(Notes on Bud’s talk mostly by Doug, on discussion mostly by Barbara)

**Bud’s talk on org. learning**
(See Bud’s PowerPoint slides, which are much more complete.)

Can principles of org. learning apply across organizations?

**CREATE** – purpose = help diversify UC student body.

CREATE activities:
1. Coordinates diverse outreach efforts on campus.
2. Builds and maintains model school, Preuss School, grades 6-12. Purp = prepare minorities to attend UC. Intended to develop principles which can be applied to other schools, i.e., extend model to neighborhood schools.
3. Conducts basic and design research on educational equity.

**CREATE’s design research**
Researchers and practitioners jointly conduct research.
- SDCS Small Schools
- SDCS Reform
- Preuss School
- Preuss School as model for Gompers School

**SDCS Study, 1998-2003: Reform as Learning**

When Alan Bersin was hired as superintendent he was Federal District Attorney, “border czar” not educator. Now he’s CA Secretary of Education. Bersin hired Tony Alvarado to move here from NY and institute educational reform.

**Reform**
- Blueprint – same for all schools,
- Centralized
- Content-driven (leading edge was literacy). Blocked out up to 3 hrs/day for literacy training, which had been effective in NYC. This worked OK in elementary schools, but was complicated in middle schools and high schools.
- Fast-moving – motivated by feeling in business community that organization change has to happen fast.

**Concentric circles**
- teachers-students-subject matter
- principals-teachers
- ...

**Findings**
- Massively uneven implementation of “Balanced Literacy”
o More even K-3, less even in grades 4-12
o HS scores went down, elementary went up
o Outer aspects of reform (libraries; word walls; teacher’s desk in corner, rug in middle of room) were fairly manifest, but subtler aspects less visible.
o Required complete reculturing of staff
  ▪ Teachers, esp. at elementary level. e.g., biology teachers were expected to teach reading and writing --> resistance among teachers.
  ▪ Principals were expected to be instructional leaders, teaching 2-4 hrs/day. Many didn’t have instructional background and resisted.
o Latino Coalition originally supported the reform, but withdrew support when the special needs and talents of EFL students were not met.
o La Jolla High School, led by a vocal and powerful principal, objected strongly to top-down, because it undercut and “dumbed down” their programs. Elite schools like LJHS were eventually able to opt out, but less privileged and less vociferous schools were stuck with reform formula from above.
  • Cultural conflicts within the org and community forced changes in reform

Alan Bersin fired Tony Alvarado. In 2002-2003 Bersin changed reforms:
  • Differentiated, esp. in high schools, which have more independence now.
  • Slower pace of reform
  • Structural changes – split big schools into small ones

Tensions: Cultural conflicts within organization + political changes outside

Bersin was fired by district and hired as state Secretary of Education.

Design Research:
  • Has SDCS as a system learned? It certainly has changed, but is change equivalent to learning?
  • Preuss School
    o Demonstrates that school can be successful for low-income youth
    o College prep charter school for 700+ low-income students
    o Goals
      ▪ Improve life choices and college eligibility for students from underrepresented backgrounds
      ▪ Prohibited by affirmative action to select based on race/ethnicity, so they run lottery based on income levels. Since “poverty has color,” it’s primarily minority.
      ▪ Research site for understanding “what works”
    o Guiding principles
      ▪ Academic rigor
        • Single track, college prep curriculum
      ▪ Scaffolding
• academic support – longer school year, longer day, longer week, block schedule
• social support
  o social networking – community mentors and other programs to expose students to college experience
  o cultural capital -- how to write essays, how to interact w/ faculty
  o personal counseling
  o parent education and involvement – parents come on Sat and show how their kids are being instructed --> college credit for parents.

▪ Collaboration with UCSD
  • 50-100 UCSD students serving as tutors
  • teaching interns through TEP
  • senior interns
  • some UCSD faculty contribute to course
  • CREATE does research

▪ Enrollment:
  • White 6%
  • Black 13%
  • Latino 58%
  • Asian/"Other" 23%

▪ API
  • 2004:845 (2nd in county – behind Torrey Pines High School)
  • 2005: 844 (1st in county because TPHS didn’t have enough test-takers

▪ College-Going, Class of 2004
  • 20% to community college
  • 43.6% to UC
  • 20% to private college, including some of top ones

▪ Class of 2005
  • 91% accepted at 4-yr colleges

From Preuss to Gompers – applying Preuss principles to Gompers Charter Middle School from on-campus school (Preuss) to neighborhood school (Gompers)
Gompers converted to charter school. Students wear uniforms.
UCSD CREATE became an “Urban Field Station.”

Under NCLB, if a school doesn’t meet its API goals, it gets restructured. That happened to Gompers.

77 students from Gompers area attend Preuss, so Gompers community was very aware of Preuss.

Gompers problems before conversion
• Had 18 teacher vacancies at start of year, still had 8 in Jan.
• 3 principles in 2 years

Academic plan – “community of learning”
• Academic rigor + scaffolding
• Longer school day, modified block
• Select teachers – filled all teaching positions for first time in 10 years
• On-site professional development for teachers during day
• Special classes – guitar, karate
• Community engagement – parents, business, government

Similarities and Differences w/ Preuss
• Similarities -- UCSD resources
  o UCSD teaching interns
  o TEPD
  o UCSD tutors
  o Research and evaluation
• Differences -- (From ppt slide)

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<th>Preuss</th>
<th>Gompers</th>
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<td>On UCSD Campus</td>
<td>Neighborhood School</td>
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<td>750 students, 6-12</td>
<td>950 students, 7-9</td>
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<td>Lottery</td>
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<td>Politics: School-Board support</td>
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<td>Slow start-up</td>
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Dissemination as Distributed Learning
Gompers = example of attempt to transfer lessons learned from Preuss to a very different org. and environment. Most of Preuss innovations had to be modified for new setting.

(end of Bud’s presentation)

Discussion
• Bill Griswold – Difference between way we teach at university and way we know people learn (School of Engineering – has capstone courses, TIES – service learning; effort to break.
• Mike Cole – NSF visit in 5 weeks – looking for overlapping themes?
• Jim Levin – Dissemination as distributed learning – a feature of several presenters
• Joanne Price – example in her thinking. Complexity in workplace – reculturing – requires lots of different kinds of expertise; “Reculturate” workers? To learn language of others, to be cross-disciplinary
• Stephanie Teasley – Being able to participate in seminar, for one, and this is unique – a class on learning! Focus of today – organizational learning is here, but schools as part kind of org. is new.
• Jude – Wiki Resources – article on model of org. learning (Lipshitz). Point there is “organizational learning” is extremely contextual and cannot be easily transferred.
• Bud – Agreed in both senses of use of org’l learning. Problem of “transfer”
• Mike – can you separate individual and organization? Parallel principles in play.
• Libby – her resource from Argyris, and knowledge-embedded in individuals and routines; when do these terms talk about same thing and
• Jude – Lipshitz makes distinction between learning in org and learning BY org; OLN – designated times and places where