



The Revolutionaries

A Directory of Informed Critics, Creative Innovators, and System “Architects”
and “Builders” Who Are Advocates for the Transformation of Education
Systems and their Component School Systems

We Are Not People Who Say That Transformation Can't Be Done—
We Are People Who Say Transformation Must Be Done!

Compiled by
Francis M. Duffy, Ph.D.
The F. M. Duffy Group
Highland, Maryland 20777
duffy@thefmduffygroup.com
443-472-0216 (cell)

Dedication

To the children yet to enter our education systems, it is my prayer that the people and organizations identified in this Directory will succeed in their quest to transform education systems to provide you with a personalized, customized, student-centered learning experience from the time you enter school for the first time until the day you leave school.

To the defenders of the status quo, to the skeptics whose mental models blind them to the need for transforming education systems and their component school systems, to those who do not see how our industrial-age education systems and school systems are destroying the joy of learning, it is my prayer that you will find in this directory the motivation to join with us—the Revolutionaries—to dissolve the industrial-age instructional paradigm and replace it with a knowledge-age paradigm built on principles of personalized, student-centered learning.

Disclaimer

The names of individuals and organizations listed in this directory were either self-identified or nominated by others. The names were not vetted to determine if they were “true” revolutionaries who want to transform education systems and their component school systems.

Also, for many of the entries, there is descriptive information about the individual or organization. That information was provided by the individuals and organizations. Entries without this descriptive information occur because no information was provided.

Foreword

This directory is a compilation of individuals, programs, initiatives, associations, and resources from all over the world that have been identified as advocates for a revolution to replace the dominant industrial-age paradigm that controls education systems¹ and their component school systems with a paradigm that will serve our children and our 21st Century societies better. Some of the people identified in this directory are informed critics who tell us why education systems need to be transformed. Others are creative innovators who provide us with models of personalized education that can be used to transform education systems and their component school systems. And there are others who are system architects and builders who offer us methodologies and tools for creating and sustaining whole-system transformational change.

You will find in those represented here great diversity of opinion about what the desirable outcomes of systemic transformational change should be. Yet, in my opinion, I believe that we all share one common strategic goal—one grand vision; that is, to provide school-aged children with a customized, personalized, student-centered learning experience from the day they enter our education systems and their school districts until the day they leave the systems.

Calling for a revolution to transform our education systems and their component school systems is simply political rhetoric. Doing something to create and lead this revolution is another matter because, as the study of the philosophy of transformation tells us, transformation requires significant sacrifice and destruction. The “old” education system must be “destroyed” and in its place the “new” system that we envision must emerge. Just as the caterpillar is “destroyed” as it transforms into a butterfly our old education systems and their component school systems must be “destroyed” as they transform into the new systems of personalized, student-centered learning. Just as a butterfly is not a caterpillar with wings strapped on its back, a transformed education system is not the old industrial-age system with student-centered “activities” grafted onto it.

If you believe that a revolution to transform our education systems and their component school districts is necessary, then we need to consolidate our diverse opinions about what the desirable outcomes of transformation should be to create a unified and powerful coalition that will drive the transformation agenda to and through

¹ I am using the plural form of “system” because people and organization in this directory and others who are not in the directory represent an international audience. There are educators, politicians, and others throughout the world who also want to transform their educational systems.

a tipping point. However, quieting our personal desires to advocate for our opinions about desirable outcomes will be challenging. Each of us can be loquacious spokesmen and spokeswomen for our points of view and ideas. Most of us, I wager, really like what we each think is the “right” outcome of transformational change.

Currently, in my opinion, the transformation movement is rather like a wagon being drawn by a team of many horses. Each horse has its own harness and none of the harnesses are connected. Each horse is trying to pull the transformation wagon in its chosen direction. But, if we really want to transform our educational systems and their component school systems, then we need to harness-up all the horses so they can all pull the wagon in the same direction. That is, we need to have a single, unified vision that will serve as our North Star and we need to speak with one voice about that vision. So, while we do not need to see eye to eye about the desirable outcomes of transformation we surely can walk hand in hand toward that unifying vision.

Finally, in the prologue that follows, recipients of this directory who are not yet convinced that a revolution is needed or who believe that one is needed but who have not yet joined the revolution will read one person’s view of why the revolution must be done.

Prologue to Revolution ²

Though we often prefer to believe that nothing can be done about the...problems we face, there comes a time when we have to take on the system because the system needs to change. There comes a time when we need to “just do it.”

Robert E. Quinn, *Deep Change: Discovering the Leader Within* (1996)

The historical chronicles of the world are replete with examples of episodic revolutions. One of those revolutions was enacted by arms-bearing revolutionaries seeking freedom from tyranny (the American Revolution, 1776). Other revolutions in history were driven by frame-breaking innovative ideas and technologies (e.g., airplane flight, computers, and the Internet). Even the field of education experienced a revolution in the 18th Century when the Agrarian Age paradigm for educating children shifted to the Industrial Age paradigm, a paradigm that still controls the design, performance, and outcomes of school systems.

The societies of most modernized countries and their organizations and institutions have moved far into a new societal era—an era commonly referred to as the Information Age, the Knowledge Age, or the Conceptual Age. The name of this era notwithstanding, one thing is clear—this era is significantly, substantively, and qualitatively different from the Industrial Age.

Because the requirements for success in the Knowledge Age are so different from the requirements for success in the Industrial Age, our children deserve and need an education that prepares them to succeed in this new age. An education cast in the mold of the Industrial Age cannot and will not help our children succeed in our 21st Century society. An education cast in the mold of the Industrial Age does and always will leave children behind. The systems, in other words, are perfectly designed to get the results they are getting.

Driving Out Four Industrial Age Paradigms

Providing our children with an education that satisfies the requirements of our 21st Century Knowledge Age requires a paradigm-shifting revolution that drives out four old inter-connected Industrial Age paradigms that influence the design and performance of

² An earlier version of this prologue appeared as Duffy, F. M. (2010). Prologue to revolution. *Journal of Educational Alternatives*, 4(2), 27-37.

our education systems and their component school systems. The four paradigm shifts are:

Paradigm Shift 1: the way teachers teach and how children learn (shift from group-based, teacher-centered instruction to personalized learner-centered instruction); and, transform the way academic and non-academic support services are designed, managed, and delivered (redesigned to ensure that these services are aligned with the requirements of personalized learning);

Paradigm Shift 2: the design of the internal social infrastructure of school systems (shift from an mechanistic, bureaucratic organization design to an organic, participative design; and, transform organization culture, the reward system, job descriptions, and so on, to align with the requirements of the new core and support work processes;

Paradigm Shift 3: the way school systems interact with external stakeholders (move from a crisis-oriented, reactive approach to an opportunity-seeking, proactive approach);

Paradigm Shift 4: the way in which educators' create change (shift from piecemeal change strategies to whole-system change strategies).

There are several reasons why a revolution in thinking, believing, and working in school systems is needed (rather than relying on evolution or depending on the continuous improvement of the status quo). The reasons are:

- The existing four paradigms that control the field of education are hammered in hard and are extraordinarily resistant to change;
- The existing four paradigms are locked in place by popular mental models, change-resistant mindsets, and careers and reputations built on the old paradigms and mental models; and,
- The existing four paradigms are protected by institutionalized policies, procedures, laws, reward systems, tradition, the organization design of school systems, and organization culture.

If our children are to receive the education they deserve and need to succeed in our 21st Century society, then the four old paradigms need to be driven out, not tweaked, not continuously improved, and not fixed piecemeal. Driving out these old paradigms requires a revolution and requires revolution-minded change leaders.

Revolution Requires Political Advocacy, Courage, Passion and Vision

Although a revolution to drive out the old paradigms requires muscular political advocacy, if you step forward to lead or join this revolution on the front lines of change you will require much more than political advocacy. Fighting this revolution requires significant courage, passion, and vision. You must have courage to stand and fight for that in which you believe. You need passion to give you the emotional energy and resilience you need to persevere. And, you must have a vision to serve as your North Star to keep moving in the right direction. Further, these three traits—courage, passion, and vision—must be simultaneously present in each change leader. A change leader can have courage, but lack passion and vision. A change leader can have a powerful vision, but lack the courage to fight for it. A change leader can have courage and a vision, but lack the passion to pursue the vision relentlessly. All three traits must be present all at once in each man and woman who steps forward to lead this revolution.

The Past Before Us Is Not the Future

Our societies cannot afford to carry their old education paradigms forward. It does no good to dream of an idealized future for education if that future is just a projection of and continuation of the past. Instead, change-minded revolutionaries should imagine that the four paradigms controlling the design and performance of the education system and its component school systems were destroyed last night and now they must invent four new paradigms. The main features of those new paradigms were highlighted above.

For years, progressive thinkers throughout the world have called for systemic transformational change in school systems. And for the same amount of time the four dominant paradigms have not yielded their control of education. I think there are at least five reasons for this stubborn resistance to change:

1. Some educators, consultants, and policymakers do not understand the meaning of systemic transformational change;
2. Some educators, consultants, and policymakers have a difficult time “seeing” school districts as intact systems; instead, viewing them as a confederation of loosely coupled schools;
3. Those educators, consultants, and policymakers who do understand the meaning of systemic transformational change and those who do see school districts as intact, organic, adaptive systems are uncomfortable with the complexity and messiness of transformational change;
4. Those educators, consultants, and policymakers who do understand the meaning of systemic transformational change and who do see school districts

- as intact, organic, adaptive systems are uncomfortable with the amount of time it takes to create and sustain transformational change; and,
5. Those educators, consultants, and policymakers who do understand the meaning of systemic transformational change and who do see school districts as intact, organic, adaptive systems do not know how to create and sustain transformational change so they avoid doing it.

Given the above five reasons for resisting transformational change, creating and sustaining a revolution to drive out the four controlling paradigms will require change leaders who are masters of transformational change (Duffy, 2010). Masters of transformational change influence the design, performance, and outcomes of their school systems by making innovative, but feasible, choices about how to teach children, about how children learn, about how to treat the professionals who work in their systems, about how their systems interact with the external environment, and about how to create and sustain transformational change. Masters of transformation possess knowledge, skills, and dispositions that are organized into three broad competency sets:

- Mastery of Awareness
- Mastery of Deliberate Intention
- Mastery of Methodology

A Call to Action— Join the Revolution to Transform America’s School Systems

The Revolutionaries included in this directory have already made a decision to promote paradigm change in education systems and their component school systems. As people who may be considering joining this revolution, I want to ask you five questions. Please consider your answers carefully and please answer them with an unqualified “yes” or “no.” If you feel a need to qualify your answer, then that qualification is considered a “no.”

1. Do you believe that our society has evolved into the Knowledge Age?
2. Do you believe that the field of education has not co-evolved with our society?
3. Do you believe that entire school systems need to be transformed if we want the field of education to align with the requirements of the Knowledge Age?
4. Do you believe that school-aged children (present and future) deserve an education that prepares them for success in our Knowledge Age societies?
5. Do you believe that it is unethical, and perhaps immoral, for school systems to leave some children behind as they participate in the systems’ teaching and learning processes?

If you answered “yes” to all of these questions then I have two more questions to ask you:

1. Given your answers, what are you going to do about it?; and,
2. When will you start?

Before you take action, please be warned that you should not accept lightly this call to action. Leading or participating in a revolution against the four dominant paradigms controlling the field of education will require substantial courage, passion, and vision because you may be scorned, you may be ostracized, you may be ridiculed, and you may be punished for your heresy. If you are unwilling to endure these consequences or if you do not have the emotional and physical stamina to persevere to help achieve the strategic goals of the revolution, then please consider other ways of helping.

But....

If you do have courage, passion and vision to endure the consequences of rebellion and if you answered “yes” to all of the first five questions, those of us who are advocates of a revolution to displace the four old paradigms need your help. We need you to join with us to drive out the old paradigms.

Here’s what you can do—right now—to become part of this revolution. Think of one person—just one—whom you believe shares your dream for transforming your school system for success in the 21st Century. Call or E-mail that person and make an appointment to visit with him or her for 30 minutes or less. During the meeting share highlights from what you learned in this prologue and talk about the people and organizations you found in this directory. Communicate the need to transform your school system. Ask for his or her support to help build a coalition for change. Then, do it! Make it happen! Start to prepare your system for a journey unlike any other it has experienced in the past—start dreaming, creating, and sustaining transformational change built on the principles of the four new paradigms discussed in this prologue. Once you have a powerful and committed coalition in place, start moving toward an idealized design for your school system that educates students by providing them with a personalized, customized, learner-centered education experience; that provides the faculty and staff in your districts with a satisfying and motivating work life; that helps your district create and sustain proactive, opportunity-seeking relationships with its external environment; and that introduces into your district a methodology for creating and sustaining whole-system change.

If you are already engaging in a revolution to drive out the four dominant Industrial Age paradigms that influence the design and performance of school systems, or if you are

intending to join the revolution, then I also encourage you to consider collaborating with other revolutionaries so we can coordinate our efforts to create effective strategies and tactics for transforming education systems and their component school systems.

The suggestion to collaborate, however, also represents a difficult challenge because some of the revolutionaries in the field of education today want their ideas, their models, and their methodologies to win the day and bring them fame. This desire for ego-gratification creates situations where those motivated by this ego-centric need do not want to collaborate with others and they also do not consider with care the ideas of others. The need for a coordinated effort to transform school systems, however, is so important that we cannot afford to work as if our ideas were the only ones that mattered. We must look for a way to consolidate our ideas, to create a unified strategic framework for transforming school systems, and to build a powerful political and grassroots coalition to support systemic transformational change.

By taking the above three actions (talk with a colleague, start transforming your district, and affiliate with other revolutionaries), you will be joining with colleagues who are striving to drive out the old paradigms influencing the design and performance of school systems throughout the world to create and sustain new school systems designed to align with four new Knowledge Age paradigms. Can you think of a more important dream to turn into reality for our children, grandchildren, and generations of children yet unborn?

A Parting Reflection

Finally, I leave you with a parting reflection from a book by Olive Schreiner (1998, originally published in 1883), a South African peace and anti-apartheid campaigner. In her book titled “The Story of a South African Farm” there is an allegory about “The Hunter.” He has been hunting for the white bird of truth for his entire life. As part of his search he built a stone staircase into the sky. There is a point in the story where he is about ready to give up his search because of fatigue from the hunting and building; and he says...

My strength is gone. When I lie down worn out, others will stand young and fresh. By the stairs I have built, they will mount. They will never know the name of the person who made them. At the clumsy work they will laugh, when the stones roll, they will curse me. But they will mount, and on my work, they will climb, and by my stair.

That staircase was the Hunter’s legacy for future generations. What will your legacy be as a change leader who envisions transformational change in your school system? What

will your “staircase” be? So, if you chose to dream, create, and sustain transformational change, if you are willing and able to join the needed revolution, then you must do so with courage, passion and vision. Build that stair toward a desirable future for your school systems; and, keep hope alive!

References

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- Quinn, R. E. (1996). *Deep change: Discovering the leader within*. San Francisco: Jossey-Bass.
- Schreiner, O. (1998, original work published 1883). The hunter’s allegory. In *The story of a South African farm*. Mineola, NY: Dover Publications,

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Organizations, Initiatives, Programs, Associations, Foundations

<p>Center for Interdisciplinary Excellence in System Dynamics, Burlington, VT http://www.ciesd.org/</p>	<p>Jeff Potash, Partner, jeff@ciesd.org</p> <p>John Heinbokel, Partner john@ciesd.org</p>	<p>The Center for Interdisciplinary Excellence in System Dynamics, LLP (CIESD) is a partnership that provides consulting on organizational dynamics, model-based problem solving, curriculum development, and system dynamics training for K-12 and collegiate students, their teachers and administrators, and other government and non-profit organizations. CIESD uses the tool-set of system dynamics, a diverse set of mental, graphical, and computer modeling techniques, to aid clients in better understanding their systems of interest and in providing insights on how to best leverage change in those systems.</p>
<p>Change Leadership Academy, Gallaudet University, Washington, DC</p>	<p>A collaborative training program offered by the Department of Administration and Supervision and the Burstein Leadership Institute</p>	<p>This is a 4-course team-based training design for teams of educators from schools for the deaf. Each participating team must include the school's superintendent. The Academy experience trains the participating teams about how to create and sustain transformational change. The teams are expected to implement what they learn to transform their schools for the deaf.</p>
<p>Division for Systemic Change, Association for Educational Communications and Technology (AECT), http://systemic4change.wordpress.com/</p>	<p>Charles Reigeluth and Alison Carr-Chellman, Co-Founders</p>	<p>Current Division Officers and Board Members:</p> <ul style="list-style-type: none"> • Sunnie Lee Watson, Ball State University • William Watson, Purdue University

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- Alison Carr-Chellman, Penn State University
- Eugene Kowch, University of Calgary, Canada
- Beth Sockman, East Stroudsburg University
- Brian Beabout, University of New Orleans
- Hoyet Hemphill, Western Illinois University
- Anthony Chow, University of North Carolina, Greensboro
- Kurt Richter, University of North Carolina, Charlotte
- Charles Reigeluth, Indiana University (retired)
- Francis Duffy, Gallaudet University

EdLeader 21

Ken Kay, Chief Executive Officer
KKay@EdLeader21.com

EdLeader21 is a professional learning community of Superintendents and District Leaders committed to building the 4 C's (critical thinking, communications, collaboration and creativity) into their K-12 strategy and implementation. The initiative now includes 60 districts, schools and organizations from 24 states.

EdVisions Schools

www.edvisionschools.org

Ronald Newell, Founder
ron@edvisions.com

Doug Thomas, Executive Director,
doug@edvisionschools.org

EdVisions Schools has been working for the last 11 years attempting to develop schools based upon the Minnesota New Country School model. The model is highly personalized. It is based upon four basic tenets: project-based learning; advisory-based organization; authentic assessments; and teacher control of the learning program. Newell has published four books to support the EdVisions Schools model:

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I have written or co-written four books to support the model: Passion for Learning, Democratic Learning and Leading, The Coolest School in America, and Assessing What Really Matters in Schools. All are published by Rowman & Littlefield Education.

Foundation for Excellence in Education,
<http://excelined.org/>

The vision that this foundation embraces is one that envisions an education system that ensures each and every student achieves his or her God-given potential for learning and prepares all students for success in the 21st century economy. Their mission is to ignite a movement of reform, state by state, to transform education for the 21st century. Their guiding principles are:

- All children can learn.
- All children should learn at least a year’s worth of knowledge in a year’s time
- All children will achieve when education is organized around the singular goal of student success.

FutureMinds: Transforming American School Systems, Association for Educational Communications and Technology (AECT),
www.futureminds.us

Charles Reigeluth and Francis Duffy,
Founders and Co-Directors

The FutureMinds leadership team members are:

- Charles Reigeluth (Indiana University, retired)
- Francis Duffy (Gallaudet University)
- Amy Leh (California State University)
- Cynthia Conn (Northern Arizona University)
- Eugene Kowch (University of Calgary)

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- Hoyet Hemphill (Western Illinois University)
- Joseph Frantiska Jr.
- Karen Kaminski (Colorado State University)
- Peg Ertmer (Purdue University)
- Debbie Denise Reese (NASA-sponsored Classroom of the Future)
- Ted Frick (Indiana University)
- Jerrold E. Kemp (Retired - San Jose State University)
- Elaine Roberts (Pearson)
- Phillip Harris (AECT Executive Director)
- J. Michael Spector (University of Georgia)

The FutureMinds Advisory Board members are:

- Yaneer Bar-Yam, Founding President, New England Complex Systems Institute
- Gene Carter, Executive Director, Association for Supervision and Curriculum Development
- Jack Dale, Superintendent of Fairfax County Public Schools
- Morton Egol, developer of School of the Future program and founder of Community Learning Center in Alameda, California
- Linda Darling-Hammond, Charles E. Ducommun Professor of Education, Stanford University
- Christopher Dede, Timothy E. Worth Professor in Learning Technologies, Harvard University
- Libia S. Gil, Senior Fellow, American Institutes of Research

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- Frances Hesselbein, Chairman of the Board of Governors, Leader to Leader Institute
- G. Thomas Houlihan, President/CEO, Institute for Breakthrough Performance and former Executive Director, Council of Chief State School Officers
- Roger Kaufmann, Professor Emeritus, Florida State University and Director of Roger Kaufmann & Associates
- Jerrold Kemp, retired professor from San Jose State University and former president of AECT and Systemic Change Division of AECT
- Stephanie Pace Marshall, founding President and President Emerita of Illinois Mathematics and Science Academy
- Barbara L. McCombs, Senior Research Scientist University of Denver Research Institute,
- Phillip Schlechty, Founder of The Schlechty Center for Leadership in School Reform
- Donald Stinson, Superintendent of Metropolitan School District of Decatur Township, Indiana

Human Motivation, Learning and Development Center, Applied Research & Technology Institute at the University of Denver,
http://www.dri.du.edu/hmld_homepage.html

Barbara McCombs, Director and Senior Researcher
barbara.mccombs@du.edu

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<p>Innosight Institute http://www.innosightinstitute.org/</p>	<p>Michael B. Horn Executive Director, Education, mhorn@innosightinstitute.org</p> <p>Jason Hwang Executive Director, Health Care, jhwang@innosightinstitute.org</p>	<p>Innosight Institute is a not-for-profit, non-partisan think tank whose mission is to apply Harvard Business School Professor Clayton M. Christensen’s theories of disruptive innovation to develop and promote solutions to the most vexing problems in the social sector.</p>
<p>Jaquelin Hume Foundation, San Francisco</p>	<p>Gisele Huff, Executive Director, and Chairman of the Board of the Innosight Institute, GHuff@baf.com</p>	<p>For the last three years, Huff’s foundation has moved more aggressively into the digital learning space. They work primarily at the public policy level but are also involved in promoting blended learning models. To that end, they funded the making of a video about the Carpe Diem School in Yuma, AZ: http://www.lurfilms.com/work.php?vid_id=74</p>
<p>Montessori Schools</p>	<p>A long-time model of personalized learning</p>	<p>Here is a link to a 5 minute YouTube video on one parent’s perspective of the core contrast between Montessori and conventional schools: http://www.youtube.com/watch?v=GcgN0IEh5IA</p>
<p>The Natural Learning Research Institute, Idyllwild, CA http://www.naturallearninginstitute.org/</p>	<p>Executive Director: Renate Caine, Ph.D. Renate@naturallearninginstitute.org</p>	<p>NLRI is a not for profit organization dedicated to researching and introducing natural learning into education at all levels. Its founders include Renate and Geoffrey Caine as well as colleagues representing schools, district administrators, state education commissions, and universities. One of its primary functions is to disseminate information about natural learning as widely as possible.</p>

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**Nellie Mae Education Foundation,
Quincy, MA**
<http://www.nmefdn.org/>

Nicholas C. Donohue, Executive Director
ndonohue@nmefdn.org

The Nellie Mae Education Foundation is dedicated to reshaping New England’s public education systems so that they are more equitable and more effective. Through strategic investments in innovative and effective student-centered approaches, the Foundation works to ensure that all New England students leave high school prepared to succeed.

**New Haven Unified School District,
Union City, California.**

Kari McVeigh, Superintendent,
kmcveigh@nhusd.k12.ca.us

Wendy Gudalewicz, Chief Academic
Officer, wgudalewicz@nhusd.k12.ca.us

McVeigh and Gudalewicz have led New Haven Unified School District to systemically address all equity issues within and across the district. Through the lens of Instructional Leadership Teams at each site, schools are empowered to focus on specific site needs within the district focus of literacy and equity.

Instructional Leadership teams across the district meet monthly to hone their practice and leadership skills as well as to plan for site level needs. Additionally teams visit different schools monthly to provide feedback on practice relative to evidence of the schools instructional practice focus. All district resources are strategically aligned to support the development of teacher and leadership practice, whether it is release time for team members to learn together in monthly meetings or the incredible variety of professional development provided to support and grow teaching practices.

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To address the greater whole of the New Haven educational community, teacher leaders and administrators have been grounded in the work of Human System Dynamics to utilize methods and models that help staff make intentional decisions that solve problems and transform the district to better serve all students. All of this is done with a mindset of honest discourse and mindful accountability across job descriptions and hierarchy.

Panasonic Foundation

The Panasonic Foundation with the leadership of Scott Thompson has been providing the field with cases of systemic transformation for many year through our publication in collaboration with AASA and the University Council for Educational Administration -- Strategies for School System Leaders on District-Level Change. Information available at <http://www.aasa.org/content.aspx?id=4814>

Re-Inventing Schools Coalition (RISC), <http://www.reinventingschools.org>

Richard DeLorenzo. Co-founder,
rdelorenzo@gci.net

Wendy Battino. Co-founder and Executive Director,
wbattino@reinventingschools.org

RISC was created following the successful transformation of the Chugach School District in Alaska—a transformation that won that district one of the first two Baldrige Quality Awards in Education.

Schlechty Center for Leadership in School Reform, <http://www.schlechtycenter.org/>

Phillip Schlechty, Founder and Chief Executive Officer,
pschlechty@schlechtycenter.org

George Thompson President and Chief Operating Officer,
gthompson@schlechtycenter.org

The Schlechty Center is a private, nonprofit organization committed to partnering with school leaders across the country to transform their classrooms, schools, and school districts from places focused on compliance to those focused on engagement.

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<p>SelfDesign Global Vancouver, BC http://selfdesign.com/index.html</p>	<p>Brent Cameron Ph.D. Founder and Director of Research & Development;</p> <p>Parker Cook, Executive Director info@selfdesign.com</p>	<p>SelfDesign moves from a teacher-centric system to a learner-centric system that places the talents, gifts, and interests of learners at the center. The SelfDesign learning process is a naturally iterative one that involves goal setting, planning, action, reflection, and goal adjustments.</p>
<p>SelfDesign Graduate Institute</p>	<p>David Marshak davidmarshak@selfdesign.org</p>	<p>SelfDesign is centered on the understanding that human beings have the capacity to author our own lives from a place of resourcefulness, creativity, and possibility. At every step in the life cycle from early childhood to elderhood, we can lead and design our own learning through spirals of discovery, introspection, integration, and expression.</p>
<p>Stupski Foundation San Francisco, CA</p>	<p>Nelson González, Chief Strategy Officer, nelsong@stupski.org</p>	<p>The Stupski Foundation has engaged in an intensive effort to build a vision and chart a course to transform our public education system. They have studied and consulted with experts in education, research and development, innovation, cross-sector collaboration, new technologies and systems change. They have deepened their internal capacity and built a network of like-minded colleagues to drive the work of transformation forward.</p>
<p>Systems Thinking and System Dynamics in K-12 Education Network and The Creative Learning Exchange, http://www.clexchange.org/</p>	<p>Lees Stuntz, Executive Director of the Creative Learning Exchange and Coordinator of the Systems Thinking and System Dynamics in education network, stuntzln@clexchange.org</p>	<p>Stuntz has used her experience in building organizations from the volunteer sector to found the Systems Thinking and System Dynamics networking and curriculum exchange center for all K-12</p>

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		educators interested in systems thinking and dynamic modeling in a learner-centered environment.
The F. M. Duffy Group www.thefmduffygroup.com	Francis Duffy, President	This consulting group focuses on providing training about how to create and sustain whole-system change and the facilitation of systemic change efforts. An archive of <i>The F.M. Duffy Reports</i> are also publications found at the group's website.
The Odysseus Group http://johntaylorgatto.com/	John Taylor Gatto, Co-founder info@johntaylorgatto.com Roland Legiardi-Laura, Co-Founder roland@echonyc.com	The Odysseus Group takes its name and mission from the Greek hero who spent ten years fighting his way home, spurning wealth, fame, and the promise of immortality to reclaim his family. The Odysseus Group stands apart from party politics. They aim to revive public discussion of education and give decision making back to the people. They hope to revitalize grassroots democracy by presenting a lively menu of successful working alternatives to government factory schools—some public, some private, some parochial, and some personal.
The Waters Foundation, Oregon http://www.watersfoundation.org/		This foundation, through systems thinking, aims to deliver academic and lifetime benefits to students through the effective application of systems thinking concepts, habits and tools in classroom instruction and school improvement.
UCLA, School Mental Health Project, Center for Mental Health in Schools, Department of Psychology	Howard Adelman, Co-Director adelman@psych.ucla.edu	Much of their work is systems-based and focuses on eliminating barriers to learning and teaching; e.g., visit

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Linda Taylor, Co-Director
ltaylor@ucla.edu

<http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>

The Center is one of two national centers concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Adelman and Taylor engage in research that focuses on creating a comprehensive system of learning supports to address barriers to learning and teaching.

Uniting4Kids
Denver, Colorado
<http://www.uniting4kids.com/index.html>

Angela Engel, Co-Director
angela_engel@msn.com

Anthony Dallmann-Jones, Co-Director
asdjones@gmail.com

Engle and Dallmann-Jones are working on a National organization to coordinate efforts to transform school systems. Their vision can be viewed at
<http://www.youtube.com/user/AngelaEngelSeeds?blend=22&ob=5#p/u/4/RV3tD9s1sV0>

Individuals

Bennett, Barrie
b.bennett@utoronto.ca

University of Toronto

Bennett has worked with systems for close to 30 years. One district, the Durham Board of Education in Ontario Canada went from being identified by the Ontario Ministry of Education as the worst school in Ontario; ten years later (1996) it won

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a \$300 000 dollar prize from the Bertlesmann Foundation as the best school district in the world; it was mostly Americans on the panel that decided who would represent North America (Michael Fullan was also on that panel). He also just finished a 12 year project in Western Australia and he is currently finishing the first year of a three year project in Ireland, which is a a country-wide systemic change effort. A new Treaty 4 school district was created in Saskatchewan, 18 previously independent first nation schools organized themselves into a district. Bennett and his colleagues are now working at how to go about creating powerful learning environments for first nation students.

Brady, Marion
mbrady22@cfl.rr.com

Brady is a well-known advocate for transforming our education system. He began his career in education in 1952, teaching in a semi-rural high school in northeastern Ohio. Since then he has taught at every level from 6th grade through the university, been a county-level director of instruction, teacher educator, consultant to publishers, states, and foundations, contributor to academic journals, author of textbooks, professional books, and courses of study, newspaper columnist, and visitor to schools across America and abroad.

Caine, Geoffrey
caineg@earthlink.net

Author and consultant

The Caines (Renate and Geoffrey) are best known for their *Brain/Mind Learning Principles* which were first

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fully published by ASCD in 1991 in "Making Connections, Teaching and the Human Brain." They have done international consulting largely as a result of that book. Their most recent publications are "Strengthening and Enriching your Professional Learning Community, The Art of Learning together" (ASCE) (Geoffrey Caine as lead author) which advocates a group process meant to function as an in-house vehicle for on-going professional development grounded in a field of deep listening. Another of their publications was released in 2011 and it is truly revolutionary. It is called "Natural Learning for a Connected World, Education, Technology and the Human Brain" (Renate Caine as lead author).

<p>Caine, Renate renatecaine@earthlink.net</p>	<p>Author and consultant</p>	<p>(see above)</p>
<p>Carr-Chellman, Alison aac3@psu.edu</p>	<p>Penn State University</p>	<p>Department Head, Learning and Performance Systems. Professor of Education (Instructional Systems). Co-founder of the AECT Division of Systemic Change. She is a current member of that division.</p>
<p>Concilus, John jconcilus@bssd.org</p>	<p>Coordinator of Educational Technology, Bering Strait School District , Alaska http://www.bssd.org/</p>	
<p>Chow, Anthony aschow@uncg.edu</p>	<p>Associate Professor, University of North Carolina, Greensboro; immediate past Communications Officer of AECT's Division for Systemic Change.</p>	<p>Chow's focus on systemic educational change was learned from his tutelage by professionals like Dr. Roger Kaufman, Dr. Joe Harless (the "designer" of Central Educational</p>

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Center), Dr. Robert Morgan and others. His research has led to presentations worldwide to groups interested in systemic educational reform. Groups like the International Society for Performance Improvement (ISPI), American Educational Research Association, International Science and Society Conference, International Center for Leadership in Education (ICLE) Model Schools Conference, and others, have hosted Anthony's presentations.

Damico, David
info@linkedacademy.com

Founder and Chief Education Officer of Linked Academy in the San Diego area. His bio is on the website at http://linkedacademy.com/how_it_works

Linked Academy is designed to deliver fun and rich learning experiences for students. They use state-of-the-art digital curriculum, cloud productivity, and hosted live meetings to engage students. There is no better time to have the best of both worlds – advanced courses at home.

Their Learning Management System is WebEx by Cisco. Their classrooms are entirely virtual and completely web-based. No special software is needed. Students are required to have a personal computer, headset, webcam and high-speed Internet connection.

Davis, John,
John.Davis@sad12.com

Superintendent,
Forest Hills Consolidated School District,
Jackman, Maine

<http://www.sad12.com/default.aspx>

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<p>Després, Blane blane.despres@ubc.ca</p>	<p>Professor, University of British Columbia</p>	<p>Després has been involved in and researching (theoretical to a large part) alternative learning from a systems and alternative perspective for at least 20 years. He also developed a tool for visually displaying relationships between and among many systems variables that he calls the “Family of Related Systemic Elements, or FoRSE, Matrix.”</p>
<p>Duffy, Francis fmduffy@earthlink.net</p>	<p>Professor, change agent, trainer, author specializing in how to create and sustain systemic change in school systems.</p> <p>Publisher of <i>The F. M. Duffy Reports</i> (http://www.thefmduffygroup.com/publications/reports.html).</p> <p>In collaboration with Charles Reigeluth created <i>The School System Transformation Protocol</i>—a field-tested methodology and set of systemic change tools to bring any model of student-centered, personalized learning to whole-system scale.</p> <p>An advocate for whole-system change since the late 1980s.</p>	<p>Duffy is an alumnus of the Institute for Educational Leadership’s Education Policy Fellow from the class of 2002-2003. He is currently a Professor of Change Leadership at Gallaudet University. He received a post-doctoral honorary faculty position in the Harvard Graduate School of Education sponsored by Professor Chris Argyris. He is the co-director of <i>FutureMinds: Transforming American School Systems</i>, a nationwide initiative to transform school systems launched by the Association for Educational Communications and Technology (AECT). He also has published nine books on how to create and sustain systemic transformational change in school districts and he is the founding editor of Rowman & Littlefield Education’s Leading Systemic School Improvement Series. His ninth book is titled <i>Dream! Create! Sustain!: Mastering the Art & Science of Transforming School Systems</i>.</p>
<p>Eagan, Kieran kieran_egan@sfu.ca</p>	<p>Simon Fraser University, British Columbia,</p>	<p>Eagan is founder and director of the Imaginative Education Research Group (www.ierg.net)</p>

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Ellis, William
bill.ellis5@gmail.com

Ellis is the author of Gaian Paradigm and Learning Communities. Some believe he is one of the clearest thinkers about a world beyond schooling.

Fisher, Diana
contact@ccmodelingsystems.com

Owner/Educator
CC Modeling Systems,
<http://www.ccmodelingsystems.com/>

Fisher teaches high school students to create computer simulations to analyze feedback dynamics that control the behavior of systemic problems. Students can then test 'what if' scenarios and potential policies for mitigating problematic behaviors. Students use this method of analysis to study problems in environmental science, biology, mathematics, economics, health, physics, and global studies. Her two books: Modeling Dynamics Systems: Lessons for a First Course (3rd Edition) and Lessons in Mathematics: A Dynamic Approach evolved out of teaching this modeling technique for 20 years at the high school level. Fisher is the recipient of the Lifetime Achievement Award given by the System Dynamics Society, the Presidential Award for Excellence in the Teaching of Mathematics, and Intel's Innovation in Teaching Award.

Gatto, John Taylor
info@johntaylorgatto.com

Co-Founder, The Odysseus Group
<http://johntaylorgatto.com/>

Gatto is a former New York State Teacher of the Year after being named New York City Teacher of the Year on three occasions. He quit teaching on the OP ED page of the Wall Street Journal in 1991 while still New York State Teacher of the Year, claiming that he was no longer willing to hurt children. He is a public speaker in the area of school reform.

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With Roland Legiardi-Laura, John is developing the documentary, *The Fourth Purpose*. The film proposes a radical reinterpretation of the current system of American schooling and will offer a new vision of our educational environment, freed of the top down compulsory.

Glines, Don
lvallercamp@sbcglobal.net

Glines is considered one of the most radical educators and futurists in the United States over a long period of time. He is the former director of the Wilson Campus School, which is considered the most innovative school in America by national press. He champions personalized learning, experiential learning, world as classroom, year-round schools, student-centered learning, etc

His latest book, *Declaring War Against Schooling: Personalizing Learning Now* (expected in 2011), describes the archaic education system and offers solutions to overcome the political barriers. It is published by Rowman & Littlefield. Other links to his work are:
<http://learningalternatives.net/wp-content/uploads/legacy/books.htm>
and
<http://lib.mnsu.edu/archives/fa/smh c/smhc229.html>

Green, Chad
Chad.Green@lcps.org

Program Analyst
Loudoun County Public Schools, Ashburn,
VA

Green is the communications officer for the Systems Thinking Special Interest Group (SIG) at the American Educational Research Association.

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<p>Gudalewicz, Wendy wgudalewicz@nhusd.k12.ca.us</p>	<p>Chief Academic Officer, New Haven Unified School District, Union City, California.</p>	<p>Gudalewicz and her Superintendent (Kari McVeigh) are working within the current system for the transformation of teaching and learning. They are extraordinary in their thinking about how schooling and learning fit together.</p>
<p>Heyen, Nicole nheyen@springfield.k12.il.us</p>	<p>Principal Lincoln Magnet Middle School, Springfield, IL.</p>	
<p>Hill, Bob bhill@ballfoundation.org</p>	<p>Director of Educational Initiatives, Ball Foundation</p>	<p>Hill is currently authoring a book entitled <i>An End to Bureaucracy in Education: New Ideas for Learning in the 21st Century</i>. He spent 34 years as an educator in the current system of schooling living experiences that led him to the conclusion that the system is not broken – it is obsolete beyond description. He long ago abandoned the notion of school reform and has worked on a team devoted to transforming schooling and learning during the last decade.</p>
<p>Horn, Michael mhorn@innosightinstitute.org</p>	<p>Innosight Institute <i>Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns</i></p>	<p>Horn is the co-founder and Executive Director of Education at the Innosight Institute, a not-for-profit think tank devoted to applying the theories of disruptive innovation to problems in the social sector. He is also the coauthor of <i>Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns</i> (McGraw-Hill: June 2008) with Harvard Business School Professor and bestselling author Clayton M. Christensen and Curtis W. Johnson, president of the Citistates Group.</p>

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<p>Jain, Manish manish@swaraj.org m.jain@unesco.org</p>		<p>Jain has an educational initiative and a university for change in India. His focus is on walking away from schooling which he clearly sees as a colonialist corporate mechanism for global enslavement to an unsustainable and inhuman lifestyle. An interesting and important article by Jain is titled Constructing Open Learning Communities to Inspire a Changing World and it can be retrieved at http://www.unesco.org/education/educprog/lwf/doc/cies97.html</p>
<p>Jennings, Wayne wayne@designlearn.net</p>	<p>Change agent, St. Paul, MN</p>	<p>Jennings has 50 years as education change agent as teacher, principal, superintendent, school board member and adjunct professor. He Created the St. Paul Open School in 1971 which was visited by 10,000 people in its first 10 years. He is the author of several books and numerous articles, editor of several newsletters (brain based learning, learning alternatives, core curriculum). He was described in the book Educational Entrepreneur as a leading change agent, numerous awards, state and national leadership positions.</p>
<p>Jensen, John jjensen@gci.net</p>	<p>Consultant</p>	<p>Jensen’s pathway went from priest to education consultant to clinical psychologist with forays along the way into local politics and elected office. Currently, he is in a rotating contract with a company that supplies psychological consulting services to schools and youth centers with a high military-family presence. He has a deep interest in</p>

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transforming the education system. His current book, *Practice Makes Perfect*, is being reviewed for possible publication by Rowman & Littlefield Education.

Jones, Jan

jonesjan503@gmail.com

Dr. Jones has 35 years tenure in the educational profession as a Teacher, Counselor, Vice-principal, Director of Instruction, Executive Director of Learning Services, Adjunct Professor, author of two books and numerous articles, Keynoter, National and International Presenter/Consultant.

She is the owner of Educational Consulting Services located in Surprise, Arizona, www.millennialminds.com and is a Director with Vision Into Action Associates (VIAA) housed in San Antonio, Texas, www.viaaeducation.com. Both are consulting firms dedicated to creating progressive learning environments through innovation, research and maximizing human potential.

Jones' areas of expertise are transforming existing systems into ones that provide relevant 21st century instructional methods, resources and options for students, staff, parents and the community. She believes that a radical educational teaching/ learning/ leading transformation requires the engagement of the total educational system in the creation of a plan that is long range, systematic, incorporates data driven continuous progress and fully reflects the

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collaborative input of students, staff, parents and the community.

Jones believes that we've nearly lost our (the United States) world leadership status in innovation, creativity, and capitalization of human and natural resources. Transforming America's current outdated, punitive, stultifying educational system requires the collective energy of those who have the vision and leadership skills that are the catalysts to recapture this nation's positive energy, potential, pride and intellectual assets.

Legiardi-Laura, Roland
roland@echonyc.com

Filmmaker and Co-Founder, the Odysseus Group

See entry for John Taylor Gatto

Levesque, Patricia
Patricia@ExcelinEd.org

Foundation for Excellence in Education,
<http://excelined.org/>

The vision that this foundation embraces is one that envisions an education system that ensures each and every student achieves his or her God-given potential for learning and prepares all students for success in the 21st century economy. Their mission is to ignite a movement of reform, state by state, to transform education for the 21st century. Their guiding principles are:

- All children can learn.
- All children should learn at least a year's worth of knowledge in a year's time
- All children will achieve when education is organized around the singular goal of student success.

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<p>Lundgren, Barb barb.lundgren@tx.rr.com</p>	<p>Creator of the annual “Rethinking Everything Conference” http://www.rethinkingeverything.net/</p>	<p>Lundgren is a spokesperson for un-schooling, for learning beyond any form of schooling and indoctrination. She runs an annual conference in Dallas, Texas for un-schoolers in North America.</p>
<p>McCombs, Barbara barbara.mccombs@du.edu</p>	<p>Director and Senior Research Scientist, Human Motivation, Learning and Development Center, Applied Research & Technology Institute at the University of Denver, http://www.dri.du.edu/hmld_homepage.html</p>	
<p>McVeigh, Kari, kmcveigh@nhusd.k12.ca.us</p>	<p>Superintendent, New Haven Unified School District, Union City, California. Wendy Gudalewicz, Chief Academic Officer, wgudalewicz@nhusd.k12.ca.us</p>	<p>McVeigh and her Chief Academic Officer (Wendy Gudalewicz) are working within the current system for the transformation of teaching and learning. They are extraordinary in their thinking about how schooling and learning fit together.</p>
<p>Meighan, Janet</p>	<p>Secretary, Personalised Education Now, Bramcote, Nottingham, UK http://www.personalisededucationnow.org.uk/ContactUsSubPage.php</p>	<p><i>Personalised Education Now</i> seeks to develop a rich, diverse, funded personalized educational landscape to meet the learning needs, lifestyles and life choices made by individuals, families and communities.</p>
<p>Meighan, Roland</p>	<p>Director, Educational Heretics Press Bramcote, Nottingham, UK http://edheretics.gn.apc.org/</p>	<p>This publisher is a small press that exists to question the dogmas and superstitions of mass, coercive schooling, with its roots in totalitarian thinking, with a view to developing the next modern, humane, flexible, personalized effective public learning system – one fit for a progressive democracy that provides genuine choice from a menu of “alternatives for everybody, all the time.”</p>

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Miller, Ron

milleron@together.net

Miller is the author of *What Are Schools For? Holistic Education in American Culture*; and editor of *Educational Freedom for a Democratic Society: a Critique of National Educational Goals, Standards and Curriculum*. He is publisher of a new magazine, *Paths of Learning: Options for Families and Communities*. He was the founding editor of *Holistic Education Review* and the book review publication *Great Ideas in Education* and is currently writing a book on the history of the free school movement. He is president of the board of directors of an independent elementary school (The Bellwether School) in Williston, Vermont.

Mitra, Sugata

sugata.mitra@ncl.ac.uk

Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University, UK. He is also Chief Scientist, Emeritus, at NIIT.

http://www.ted.com/talks/lang/eng/sugata_mitra_the_child_driven_education.html

The above link will take you to a TED.com video by Mitra titled "The child-driven education." Summary of his research on self-organizing learning systems. It is an interesting and fascinating presentation describing an approach to providing children with a personalized learning experience.

Pace Marshall, Stephanie

spmarshall@comcast.net

Founding President and President Emerita of Illinois Mathematics and Science Academy
<http://www.stephaniepacemarshall.com/>

Pace Marshall is internationally recognized as a pioneer in leading educational transformation in the United States and abroad. She is the Founding President and President Emerita of the Illinois Mathematics and Science Academy®, the founding president of the National Consortium

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for Specialized Secondary Schools of Mathematics, Science and Technology, and the past president of the Association for Supervision and Curriculum Development. Her newest book is titled *The Power to Transform: Leadership that brings Learning and Schooling to Life*.

Peck, Kyle
kpeck@psu.edu

Penn State University

Peck is the Co-Founder of the Centre Learning Community Charter School (<http://clccharter.org/>) and Professor of Education at Penn State, is in the early stages of developing a program called "STEM Scouts," a national effort to use high-interest hands-on activities and online learning communities both in and outside of school to address the challenge of increasing the number of graduates who are interested in and ready for STEM careers. Dr. Peck believes that this project will demonstrate the effectiveness of individualized, student-centered, mastery-based learning that is designed based on an understanding of school-aged learners and game theory and is supported via online learning communities, and that the success of STEM Scouts will lead to big changes in formal education. He is also in the early stages of writing a book titled, *Re-Placing Teacher: How Changing Roles Can Change Everything*.

Reigeluth, Charles
reigelut@indiana.edu

Professor (retired), Indiana University, Bloomington, Department of Instructional Systems Technology,

In collaboration with Francis Duffy

Reigeluth engages in service and research on how to help school districts and their communities to engage in successful change processes and on the best available

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created *The School System Transformation Protocol*—a field-tested methodology and set of systemic change tools to bring any model of student-centered, personalized learning to whole-system scale.

methods of instruction for meeting individual learners' needs.

In collaboration with Francis Duffy, Reigeluth has focused for the past six years on the development of a knowledge base to guide the transformation of public school systems from the industrial-age, model of education to the learner-centered paradigm of education. Reigeluth and Duffy have been implementing and testing the knowledge base, called the *School System Transformation (SST) Protocol*, in a school district in Indianapolis (Metropolitan School District of Decatur Township).

Richardson, Will
will@plpnetwork.com

Co-Founder of Powerful Learning Practice at
<http://plpnetwork.com/about/our-team/>

Richardson is an internationally respected author, speaker and blogger whose focus is helping educators realize the potential of Web 2.0 technologies in their own personal and professional practice and in their classrooms.

Rogers, Claudius
crrodger@indiana.edu

Rogers is a doctoral student in the Department of Instructional Systems Technology, Indiana University. His research, under the guidance of Charles Reigeluth, has focused on the need to have a clearly defined theory of methodology to guide systemic transformational change in school systems.

Ruff, Susan

Lincoln Magnet Middle School,
Springfield, IL.
Educational Technology Director,
sruff@springfield.k12.il.us

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Schneiderman, Mark
marks@SIIA.net

Director of Federal Education Policy
Software and Information Industry
Association, Education Division

Schneiderman provides leadership for the Education Division of the SIIA. That association co-sponsored a symposium on personalized learning in 2010. The other co-sponsors were ASCD and the Chief Council of State School Officers (CCSSO). A report summarizing the outcomes of the symposium titled *Innovate to Educate: System [Re]Design for Personalized Learning A Report From The 2010 Symposium* can be found at <http://siiia.net/pli/presentations/PerLearnPaper.pdf>

Smith-Warshaw, Janice
Janjeremy@aol.com
JSmith-Warshaw@cldr-cde.ca.gov

Curriculum Supervisor, California School
for the Deaf, Riverside (CSDR)

Smith-Warshaw is leading an effort to implement a school-wide systemic transformation change to support a new instructional paradigm called Language Planning in Deaf Education. This change effort involves all school personnel (Administration, Instructional, Student Life, Student Services, and Business Services) who are essential to the challenges of teaching Deaf and Hard of Hearing (D/HH) children ranging from the Parent-Infant Program/Early Childhood Education program all the way up to the High School. Language planning is a bilingual approach (visual communication using American Sign Language and reading and writing in English) to educating deaf and hard of hearing children. The Language Planning paradigm is considered a "Deaf-friendly" way of learning that is a more visual and student-centered instructional approach where students learn in a language rich environment. Language Planning is an example of authentic,

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		personalized learning experiences for D/HH children.
Spady, William billspady@earthlink.net	Founder, The New Possibilities Network, Dillon, Colorado	Spady has a long and noteworthy history of advocating for transformational change in education systems (http://www.leaderscausingleaders.com/2010/05/william-spady/). One of his latest books is <i>Learning Communities 2.0: Educating in the Age of Empowerment</i> (2010) that was co-authored with Charles Schwahn. His New Possibilities Network has an international membership that includes many educators and education “revolutionaries” who are true “outside the box” thinkers.
Steckart, Jamie jsteckart@nwphs.org	Director, Northwest Passage High School, a charter school serving mostly at-risk students, Coon Rapids, MN	Steckart is considered to be one of the pioneers of student-centered learning and community based learning. He has headed several other experiential learning programs. He is seen as one of the most innovative educators in Minnesota.
Stinson, Don dstinson@msddecatur.k12.in.us	Superintendent, The Metropolitan School District of Decatur Township, Indiana http://www.indiana.edu/~syschang/decatur/about_msd.html	Under the visionary leadership of Don Stinson and with facilitation from Charles Reigeluth and a cohort of his graduate students, this school district has been engaged in transformational change using the <i>Reigeluth-Duffy School System Transformation Protocol</i> .
Stoddard, Lynn lstrd@yahoo.com	Writer, consultant, former educator	Stoddard retired after 36 years as a teacher and elementary school principal to write about, and promote a new paradigm, <i>Educating for Human Greatness</i> , in which teachers

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use subject matter content, not as a goal, but as a tool or means of helping students grow in 7 priorities: Identity, Inquiry, Interaction, Initiative, Imagination, Intuition and Integrity. With these priorities, teachers and parents unite to help students grow as unique individuals, each with unlimited potential and become contributors to society. Lynn is the father of 12 children and lives in Farmington, Utah. His latest book can be previewed at www.efhg.org.

Stuntz, Lees
stuntzln@clexchange.org

Executive Director of the Creative Learning Exchange and Coordinator of the Systems Thinking and System Dynamics in Education Network.

See information in the earlier reference to the Creative Learning Exchange.

Surgenor, Everette
esurgenor@shaw.ca

Canadian-based retired educator

Surgenor has been involved since the 80's in trying to understand the nature of the change that is upon us as well as its potential impact on learning systems. He has chaired, led and been involved in projects ranging from transforming secondary schools to developing technological systems and applications across multiple jurisdictions that were intended to fundamentally transform the existing education system. When he retired in 2003 he was frustrated that after two plus decades, not only did he and his colleagues fail to achieve any system wide success along the lines they imagined but that there were many advocates for the "forces of quo" and special interests who were actively aligned to ensure that no such changes ever came about. He also published a book titled The Gated Society (Rowman & Littlefield Education and AASA).

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<p>Thompson, Scott sthompson@foundation.us.panasonic.com</p>	<p>Assistant Executive Director, Panasonic Foundation</p>	<p>The Panasonic Foundation with leadership of Scott Thompson has been providing the field with cases of systemic transformation for many year through our publication in collaboration with AASA and the University Council for Educational Administration -- Strategies for School System Leaders on District-Level Change. Information available at http://www.aasa.org/content.aspx?id=4814.</p> <p>Thompson also published a book titled <i>Leading from the Eye of the Storm: Spirituality and Public School Improvement</i> that is part of the Rowman & Littlefield Education's Leading Systemic School Improvement Series. http://www.rowmaneducation.com/bookseries/LSI</p>
<p>Walsh, Chris Fitzgerald, cwalsh@newtechnetwork.org</p> <p>from New Tech High or other from the New Tech High Network</p> <p>Contact Information: http://www.newtechnetwork.org/node/285</p>	<p>Director of Innovation and Design New Tech High, Napa, CA</p> <p>http://www.newtechnetwork.org/about/newtech</p>	<p>Walsh is an experienced educator, technologist and entrepreneur focused on the creative use of technology to improve learning for all ages. As Director of Innovation and Design at New Tech Network, he develops and continually improves services to help schools thrive.</p> <p>Previously Chris was co-founder and Chief Learning Officer at Brightstorm, an online education company delivering high-quality, multimedia courses to college-bound students. Prior to Brightstorm, he was a program director at WestEd, where he led a wide variety of e-learning</p>

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projects, including the U.S. Department of Education’s Doing What Works website. While at WestEd, he also started the Google Teacher Academy, a highly successful professional development program that helps K-12 educators get the most from Web 2.0 tools, and he produced the “Infinite Thinking Machine,” an Internet TV show for educators.

Wheatley, Bruce
bmwheatley@gmail.com

Founder and CEO,
Inner City Industry (ICI),
<http://www.innercityindustry.org/>

Inner City Industry (ICI) is an innovative 21st Century nonprofit organization founded in Los Angeles in 1999 to address youth mental health issues and their impact on learning. ICI's Dedication to Education Reform (D2ER) is comprised of the organization's three interlinked mandates that integrate social and emotional development with peer mentor support through an economic model focused on youth employment in socioeconomically disadvantaged communities.

Whitlock, Mark
mark.whitlock@cowetaschools.net

CEO, Central Educational Center (CEC),
Newnan, Georgia,
<http://www.gacec.com/>

The CEC model was used to re-conceptualize education in the Coweta County School System involving huge amounts of ongoing community engagement. A book by Anthony Chow, an officer in the AECT Division for Systemic Change, titled *Systems Thinking and 21st Century Education: A Case Study of an American Model for High School Educational Reform*, chronicles the CEC model.

The Revolutionaries— Advocates for Transforming Education Systems and Their Component School Systems

People Identified by Bob Hill, Director of Education Initiatives, Ball Foundation. The following list of names was compiled as an invitation list for an institute focusing on transforming education.

Artists

- **Raffi Cavoukian (singer, songwriter)**
- **Michael Jones (pianist)**
- **Ben Zander (conductor)**

Design/Innovation/Entrepreneurs

- **Milton Chen**
- **John Kao**
- **David Kelley**
- **Sir Ken Robinson**
- **Michael Stevenson**
- **Nell Noddings**

Higher Education

- **Tony Byrck**
- **Tom Carrol**
- **James Comer**
- **Howard Gardner**
- **Linda Darling Hammond**
- **Sarah Lawrence Lightfoot**
- **Robert Marzano**
- **Pedro Noguero**
- **Kirsten Olsen**

Teaching, Learning and Neuroscience

- **Sharon Begley**
- **John Bransford**
- **Stuart Brown**
- **David Elkind**
- **John Goodlad**
- **Robert Sternberg**
- **Jan Visser**
- **Judy Willis**
- **Carl Glickman**

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Technology/Digital Games

- **John Harris**
- **Suzanne Seggerman**

Thought Leaders/Policy Makers

- **Marion Edelman**
- **Tom Friedman**
- **Joshua Cooper Ramo**
- **Jim Shelton**
- **Debra Meir**

System Transformation/ Whole Systems Change

- **Peter Gloor**
- **Terry Deal**
- **Bill Drayton**
- **Francis Duffy**
- **Paul Hawkins**
- **Charles Holmes**
- **David Korten**
- **Jim O'Dea (IONS)**
- **Phillip Schlechty**

The following resources are thought to be helpful to those of us who are “revolutionaries” seeking to transform education systems and their component school systems.

Merrelyn Emery

One of the early thinkers and leaders in the field of systemic change. Based in Australia. Wife of the late Fred Emery, a founder of the systems approach to changing organizations.

Emery’s approach to envisioning desirable futures for organizations is called “Search Conferencing.” Part of her approach uses a tool called “Participative Design Workshops.” Her philosophy for transforming school systems is to first

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transform the communities within which the school systems exist. She wrote a book titled *The Future of Schools: How Communities and Staff Can Transform Their School Districts* that is part of the Rowman & Littlefield Education’s Leading Systemic School Improvement Series
<http://www.rowmaneducation.com/bookseries/LSI>

Systems Thinking Resources
<http://www.iseesystems.com/community/STArticles/SystemsThinking.aspx>

A comprehensive list of associations, organizations, institutes, and so on, all focused on systems thinking and systems dynamics.

Theory of Totally Integrated Education

Developed by Dr. Theodore Frick, Professor and Chairman, Instructional Systems Technology Department, Indiana University.

A copy of an article describing the theory is found at
<http://educology.indiana.edu/Frick/TIEtheory.pdf>

The Theory of Totally Integrated Education (TIE) predicts that mental structures formed by learners are expected to be stronger when knowing-that-one, knowing-how, and knowing-that are integrated with learner emotions and intentions. Such whole, completely-connected mental structures are expected to be less vulnerable to forgetting. TIE theory further provides justification of principles for worthwhile education. TIE theory builds on seminal work of John Dewey, Charles Sanders Peirce, Elizabeth Steiner, George Maccia, Stanley Greenspan, Kenneth Thompson, Myrna Estep, David Merrill, and Jeroen van Merriënboer. Descriptive theory is provided which defines terms in TIE theory, before it is explicated and examples are provided. A strategy for improving curriculum is recommended, which is based on sequencing authentic, whole learning tasks from simple to complex. Most

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importantly, these learning tasks are expected to help students integrate 9 kinds knowing with emotions and intentions: cognitive, acquaintive, appreciative, imitative, adaptive, creative, instancial, relational and criterial.

<p>To Be Heard http://www.tobeheard.org/index.html</p>	<p>Filmmakers:</p> <ul style="list-style-type: none"> • Roland Legiardi-Laura roland@echonyc.com • Amy Sultan, and • Joe Ubiles 	<p>An important film about 3 educational ‘revolutionaries’ and their work with youngsters....To Be Heard: The three are Amy Sultan, Joe Ubiles and Roland Legiardi-Laura. <i>To Be Heard</i> is a film about the <i>Power Writing Program</i>, begun in the Bronx 10- years ago. Power Writing employs a theory of empowered literacy as a way to put the tools of learning back into the hands of students, especially disenfranchised kids of color.</p>
<p>Eye of the Storm: Spirituality and Public School Improvement</p>	<p>Scott Thompson</p>	<p>Thompson’s book is part of the Rowman & Littlefield Education’s Leading Systemic School Improvement Series. http://www.rowmaneducation.com/bookseries/LSI</p>
<p>Rowman & Littlefield Education’s Leading Systemic School Improvement Series, http://www.rowmaneducation.com/bookseries/LSI</p>	<p>Francis Duffy, Founding Editor</p>	<p>A collection of books by various authors all focusing on aspects of systemic change in school districts.</p>
<p>Dream! Create! Sustain!: Managing the art & science of transforming school systems.”</p>	<p>Francis Duffy</p>	<p>Rowman & Littlefield Education, Leading Systemic School Improvement Series, http://www.rowmaneducation.com/bookseries/LSI</p>
<p>The F. M. Duffy Reports http://www.thefmduffygroup.com/publi</p>	<p>Francis Duffy, Publisher</p>	<p>For almost a quarter of a century these reports have been prepared</p>

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[cations/reports.html](#)

and distributed free of charge to an international audience that includes state superintendents of schools, school district superintendents, building-level principals, policymakers and politicians (local, state, and federal) interested in education transformation, executive directors of education associations, university professors, graduate students, classroom teachers, editors of journals, and parents.

<p>“Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns”</p>	<p>Clayton Christensen and Michael Horn</p>	<p>This book has been well-received by educators seeking to introduce innovations into school systems, Available at http://www.edutopia.org/student-centric-education-technology</p>
<p>The School Leader's Guide to Learner-Centered Education: From Complexity to Simplicity, Corwin Press, July 2008.</p> <p>Learner-Centered Classroom Practices and Assessments: Maximizing Student Motivation, Learning, and Achievement, Corwin Press, 2006.</p>	<p>Barbara McCombs and Lynda Miller</p>	
<p>Rethinking Education: In Search of a New Paradigm of Quality Education</p>	<p>Manish Jain & Wasif Rizvi, Co-authors</p>	
<p>Doctor of Education Leadership Program (Ed.L.D.)</p>	<p>Richard Elmore, Harvard Graduate School of Education</p>	<p>http://www.gse.harvard.edu/news-impact/2009/09/harvard-university-to-offer-groundbreaking-doctoral-program-for-education-leaders/</p>
<p>The Courage to Teach</p>	<p>Parker Palmer</p>	

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Disregarded: Transforming the School and Workplace Through Deep Respect and Courage.	Jack Bender	
Making Connections, Teaching and the Human Brain	Geoffrey Caine and Renate Caine	
Strengthening and Enriching Your Professional Learning Community, The Art of Learning Together	Geoffrey Caine and Renate Caine	
Natural Learning for a Connected World, Education, Technology and the Human Brain	Renate and Geoffrey Caine	
Leading for Learning	Phillip Schlechty	This is Schlechty’s most complete statement of his views education reform.
What Are Schools For?	Ron Miller	
Peter Block		Block’s work is not focused on transforming school systems, but he is a highly regarded “guru” for leadership, stewardship, and change, all of which could be helpful to us revolutionaries who want to replace the industrial age paradigm of teaching and learning with a student-centered paradigm.
Why School?	Mike Rose	
Seeing Systems and Leading Systems	Barry Oshry	Oshry’s work is not focused on transforming school systems, but he is a highly regarded expert on systems design, systems thinking, and

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		systemic change, all of which could be helpful to us revolutionaries who want to replace the industrial age paradigm of teaching and learning with a student-centered paradigm.
The Human Side of School Change	Robert Evans	Not really focused on transforming school systems, but his book provides valuable guidance for understanding and managing interpersonal and group behavior during times of change, which, of course, is helpful to us revolutionaries who want to replace the industrial age paradigm of teaching and learning with a student-centered paradigm.
Leadership and the New Science	Margaret Wheatley	
Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education	Peter M. Senge, Nelda H. Cambron McCabe, Timothy Lucas, Art Kleiner, Janis Dutton & Bryan Smith	
Future Search Network	Marvin Weisbord, co-founders mweisbord@futuresearch.net and Sandra Janoff, co-founders sjanoff@futuresearch.net	http://www.futuresearch.net/ Not primarily focused on transforming school systems, but their work has been used to help school systems imagine and enact desirable futures using their “FutureSearch” process. The Rowman & Littlefield Education’s Leading Systemic School Improvement Series includes a book of case studies using their methodology to create systemwide change in school districts is titled <i>Future Search in School District Change: Connection, Community, and Results</i> . It was edited by Rita Schweitz and Kim

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		Martens with Nancy Aronson with an introduction by Marvin Weisbord and Sandra Janoff.
Harrison Owen hhowen@verizon.net	Creator of Open Space Technology	Open Space Technology (OST) is a large-group technique for hosting meetings, conferences, corporate-style retreats and community summit events that are focused on a specific and important purpose or task. A distinctive feature of OST is its initial lack of an agenda, which allows participants to create the agenda for themselves in the first 30–90 minutes of the meeting or event.
Education for Human Greatness	Lynn Stoddard, author lstrd@yahoo.com	This book introduces readers to a new, progressive paradigm of education. The book presents principles, ideas and a framework for developing a higher level of teaching, thinking and learning. www.EducatingforHumanGreatness.com