

Paula Evans and the Redesign of the Cambridge Rindge and Latin School

Case ID Presenters

- Student #1: Robert Rodriguez
- Student #2: King Malcher
- Student #3: Melissa Mazon
- Student #4: Melissa Akel
- Student #5: Jimmy Shady

Historical Background

- Controlled Choice**
- in 1974, Controlled Choice was implemented in Boston
 - Parental Preference
 - Racial Balance
 - Availability of Space
 - Proximity
 - Supporters say that Controlled Choice helps with racial equality.
 - Critics say that Controlled Choice contributes to racial disparity.

- The Boston System**
- Originally two high schools, a traditional high school and a vocational school
 - Combined under one building with separate administrative groups
 - Teacher principal EA Council encouraged school's diverse culture
 - Each house developed their own unique identity
 - Students were socially divided among the houses

The Innovator Role

Living with Change

- Needs an incentive to change
- Clarity of Purpose
- Individual Choice
- Strong Culture
- Strongly Chief

Thinking Creatively

- Critical Thinking to Change Metrics
- Changing Teacher's Delivery Skills
- How to Use Choice
- Change the point of action
- Personal risk and leadership
- Wishes critical and essential
- Success to become a reality in the workplace
- Understanding Behavioral Change

Managing Change

- Understanding Resistance to Change
- Identifying Change
- How to Deal with Change
- Ways to Manage Change
- Change
- Planning
- Implementing
- Evaluating

8 Steps to Transformation

Guiding Organizational Change, Making it Happen, Making it Stick

Urgency and Support

- Step 1: Schedule a series of meetings that draw to the people out of their comfort zones
- Connect with a new leader
 - Make the effort go even more dangerous than the outcome
- Step 2: Form a Guiding Coalition
- Assemble a powerful group of supporters
 - Shared, true commitment to change
 - Outside of normal hierarchy

Vision and Communication

- Step 3: Create a Vision
- Mark them plain, direct, vivid, actionable, stretch, meaningful, collaborative
- Step 4: Communicate the Vision
- Buy all-in
 - Walk the talk
 - Monitor and fix what needs to be captured

Recent History & Actors

- Departmental History**
- Principals from Superintendent Francis and Principal Sarah
 - Over 1000 committee from Cambridge Schools
 - Effort in recruiting wealthy, middle class
 - Effort in recruiting poor, minority students
 - Teacher principal groups were built
 - The teachers would not reach a consensus
- Superintendent Robert D'Alessandro**
- Focused on connecting to departments
 - Formulate strong goals and objectives focused on achievement for all students
 - Develop a coordinating curriculum
 - Three focused on the redesign of the new high school
 - Final focus from other domains: curriculum
 - Down Lachar operations as a principal and manager
 - Wanted to take action as a "change agent"

The Redesign Plan

- "Robbing" Controlled Choice"
- A smaller and more diverse classroom
- One period of learning for student body consciousness
- New teams to support the faculty
- Hiring a new team of administrators and faculty for redesign
- Parents also made sure that her team was "on the same page" and even used words like "redesign" to set the tone of the conversation

The Innovator Role & the Cambridge School Redesign

Living with Change

- Wishes an individual incentive to change
- Clarity of Purpose
- Individual Choice
- Strong Culture
- Strongly Chief

Thinking Creatively

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Managing Change

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- Individual Choice
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The Broker Role

- Focuses on social skills, the broker presents change in ideas and negotiates those ideas effectively.
- Three core competencies
 - Building and Maintaining a Power Base
 - Negotiating Agreement and Commitment
 - Presenting Ideas
- Four sources of Broker Power:
 - Position power: uses formal roles and authority
 - Personal power: how your presentation of self affects others
 - Expert power: based on the expertise in your field
 - Network power: "social capital." Think LinkedIn!



8 Steps to Transformation Continued

Empowering Others

- Step 5: Empower Others to act on the vision
- Remove all obstacles
 - Change system that actively undermines the vision
- Step 6: Celebrate Short-Term Wins
- Value performance and gains
 - Reinforce progress involved in improvements

Institutionalizing

- Step 7: Consolidate Improvements and Anchor New Change
- Change internal structure to change other structures
 - Help the current employees and reorganizing the process
- Step 8: Build on the Success
- Connections between the behavioral and success
 - Faculty needs to ensure learning development and sustained

Proposed Changes

- Plans submitted for the redesign of the "Controlled Choice" program and the restructuring of the current teams and grouping of students and teachers
- In faculty change forms focused on:
 - The strategy: not really aware of the team being the school, created as people being directly impacted
 - The teachers: many were experienced and resistant to change, many had "teacher houses"
 - The parents: most worried, disproportionately white and middle class, expected to be "control"
 - The School Committee: ultimate decision rests on voters, needed to be informed of long term consequences, had already met their terms, wanted to "move forward, high turnover rate"

The "Controlled Choice" Obstacles

- Most of Evans' Redesign Plan passed
- The teachers were afraid of upsetting the established status quo of the school
- Parents convinced the School Committee members to vote against Evans' change because they feared that their children wouldn't get the best education
- However, Evans failed to prevent "Controlled Choice" after the first year

Core Competencies

Building and Maintaining a Power Base

- Wishes an individual incentive to change
- Clarity of Purpose
- Individual Choice
- Strong Culture
- Strongly Chief

Presenting Ideas

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Bobbie D'Alessandro & Cambridge Schools

Building and Maintaining a Power Base

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Negotiating Agreement and Commitment

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Paula Evans and the Redesign of the Cambridge Rindge and Latin School

Case 10 Presenters

Student #1: Robert Tapscott
 Student #2: Sarah Alexander
 Student #3: Melissa Klosser
 Student #4: Rebecca Mene
 Student #5: Jimmy Wang

Historical Background

Controlled Choice

- In 1979, Controlled Choice was implemented based on:
 - Parental Preference
 - Racial Balance
 - Availability of Space
 - Proximity
- Supporters say that Controlled Choice helps with racial equality
- Critics say that Controlled Choice contributes to racial disparity

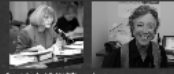
The Rise System

- Originally five high schools, a traditional high school and a vocational school
- Combined under one building with separate administrative groups
- Former principal Ed Sarason encouraged labels: diverse cultures
- Each house developed their own unique identity
- Resources were unequally divided among the houses

Recent History & Actors

Superintendent Malcolm

- Frustrated between Superintendent Malcolm and Principal Sarah
- Went from committee head Cambridge Schools
- Effective in educating white, middle-class students and
- Deficient in educating poor, minority students
- Teacher morale drops since introduced
- The parents' most involved, disproportionately white and middle-class, expected to be "top tier"



Superintendent Sarah D'Alessandro

- Talked with complex 3 objectives:
 - Formulate a long-term plan and objectives focused on high achievement for all students
 - Develop a coordinating curriculum
 - Focus resources on the redesign of the new high school
- Worked closely with the Sarason's reform effort
- Eventual success as a principal and reformer
- Wanted to lead action, but a "change agent"

Proposed Changes

- Evans announced for the challenge of the "Controlled Choice" program and the dismantling of the current houses and re-grouping of students and teachers
- To facilitate change, Evans focused on:
 - The students' not really owners of the issues facing the school, crucial as preparation being directly impacted
 - The teachers' being more determined and resistant to change, many had "teacher tenure"
 - The parents' most involved, disproportionately white and middle-class, expected to be "top tier"
- The School Committee ultimately dissolving walls on reform, needed to be informed of long-term concerns (i.e., small schools) over short-term concerns (i.e., HSC worst high teacher ratio)

The Redesign Plan

- Rebuilding "Controlled Choice"
- A smaller and more diverse classroom
- One physical building for student body cohesiveness
- Now plans to support the faculty
- Hiring a new team of administrators and faculty for redesign
- Evans also made sure that her team was "on the same page" and even used words like "redesign" to set the tone of the conversation

The "Controlled Choice" Obstacle

- Part of Evans' Redesign Plan passed
- The teachers were afraid of upsetting the established status quo of the school
- Parents governed the School Committee members to help support Evans' change because they feared that their children wouldn't get the best education
- However, Evans failed to prevent "Controlled Choice" after the first year

The Innovator Role

Living with Change

- People are resistant to change
- Clarity of purpose
- Foundational choice
- Risk-taking culture
- Secondary choice

Thinking Creatively

- Critical Thinking or Creative Thinking
- Developing Critical Thinking Skills in Real-World Contexts
- Encourage the process of divergent, original, and creative ideas
- Leader culture and modeling
- Access to thinking resources in the workplace
- Self-Reflection
- Measurement and the thinking group process

Managing Change

- Overcoming Resistance
- Change
- Change
- Change
- Change
- Change
- Change
- Change
- Change
- Change

8 Steps to Transformation

Guiding Organizational Change. Making it Happen. Making it Stick

Urgency and Support

- Step 1: Establish a Sense of Urgency**
- That only a few people will of their comfort zones
 - Connect with a new leader
 - Make the status quo seem more dangerous than the unknown
- Step 2: Gain a Guiding Coalition**
- Form a powerful group of supporters
 - Share team commitment to change
 - Outside of normal hierarchy

Vision and Communication

- Step 3: Create a Vision**
- More than goals, direction, details
 - Write the vision, draft, eventual collaboration
 - Strategic
- Step 4: Communicate their Vision**
- Use all channels
 - "Walk the Talk"
 - Heart and Mind must be captured

The Innovator Role 4: The Cambridge School Redesign

Living with Change

- Need of independence
- Need of autonomy
- Need of control
- Need of ownership
- Need of responsibility

Thinking Creatively

- Practical and goal-oriented
- Open to new ideas
- Willing to take risks
- Willing to challenge the status quo
- Willing to learn from failure

Managing Change

- Focus on change
- Build a coalition
- Communicate the vision
- Remove barriers
- Empower others
- Monitor progress
- Celebrate success

The Broker Role

Focuses on social skills, the broker presents change in ideas and negotiates those ideas effectively.

Three core competencies:

- Building and Maintaining a Power Base
- Negotiating Agreement and Commitment
- Presenting Ideas
- Four sources of Broker Power:
 - Position power: uses formal roles and authority
 - Personal power: how your presentation of self affects others
 - Expert power: based on the expertise in your field
 - Network power: "social capital." Think LinkedIn!



Core Competencies

Building and Maintaining a Power Base

- Do you have "social capital" (relationships) that you can draw on?
- Do you have a strong network of people who will support you?
- Do you have a strong network of people who will challenge you?

Presenting Ideas

- Do you have a strong network of people who will support you?
- Do you have a strong network of people who will challenge you?
- Do you have a strong network of people who will support you?

Negotiating Agreement and Commitment

- Do you have a strong network of people who will support you?
- Do you have a strong network of people who will challenge you?
- Do you have a strong network of people who will support you?

Bobbie D'Alessandro 4 Cambridge Schools

Building and Maintaining a Power Base

- Do you have a strong network of people who will support you?
- Do you have a strong network of people who will challenge you?
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Presenting Ideas

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- Do you have a strong network of people who will challenge you?
- Do you have a strong network of people who will support you?

8 Steps to Transformation Continued

Empowering Others

- Step 5: Empowering Others to act on the vision**
- Setting up of structure
 - Change systems that already exist or the new
- Step 6: Creating Short-Term Wins**
- Visible Performance Subject
 - Short-term wins are essential to implementation



Institutionalizing

- Step 7: Consolidating Improvements and Making Short-Term Change Permanent**
- Bring increased visibility to change after it takes
 - Bring the correct employees and change the process
- Step 8: Institutionalizing New Approaches**
- Connections between new structures and success
 - Bring more people to support team development and success

Case 10 Presenters

Student #1- Robert Yaptangco

Student # 2- Bryn Webster

Student #3- Melissa Wasser

Student #4- Rebecca Ward

Student #5- Jimmy Staley

Historical Background

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The House System

- Originally two high schools, a traditional high school and a vocational school
- Combined under one building with separate administrative groups
- Former principle Ed Sarasin encouraged school's diverse cultures
- Each house developed their own unique identity
- Resources were unequally divided among the houses

Recent History & Actors

Superintendent McGrath

- Friction between Superintendent McGrath and Principle Sarasin
- Blue-ribbon committee found Cambridge Schools:
 - Effective in educating white, middle-class student and
 - Deficient in educating poor, minority students
- Teacher-redesign process was initiated
- The teachers could not reach a consensus



Superintendent Bobbi D'Alessandro

- Tasked with completing 3 objectives:
 - (1) formulate strong goals and objectives focused on high achievement for all students
 - (2) develop a coordinating curriculum
 - (3) move forward on the redesign of the new high school
- Hired Paula Evans after Sarasin's retirement
- Evans Lacked experience as a principle and manager
- Wanted to take action, be a "change agent"

Proposed Changes

- Evans advocated for the abolition of the “Controlled Choice” program and the dismantling of the current houses and re-grouping of students and teachers
- To facilitate change, Evans focused on:
 - The students- not really aware of the issues facing the school, crucial as population being directly impacted
 - The teachers- many nearing retirement and resistant to change, many had “teacher tenure”
 - The parents- most involved, disproportionately white and middle-class, expected to be “courted”
- The School Committee- ultimate deciding vote on reform, needed to be informed of long-term concerns (i.e., small schools) over short-term concerns (i.e., MSAC scores), high turnover rate

The Redesign Plan

- Abolishing “Controlled Choice”
- A smaller and more diverse classroom
- One physical building for student body cohesiveness
- New deans to support the faculty
- Hiring a new team of administrators and faculty for redesign
 - Evans also made sure that her team was “on the same page” and even used words like “redesign” to set the tone of the conversation

The “Controlled Choice” Obstacle

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- Parents galvanized the School Committee members to vote against Evans' change because they feared that their children wouldn't get the best education
- However, Evans failed to prevent “Controlled Choice” after the first year