their lifetime. The transformation of the educational system through alternatives to traditional schooling became a cause for many such philanthropists. 2006 signaled the beginning of a shift from looking to the federal government for educational reform to private initiatives as a means to improve schools and learning. Corporations eventually would follow.

In 2008, the convergence of other forces that subsequently affected the well being of school districts such as Kettle Moraine began to rise to the surface. Gradually, public debate intensified as people began to question whether public schools could be saved. The debates also brought the public's attention to the international competition for jobs. This started the shift from focusing on local and regional student success to a focus on national and international performance indicators. Karen Bellamy, parent of a former KM High School student, sums up this feeling.

Karen Bellamy: At that time, I thought, "I'm not interested in the fact that our school ranks in the top 10% on SAT scores in Wisconsin. My daughter will be living in a world a whole lot bigger than Wisconsin. I want to know she's prepared to compete with

someone from China. What is the school doing to make sure she's ready? Frankly, I'm worried."

Katie Couric: This concern was broad based. Also at this time, American universities began to feel the effect of reductions in foreign student attendance. By 2008, the pattern of reduction, which had started several years earlier due in large part to restrictive student visa eligibility after 9/11, elevated to a level of significance.

This was most prominent in graduate programs due to the increased prominence of foreign universities. Years of heavy investment in educational institutions saw rewards for China and India as their universities and technology institutes became recognized as the best in the world. It wasn't just the increasing status of Asian higher education that kept foreign students overseas. Greater job opportunities in their homelands meant a decline in educated immigrants who used to stay and become creative initiators in their fields for the benefit of the U.S. The rise of Asian countries as economic heavyweights was also well under way at this time.

*2008
Chinese and Indian
universities and
technology institutes
are recognized as the
best in the world.*

*2010
New class of
entrepreneur
develops in China
and India*

Linda Worth, UW Economics Professor: As America moved more towards isolationism, China and India were becoming more integrated into the global economy. 2010 was the year that both countries started to define and enforce intellectual property laws in order to align themselves with existing capitalist countries. Formerly, China had refused to honor intellectual property and much of the nation's growth was spurred by a black market economy. Realizing that this was not a conducive environment to attract corporate or individual investment, China's government cracked down on the privateers and opened the field to legitimate business growth. In tandem with the increase in Chinese educated business leaders, these efforts to protect intellectual property sowed the seeds for a whole new class of entrepreneur to develop in those countries.

Katie Couric: The foreseeable failure of NCLB and what to do about it became a leading topic of debate in the election year of 2012. No student population subgroup on the national level was over 65% proficient, with certain subgroups being well below 50%. With only four years left to reach 100% proficient benchmarks, the debate intensified and placed additional pressure on school leaders.

*2012
Congress directs
Department of
Education to implement
a national curriculum*

The debates also turned up the heat on Congress for NCLB's low success. People began to conclude that politicians were incapable of reforming schools because they were too far removed from what was actually happening in them. With the heat on, and in an election year, Congress began vigorous debates on adopting a national curriculum in order to answer critics and to "take charge" of the failing schools. As the year ended, Congress directed the Department of Education to implement a national curriculum by 2014.

The intellectual property seeds sown in 2010 took root in 2014. Well-educated overseas workers who had been working in phone centers doing outsourcing work for U.S. interests began finding greater opportunity as entrepreneurs. This caused the costs of outsourcing to rise. As outsourcing became less attractive, U.S. corporations became more active in spending to develop the domestic work force.

John Bartes, CFO of Allied Technologies: *In 2010, our human resource costs were skyrocketing. Not only did it take us twice as long to find a decent candidate for a position, but we were spending three times as much as we used to for training. Allied Technologies had a dim future under these conditions. Swelling numbers of low-level immigrants combined with an increasing number of educated workers leaving for better job opportunities overseas caused corporations to become more active in shaping alternatives to public schools on a national level.*

Katie Couric: The interdependence of global development, corporate interests, and education was becoming more evident. The ongoing conflict in the Middle East kept gas

2014

Cyber savvy parents contract with online tutors – finding the very best teachers for their children

prices at record high levels. This caused less business travel, more work from home, and the rise of virtual communities. In a strange twist from what had always been the norm for the American family, many families now had parents staying at home working, while the children were the ones leaving the house to attend

school. Increasing numbers of parents began to choose home schooling so that their kids could be with them. Cyber savvy parents loved the opportunity to contract with tutors online. In this way, they were able to find the very best teachers for their children. Virtual communities allowed for socialization with peers that was harder to achieve in earlier home schooling situations. This trend obviously drained students from public schools. Ironically, another trend from the opposite direction added to that reduction.

John Bartes: In an effort to retain talented employees, corporations began providing schooling for the children of their employees. Schooling at the work place was packaged with scaled-back health and retirement benefits to create a total benefit package that was valued by employees with school-age children. In an age of increased insecurity, this was, and still is, a highly valued benefit. Corporations are also starting to see the benefit of this option in helping them create a talent pool of future employees. Today, these corporations find that these schools are well received by the public and some have begun to use the corporate school as a profit-making venture.

Katie Couric: Many of the parents who are still sending their children to public schools are doing so because they value the collective experience afforded their children by attending a neighborhood school. They are a generation that challenges the failure of past educational crusades and are looking for a more worldly experience for their children, instead of an overly controlled and protected one. Many educators fear that the national curriculum advocated by the Generation X leaders does not meet the needs of this new Millennial generation parents.

Patricia Deklotz: These parents are looking for deeper solutions to the schooling crisis. Their perspective is more global as they seek to integrate with the world rather than stand apart from it. Time will tell if this new generation of parents will accept the safeguarding interests of the older generation's national curriculum initiative or will leave public schools to construct alternatives that match their definition of what quality schooling is.

Katie Couric: By 2014, four distinct forces began to merge into the perfect storm. The four forces were: 1) NCLB had been built upon a belief in improving what *had* been important to past success, not on creating the innovation necessary for maintaining a competitive edge; 2) low income immigration and the necessity for public schools to focus on remediation; 3) the U.S. government's focusing of economic resources on war and defense; and 4) the rise of China and India as world economic powers. University of Wisconsin Education Professor, Wynton Brown, deals with the unintended consequences of NCLB on public schools.

Wynton Brown: After eleven years, the unintended consequence of NCLB was an intense narrowing of the definition of learning. Schools had put their full energy and resources into having all students perform at proficient levels on tests. Constant testing and remediation had taken its toll on students, teachers, and parents. This atmosphere had stressed many students to unhealthy levels. The most talented teachers had shown steady departure from public schools.

*2014
Globalization is the
dominant force for
change in
international affairs.*

Katie Couric: To compound the problem, it was at this time that KM, along with all public schools, found themselves the victims of negative media stories. Social problems such as violence and drug use were daily fodder for headlines. The national perception of public schools was at an all time low. Even though KM remained fairly bucolic, all public schools were tarred with the same brush. If that were not enough, immigrants and non-native speakers drained money from KM as the state government worked to fund mandated programs for the increasing number of English language

learners in public schools. The cumulative effect of all of these issues was a narrowing of the curriculum. More demands meant that those things seen as “nonessential” were not taught.

Wynton Brown: The narrowing definition of learning came at precisely the wrong time as far as businesses were concerned. Since the start of the new millenium, globalization – more than terrorism or the end of the cold war – had been the dominant force for change in international affairs. Emerging market economies in China, India, and the Far East in general, required even more rapid improvement in the skills of U.S. workers in order for U.S. companies to remain competetive. The health of our national economy was tied to developing workers with “21st Century skills.” With their thoughts and energies focused on the present and burdened with testing and remediation, school leaders were conditioned to respond to problems with quick fixes. Nowhere in their training or practice had they been prepared to innovate and change the fundamental structures of the educational system to the degree necessary to produce students with 21st Century skills.

Katie Couric: In reality, it was hardly fair to expect them to do so. However, business leaders had expected it. By 2014, many business leaders were out of patience with school reform. They were losing jobs and market share rapidly; they could no longer wait for schools to become what business wanted. The business world no longer believed that the federal government’s plan for creating a world-class, educated work force through the National Curriculum Initiative had any hope of success.

*2014
Dilemma: Health of
national economy tied to
developing 21st Century
work skills – school
leaders conditioned to
respond to problems with
quick fixes*

*2014
Recession*

Federal aid to education had been declining since the outbreak of war in the Mideast. This war and the broader war on terrorism created unprecedented spending for weapons and defense. Schools were affected twofold by this phenomenon. First was the reduced spending for education. Then came the recession of 2014. The main drive of this

recession was the cumulative effect of the shift of foreign investments from the U.S. to Asia. It wasn't only the opportunity for greater return on investments that drove foreign investing from the U.S. to Asia. Burgeoning middle classes in Asia allowed for unprecedented increases in their domestic consumption. Strained relations between the U.S. government and its Asian allies over their lack of support for global conflicts also made investors look outside the U.S.

Linda Worth, UW Economics Professor: The Recession of 2014 was fuel by two negative economic forces converging at this time. The economy began to show signs of deflation when 30 million fewer people were at their peak spending years in early 2010. For many decades, the U.S. economy has been driven by the number of people at their peak spending years. These are the years when American families purchase their largest home and spend the most on clothing, food, and education. As the “Baby Boom” generation passed the torch to the “Gen X” generation, 30 million fewer “peak-spending” consumers deflated the economy. In addition, for many years, the U.S. had been the world’s largest deficit and debtor nation. The U.S. had relied heavily on foreign investment to offset these massive external deficits.

With those investments gone, the U.S. economy teetered over the precipice into recession. These conditions generated a massive force that, combined with all the other forces, dramatically changed the landscape of public education.

2016
*KM enrollment drops
below 3000 students*

Katie Couric: As the 2016-2017 school year begins, Kettle Moraine’s enrollment has dropped below 3000 students. The doors will be opening on only two of its four elementary schools. The middle school building and the high school remain open, although the school board is beginning to weigh options for combining the two if declines continue. Even with these moves, the district is not certain how much longer it can remain afloat. Large class sizes and a teaching staff that includes 75% with less than five years of experience have left the district a shadow of its former self. Dramatically decreased state funds, increased debt, high benefit costs, and burdensome taxes have

school board members debating whether to fight to find creative solutions or turn the schools over to the state.

In meteorology, there are times when the proper conditions combine to intensify and amplify into a “perfect storm,” the sum of which is greater than its parts. So, too, was it that the perfect storm of educational, economic, social, generational, technological, and political conditions created the current unraveling of public schools. Some experts would say the current state in education was inevitable based upon the conditions that arose. Most experts conclude, however, that as inevitable as it was, it could not have been foreseen by local school districts.

Margaret Spelling, former Secretary of Education: Too many of these conditions were way off the radar screens for local school districts. Even at the federal level, our attention was on ‘getting better’ not on adapting to changing world conditions. Even we didn’t foresee the devastating impact these conditions would have on public education.”

Katie Couric: Kettle Moraine Superintendent, Patricia Deklotz, believes it could have been different.

Patricia Deklotz: I just feel overwhelmed by the feeling that it didn’t have to be this way. I’m not saying that we could have sheltered ourselves from all the large-scale events that have impacted our ability to offer high quality learning. But, I do feel we could have created a more innovative edge to our school system. Surfers swim into the

... things could have been different.

stormy waters to ride the really big waves. In our community, we were not attuned to the signs that the big storm was coming – but, worst of all, even after we could sense it, we thought the storm wouldn’t touch us. Instead of swimming toward it, we were content to stay dry on

shore. Everyone just figured all those things were occurring far away from us and that there was no way they could impact the work we do. If we had just believed that the storm would reach us, things could have been different.

Analysis of a Perfect Storm

(Lower Left Quadrant)

Implications:

This is a world in which citizens of the United States have lost faith in public institutions. Individuals in the Kettle Moraine School District feel their public institutions give them no voice or choices in their decisions affecting their future.

The federal government failed to stay abreast of economic trends and intellectual developments in the world. Our country's focus was on terrorism and its military responses. This created isolationism which distracted our leaders from responding to economic advances developing outside the United States- particularly China and India. Policy makers ignored the educational needs of our future workers. As of 2016 we find ourselves in the poorest and lowest global economic position ever in our history.

This loss of faith in the federal government can similarly be observed the Kettle Moraine School District. We are left to deal with an economic recession, federal mandates, decreased funding, increasing taxes, sky rocketing energy costs and a narrowly focused curriculum at KMSD. Families and businesses feel desperate, yet, with no voice in effecting change. The KMSD struggle with the realization that even with meeting the standards of the National Curriculum the graduates from high school are poorly prepared for the skills needed in technical and higher education. All money has to be put into meeting the standards of the National Curriculum. The arts, advanced science, math, and technology are now secondary considerations. Local businesses are concerned about the few and inadequately trained workers.

Families and businesses make unilateral decisions in order to survive, protect their interests and feel they have some control. Families and businesses respond by creating a variety of alternative educational opportunities that teach their children better and more efficiently. Resulting in home-based schooling, on-line learning, virtual communities and

corporate schools. Individuals are constantly reminded that the government and public institutions are not listening or responding.

Indicators:

Trends or events that could signal the development of this scenario are:

1. U.S. economic growth is weaker than emerging markets in Asia.
2. Increasing economic development and political strength in the Asian markets.
3. Increase in alternative educational options initiated from outside public education.
4. Program cuts in school courses and extracurricular programs.
5. The No Child Left Behind (NCLB) Act is reauthorized after realizing successful improvement in student achievement.
6. Philanthropic trends in the US directed toward education.

Options:

Communication and partnerships will be essential for KMSD to be a success in this scenario, informing ideas and decisions. The school district will have to restore the people's faith in public education in order to accomplish its mission to meet the educational needs of all its students. A new style of communication will need to be fostered that is encouraging and reciprocal, encouraging members of the community take on the responsibility of collaborating in future decisions.

KMSD will need to establish partnerships throughout the community, beyond students, teachers and parents. These should include: local government, non-public education groups, technical colleges and universities as well as large and small businesses. These partnerships will serve as a brain trust as well as provide alternative funding sources. Leadership that encourages change and innovation at all levels of the educational process will be critical to the success of KMSD in this scenario. Those in leadership need to be visionary and know how to remove barriers to change and create an adaptive organization. KMSD will need to encourage leadership that promotes the importance of research and professional development that address: how we learn, the best instructional practices and what skills and knowledge we need in the 21st century.

Where isolation and fragmentation are threats in this scenario, the citizens of this community are the strength. KMSD has very bright and caring individuals within its boundaries and these individuals need to be brought back together to redefine community. Success will come from a community built upon sharing, learning and a commitment to bettering the futures of our children.