



### Tom Hatch (NCREST) Notes

- Date: 2/11/04
- Location: Teachers College
- P21 participants: Diny Golder, Susan Saltrick

#### Meeting with:

- Name: Thomas Hatch
- Title: co-director. National Center for Restructuring of Education, Schools, and Teaching (NCREST) and Associate Professor, Teachers College
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#### OBJECTIVES

- Purpose: learn more about educational change management, test our assumptions

#### MESSAGES relating to:

- Educational Change and School Leadership: Tom has studied four successful schools to identify their common characteristics:
  - Location: 2 suburban, 2 urban
  - Curriculum: 2 traditional, 2 progressive
  - Other aspects: one was charter HS, one a bilingual elem
  - all were public, but schools of choice, but often the only “other” choice in the area/district
  - All had a definable educational philosophy that transcended current trends, regulations, etc. – “they knew how to work the system”
  - Each school had an ethos, identity, or instructional program that defined it – Tom noted these were “not strategic plans”
  - All had had serious problems in their time – and had successfully weathered them – they were not “perfect”
  - All were very selective in their staffing – leaders found teachers who were consonant with their instructional approach (in one case via partnerships with local ed schools) Tom: “They took control of their workforce.”
  - Leaders were able to flexibly deploy staff within the school – use folks where they were most needed
  - In all schools, most people went above and beyond – there was usually some sort of monetary recognition for this – leaders usually got outside grants, but it was not part of a formal salary incentive structure
  - Tom: “People were recognized and rewarded for their contributions to the school. They experienced a level of success that is in itself gratifying.”
- We also talked about how to help schools who are not building from a legacy of success. Unfortunately, the rich tend to get richer, and success breeds itself. In the schools he studied, Tom noted all were good at capturing scarce resources,

and all had flexibility. He notes that ironically today low-performing schools have NO flexibility.

#### FOLLOW UP

- Resources/links: Tom sent his report in progress for database, see also his article “It Takes Capacity to Build Capacity” available at <http://www.tc.columbia.edu/NCREST/>
- Note also website of Tom’s former organization – Carnegie Foundation for the Advancement of Teaching <http://www.carnegiefoundation.org/index.htm>