



**PROVOCATIVE FORECASTS OF  
UNCERTAINTY AND OPPORTUNITY**

**A 2021 DIALOGUE ON SCHOOLS & THE  
PRINCIPALSHIP**

DEVELOPED BY



THE INSTITUTE FOR ALTERNATIVE FUTURES

## Anticipating the Future of Schools and the Principalship

As school leaders, principals need to be able to anticipate the key trends and developments that will shape the future of their schools. The National Association of Elementary School Principals commissioned the Institute for Alternative Futures to conduct an environmental scan to understand how schools and the principalship may change over the next 14 years. In this overview, IAF analyzes how current and emerging trends and developments evident in 2006 might play out to create an expected future.

The future can never be predicted. Something truly unexpected is certain to happen, but principals who prepare for the probable future will be better able to adapt to the inevitable surprises from a dynamic universe. This is a high-level and systematic overview of external and internal forces. IAF examined social, technological, economic, environmental, political and values trends and developments.

**Social & Demographic Trends:** IAF found that schools will be at the forefront of demographic and social change. Retiring baby boomers will yield to the generations of pragmatic Gen Xers and diverse Millennials. The nation will be transitioning into a majority-minority population with schools the first institutions to experience these changing needs. English proficiency will be a growing early education challenge as the number of immigrants grows.

**Technology Developments:** Schools will gain new capabilities from digital technologies. Students will connect to interactive learning stations that link their classrooms to vast resources. Online communities and games will engage students and parents. And principals will find technology expedites school operations.

**Economics:** Economic pressures will continue to squeeze school budgets. Federal and state government will be squeezed by entitlements that come due. A diverse and growing student body will place pressure on finances. Schools will need to make changes in compensation to support talented teachers and principals.

**Environmental Trends:** Environmental priorities will impact schools as they become the center of environmental stewardship. Children will learn in green buildings, and schools will teach healthy living.

**Political Trends:** Political control of schools will shift from school districts upward to the federal and state government and downward to parents and principals. No Child Left Behind will continue to dominate school policy. The school choice movement will favor more parental control and potentially give principals more leverage.

**Values:** Schools serve society's changing values. NCLB works as a public policy because it reflects public preference for accountability and choice. Values will shift back to recognizing that democracy also demands educational equity and educating for the whole child.

## **Schools at Forefront of Demographic and Social Change**

The next fourteen years will be characterized by demographic and social change. The Baby Boom generation will enter its retirement years. At the same time, the diversity of America will increase dramatically as more immigrants arrive in the United States to fill the labor gap left by the Baby Boomers and second and third generations of immigrants become integrated into American society. These immigrants will be much more likely than previous immigrants to preserve their language and culture while integrating themselves into the larger society. Elementary and secondary schools will be at the leading edge of these demographic and social changes.

### ***Retiring Boomers Yield to Pragmatic Gen Xers and Diverse Millennials***

The U.S. population is aging rapidly due to the large population of Baby Boomers. Currently, about 7.9% of the U.S. population is over the age of 65. By 2021, about 16.9% will be over 65.<sup>1</sup> The nation's schools are particularly vulnerable to this demographic shift. Waves of hiring in the 1960s and 1970s mean Baby Boomers are the largest proportion of many school faculties. Over 37% of teachers were over the age of fifty in 2001.<sup>2</sup> This compares starkly with the roughly 25% that Baby Boomers represent in the overall working age population.<sup>3</sup>

Their replacements will come from Generation X and the Millennials (also called Generation Y). Generation X teachers will be the top candidates for leadership positions. Typically more pragmatic than their predecessors, they will strive to maintain more balance between their work and personal lives. As school principals, they are much more likely to focus on the details of management and are much more comfortable delegating authority. They are more transparent in their management style and are more likely to come to decisions quickly.

---

<sup>1</sup> US Census Bureau. (2000) *Projections of the Resident Population by Age, Sex, Race, and Hispanic Origin: 1999 to 2100*. Retrieved 10/2/2006 at <http://www.census.gov/population/www/projections/natdet-D1A.html>

<sup>2</sup> National Education Association. (2003). *Status of the American Public School Teacher: 2000 to 2001*. Retrieved 10/10/2006 at <http://www.nea.org/edstats/images/status.pdf>.

<sup>3</sup> Calculated as a percentage of 50 to 65 year olds to the total population of 18 to 65 year olds. US Census Bureau. (2000) *Projections of the Resident Population by Age, Sex, Race, and Hispanic Origin: 1999 to 2100*. Retrieved 10/2/2006 at <http://www.census.gov/population/www/projections/natdet-D1A.html>

Millennials will make up a larger proportion of both teachers and parents of elementary and middle school children. Heavily influenced by increased immigration and internationalism in the 1990s, they tend to be more open to and accepting of ethnic and cultural differences. They are also the first generation to be fully immersed in information and communication technology during their youth. They are the first generation of “digital natives” to integrate this new technology into their work and personal lives. The teachers of the Millennial Generation will provide an important bridge between traditional pedagogy and new learning technologies. As the first generation to grow up with extensive experience in team learning, they will also be much more comfortable with collaborating with students and colleagues.

As baby boomers enter their retirement years, the U.S. may turn to increased immigration to fill anticipated labor shortages in many occupations. These immigrants will bring new elements into America’s cultural stew. They will be much more likely than previous immigrants to preserve their language and distinctive cultures. They also will take advantage of increased global mobility and communications to stay connected with their native lands.

#### **Implications for Schools & the Principalsip:**

- Recruitment and training of new personnel will be a priority for principals and schools.
- Accepted group norms about successful leadership and teaching will shift to reflect the values of Generation X and the Millennials.

#### **Important Questions about the Future:**

1. How will principals staff and train teachers to assure that students have quality teachers if these retirements lead to anticipated teacher shortages over the next 10 to 15 years?
2. Will there be an adequate candidate pool to become leaders of schools?
3. Will immigrants be a growing source of employees for schools in professional and supporting jobs?

### ***A Nation of Majority-Minority Schools with Changing Needs***

Students in 2021 will be the most diverse group ever seen in the nation’s history. By 2021, 44.7% of children will be ethnic or racial minorities.<sup>4</sup> Minority-majority schools will become the rule rather than the exception for public schools. The enrollment of white students in public schools has shrunk by more than 22% over the last 22 years while the number of minority students, especially Hispanics, has

---

<sup>4</sup> US Census Bureau (2000) *Projections of the Resident Population by Age, Sex, Race, and Hispanic Origin: 1999 to 2100*. Retrieved 10/2/2006 at <http://www.census.gov/population/www/projections/natdet-D1A.html>

jumped. In 2004, Hispanic students represented 19% of public school enrollment.<sup>5</sup>

The dispersion of the immigrant Hispanic population throughout the U.S. is increasing. While a significant proportion of this population remains concentrated in the West, the enrollment of Hispanic students has been increasing steadily in a number of states in the Midwest and “Deep South.”<sup>6</sup> Minority enrollment has already surpassed white enrollment in the West. This trend will expand over the next fourteen years to include almost all urban areas, most suburban areas, and many rural communities.

Schools will have to reconcile a wider range in parents’ academic values and expectations, prior education levels, and dominant language(s) spoken at home. Principals and teachers must be more culturally attuned to this emergent multicultural school environment. Parents of white and Asian students are more likely to expect education to be oriented around academic accomplishment, skill acquisition, efficiency and individuality. The percentage of Hispanic and African American parents who have completed high school or better is 60% and 80% respectively.<sup>7</sup> Asian, Hispanic and Latino parents also believe education should reinforce the values of being well-mannered, clean, and respectful. These cultural values are also shared amongst black (Dominican, Haitian, Jamaican and African American) families. Hispanic and African American families want to see the authoritative role that principals and teachers play in schools extended into their communities.<sup>8</sup>

As immigrant families become more politically active in their communities as taxpaying citizens, they are likely to make emboldened demands for civil rights and privileges, including access to quality education. However, school districts can expect to find it increasingly difficult to convince local residents, including retiring Baby Boomers, to support tax increases and bond referendums to enhance educational opportunity. School leaders will need to find ways of encouraging multicultural parents toward more civic participation and involvement in school board meetings and elections.<sup>9</sup>

### **Implications for Schools & the Principalship:**

- Schools are likely to be more diverse than most other sectors of society, putting schools in the forefront of societal change.

---

<sup>5</sup> National Center for Education Statistics. (2006). *Condition of Education 2006*. US Department of Education. Note: Enrollment of Hispanics surpassed Blacks in 2002. Retrieved 10/13/2006 at <http://nces.ed.gov/pubs2006/2006072.pdf>

<sup>6</sup> National Center for Education Statistics. (2006). *Condition of Education 2006*. US Department of Education. Retrieved 10/13/2006 at <http://nces.ed.gov/pubs2006/2006072.pdf>

<sup>7</sup> Ibid.

<sup>8</sup> Woodrum, Arlie. *Culture in Educational Administration: Competing Values and Expectations*. Paper presented to the annual meeting of the American Educational Research Association (New Orleans, LA., April 1-5, 2002).

<sup>9</sup> Retrieved 10/15/2006 at <http://www.givekidsgoodschools.org/>

- Principals and school personnel will need greater multicultural awareness.
- The political constituency for public support for education will increasingly be multicultural.

**Important Questions about the Future:**

1. How do schools adjust to more than 300 million people with a diversity of faiths, beliefs and cultures?
2. Will these majority-minority schools of the future create new divisions of haves and have nots within the American educational system?

***English Proficiency a Growing Early Education Challenge***

The number of students requiring English as a second language (ESL) will increase and continue to be a challenge for educators. To communicate with ESL students, their parents and communities, principals and teachers will need bilingual skills, good access to translation services and greater cultural awareness.

School administrators and educators without ESL training often mistakenly assume that students who have mastered conversational language skills have also mastered academic English. The language skills required in day-to-day social interactions can take as little as six months to two years to acquire. Second language students need additional training to master the more cognitively demanding skills of comparison, synthesis, classification, evaluation and inference. To acquire this level of proficiency usually requires 5-7 years; however, in cases where a student has had no prior schooling or support in language development, it could take as long as 7-10 years for them to catch up to their peers.<sup>10</sup> Elementary schools must be the leaders in ESL, because the earlier students can gain academic English proficiency the sooner they will benefit from their educational experience.

The cost of providing these programs is likely to be quite substantial. While some federal support for the expanded provision of ESL programs may be sourced through the No Child Left Behind initiative, the bulk of the burden will likely fall on state and local communities. Western, Midwestern and Southern states with their growing immigrant populations will be most affected by this funding challenge.

---

<sup>10</sup> Thomas, W.P., & Collier, V.P. (1995). *Language minority student achievement and program effectiveness*. Quoted in Collier, V.P. (1995). *Acquiring a Second Language for School*. National Clearinghouse for Bilingual Education Vol. 1, No. 4, Fall 1995. Retrieved 11/14/06 at <http://www.ncela.gwu.edu/pubs/directions/04.htm>

**Implications for Schools & the Principalship:**

- Teachers and principals will need ESL training and either be bilingual or have good access to translation services.
- Efforts to create English proficiency will target early elementary school classrooms.

**Important Questions for the Future:**

1. Should dual language education be made available to ESL students to enhance their first language proficiency and to English speakers to help them acquire a second language?
2. How open will Americans be to accommodating other languages and welcoming other cultures within its core social institutions and public services?

**Digital Technologies Open Schools to New Capabilities**

With technology, one trend is constant: technology improves in functionality while decreasing in cost. The cost of hardware has decreased significantly over the last ten years while the processing power has increased dramatically. Software costs have also declined in real terms while utility has increased. These trends are likely to continue to decrease the cost and increase the functionality of digital learning technologies. Learning technologies now found only in the most technically-savvy organizations will diffuse into schools while new capabilities will come to the fore.

***Students Connect to Interactive Learning Stations***

In fourteen years, interactive learning stations will become commonplace in most classrooms. These stations will combine digital whiteboards, digital cameras and wireless broadband to create a completely digital teaching experience. The digital whiteboard can store notes and presentations ahead of time and can also digitally record handwritten notes for later use. Newer schools will likely include built-in wall space for these technologies, much as new classrooms currently come equipped with standard whiteboards.

Digital video will record classroom experiences for later replay by students as study aides. Parents will be able to observe classroom instruction in real time by watching streaming video of classrooms. Teachers will be able to use digital video for self-evaluation and to share best practices. Principals will be able to use digital video for staff performance reviews. Since the technology will be unobtrusive, they will be able to view staff performance without disrupting the class.

Wireless broadband will enable easy internet access and can connect with personal computing devices to upload and download presentations and assignments. Textbooks will be largely replaced with digital texts in many subjects, providing some marginal cost savings for all digital schools.

Improvements in personal computing will make it possible for many school districts to offer low cost personal computers to students within the next five to ten years. These laptops will be very inexpensive (under \$250), fully capable machines with wireless broadband access. Models will be designed specifically for elementary and middle schools with extra protective casing to prevent against accidents.

Two of the key challenges will be lowering the cost of display technology and developing long lasting batteries to allow children to learn throughout the day without frequent recharging. MIT is currently working on \$100 laptops for school children in the developing world and many of the technologies they develop will likely be imitated by computer companies to create affordable laptops for the large school market in the United States.<sup>11</sup> Even at \$100 a laptop, the cost will be a significant barrier for low income students. Even worse, low income students will likely attend schools who are the least able to afford to buy and maintain a supply of laptops for their children.

#### **Implications for Schools & the Principalsip:**

- Staff will have a tremendous need for training and instructional development time to maximize these technologies.
- Even as costs come down for these technologies, schools will continue to struggle with the level of investment required to keep pace.

#### **Important Questions for the Future:**

1. Will textbooks be replaced with a wireless learning environment?
2. Will schools be able to avoid the potential for increasing the digital divide as it takes on an even more central role in a quality education?

### ***Online Communities and Games Engage Students and Parents***

Another area of technological development is the growth of online communities where children, teens and adults share ideas, digital media and play games. Eighty-seven percent of teens use the internet with more than half of those using the internet daily. More than one-half of teens have created digital media content and a third have shared their personal creations online.<sup>12</sup> Many of these

---

<sup>11</sup> Fahrenthold, DA (2005, November 16) MIT Is Crafting Cheap -- But Invaluable – Laptops. *The Washington Post*. Retrieved 10/10/2006 at <http://www.washingtonpost.com/wp-dyn/content/article/2005/11/15/AR2005111501546.html>

<sup>12</sup> Examples of digital media content include blogs and web pages or sharing personal content such as photos, videos, artwork or stories.

interactions go beyond playing games and sharing information; they are participatory cultures where teens interact with other teens and adults. These cultures require new social skills and cultural competencies.<sup>13</sup> As these communities extend their appeal to younger cohorts, elementary and middle school children will follow teens into these online communities as surely as they have been early adopters of other aspects of teen culture.

Games and simulations will become a more important part of education over the next 14 years.<sup>14</sup> Over eighty percent of teens who use the internet also use the internet to play games.<sup>15</sup> The gaming industry has embraced this idea of “serious play” and is creating games to accelerate knowledge and skill acquisition for both adults and children. Many games can be used to build skills in children. They are especially effective in expanding vocabulary and improving mental agility. Educational games can also help special needs children build up spatial abilities and basic skills.

Within the next five years many schools will offer interactive online portals for parents and students. Parents will be able to access the interactive portal to check on grades as they are entered by teachers, view outstanding homework assignments, digitally sign parental consent forms and enter dates that their child will be absent. They will also be able to synchronize their electronic calendars with the school’s calendars so that their child’s latest soccer games are always current. Students and teachers will also be able to create or link their personal web pages or social networking accounts to the system.

Both parents and teachers will be able to digitally access study notes, digital recordings of lessons and electronic text to prepare for the latest midterm. Audio and visual lessons for foreign languages, music classes and art classes will make homework a more stimulating and interactive experience. Schools could also upload learning games that students can play in their free time for extra credit.

Most of the architecture for online portals for schools will be outsourced to companies or created on a district wide basis to lower costs. Still, significant time will be required by school staff to update and maintain the content on the portals. Over the next five to ten years this will be a significant barrier to schools with high numbers of immigrant children since they will have to translate much of their

---

Pew Internet and American Life Project (2005) Teen Content Creators and Consumers. Retrieved 11/10/2006 at [http://www.pewinternet.org/pdfs/PIP\\_Teens\\_Content\\_Creation.pdf](http://www.pewinternet.org/pdfs/PIP_Teens_Content_Creation.pdf)

<sup>13</sup> Jenkins, H et. al. (2006) Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. *The MacArthur Foundation*. Retrieved online 11/10/2006 at [http://www.digitalllearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS\\_WHITE\\_PAPER.PDF](http://www.digitalllearning.macfound.org/atf/cf/%7B7E45C7E0-A3E0-4B89-AC9C-E807E1B0AE4E%7D/JENKINS_WHITE_PAPER.PDF)

<sup>14</sup> Deubel, P. (2006, January) Game On! *T.H.E. Journal*. Retrieved 1/1/2006 at <http://www.thejournal.com/articles/17788>

<sup>15</sup> Pew Internet and American Life Project (2005) Teens and Technology. Retrieved 11/10/2006 at [http://www.pewinternet.org/pdfs/PIP\\_Teens\\_Tech\\_July2005web.pdf](http://www.pewinternet.org/pdfs/PIP_Teens_Tech_July2005web.pdf)

content for parents who do not speak English. Within ten to fifteen years, auto translation software will make this process much easier and many portals will enable parents to auto translate content for a handful of common languages.

**Implications for Schools & the Principalship:**

- Students will have greater access to external digital resources that will test the limits of today's internet policies and information literacy.
- Student and parent engagement will be enhanced through more immediate and interactive communications.

**Important Questions for the Future:**

1. Will there be schools in the future or will students study from home via websites and webcams?
2. Could these online school portals strengthen the capacity of parents to play a more active and informed role in educating their children?

***Technology Expedites School Operations***

Handheld computers will improve in function and performance while decreasing in cost. Within 14 years, it will be common for all employees to have access to handheld computers either as personal devices or on loan from the school. Cell phones will be built into the devices along with broadband connections, cameras and improved input devices. School leaders will use these devices to coordinate school operations, such as automatically updating school calendars and schedules and quickly providing emergency information. Handheld computers will also enable principals and staff to access databases from remote locations which will enable easy work options from outside the office. Database software will also be dramatically improved by knowledge technologies that facilitate use and improvements in the presentation of data.

Digital cameras will improve performance evaluations, provide instant and automatic documentation of events and facilitate the sharing of best practices among staff. Principals will be able to securely view these digital recordings anywhere over their handheld computers. They will also be able to create digital files with digital pictures and video of students, teachers and staff. This will enable substitute teachers as well as new staff to orient quickly to the school.

Larger schools will have dedicated staff to maintain these high technology tools while smaller schools might either pool resources and share staff or outsource maintenance to outside companies. Technology management, or at least managing dedicated staff for technology, will become an important part of a principal's day-to-day activities.

### **Implications for Schools & the Principalsip:**

- School personnel will find it easier to communicate and collaborate using a common digital network.
- Trained and dedicated staff will be needed to support these technologies.

### **Important Questions for the Future:**

1. What persistent operational challenges will be resolved using new communication and productivity technologies?
2. Which aspects of school operations, once digitized, could be cost effectively outsourced to businesses and organizations outside the school?

## **Economic Pressures Squeeze School Budgets**

Over the next fourteen years, education will have difficulty competing for public resources. The retiring Baby Boom generation will place large burdens on the finances of state, local and federal governments. They will also have much more political power to direct spending to their priorities. At the same time, schools will have higher costs to cope with due to advances in technology and the need for more after school and ESL programs. These programs will be needed to address the educational needs of a widening group of low income and immigrant families. It is likely that the gap between the haves and the have-nots in society will grow more pronounced over the next fourteen years, creating difficulties for schools in low income neighborhoods.

### ***Government Faces the Squeeze of Entitlements***

Governments throughout the U.S. are finding it difficult to increase their tax revenues and this condition is likely to get worse as the Baby Boomer generation enters retirement. At the federal level, Social Security and Medicare are projected to consume an unsustainable share of tax revenue. Approximately 6.9 percent of federal income taxes go toward the two programs. By 2020, it is estimated that 26.6% of all federal income taxes will be needed to pay for Social Security and Medicare. By 2030, that number will increase to 49.7%.<sup>16</sup> Longer life spans, improvements in expensive medical technology and an expansion of benefits have made the continued growth of these programs untenable. However, they are extremely difficult to fix politically. While politicians struggle to reform these two programs, funding for every other public program will be under

---

<sup>16</sup> John, DC and Moffit, RE (2006) Medicare and Social Security: Big Entitlement Costs on the Horizon. The Heritage Foundation. Retrieved 12/3/2006 at <http://www.heritage.org/Research/Budget/wm1054.cfm>

pressure. This includes the roughly 9% of funding for education that comes from the federal government.

State and local governments will also be under increasing fiscal pressure. The federal government is likely to shift the burden of federal programs to state and local governments through unfunded mandates. Education, because it is not traditionally funded by the federal government, but is of national concern, is likely to see a dramatic increase in unfunded mandates. These mandates will fall to state and local governments to meet. However, state and local governments will experience their own fiscal crunch at the same time as the federal government.

Over the last twenty years many state and local governments have kept control on wages of public workers by increasing retirement and health benefits. Many of these programs are either under funded or funded through a pay as you go structure similar to Social Security and Medicare. The fiscal crunch seen on the federal level will be repeated in states and municipalities across the nation. The size of the problem is not well known, but will become clearer in 2007 when new accounting rules will require state and local governments to fully account for their future obligations to retirees. Some experts put the size of this fiscal hole just for health spending at \$2 trillion dollars.<sup>17</sup>

At the same time many states and localities are finding resistance to higher taxes to support public schools.<sup>18</sup> A major reason cited for this reluctance is citizens' varied beliefs about the appropriateness of the property taxes they would be required to pay and their growing preference for sending their children to private schools.<sup>19</sup> It is likely that this disconnect will continue as Baby Boomers become a more potent political force. The growth of retirement and restricted age communities will reduce the population base for property taxes and cut off seniors from younger populations in surrounding communities. Unless they feel connected to their local schools they are likely to try to use their political clout to redirect spending to preserve retirement benefits, improve health spending and other items high on their agenda. Schools will need to reach out to become centers of activity within older communities to garner the political support needed to preserve school funding.

#### **Implications for Schools & the Principalsip:**

- Schools and their principals will need to become advocates for education in order to compete for scarce resources.

---

<sup>17</sup> Edwards, C and Gokhale, J. (2006, October 12, 2006) A \$2-Trillion Fiscal Hole. The Cato Institute. Retrieved 12/3/2006 at [http://www.cato.org/pub\\_display.php?pub\\_id=6728](http://www.cato.org/pub_display.php?pub_id=6728)

<sup>18</sup> Cohn, Dana B. *Explaining Varied Willingness to Pay for Elementary and Secondary Public Schools*. The University of Nebraska. 2006.

<sup>19</sup> Cohn, Dana B. *Explaining Varied Willingness to Pay for Elementary and Secondary Public Schools*. The University of Nebraska. 2006.

- Retired Baby Boomers will be a key political demographic and one that is vital for principals to engage in order to secure support for education levies.

### **Important Questions for the Future:**

1. Will the U.S. ever create a funding system that is equitable, ongoing and adequate?
2. How can schools and principals be more effective in garnering political support?
3. Are there programs or partnerships that schools can pursue to keep Baby Boomers engaged with their local schools?

### ***Diverse and Growing Student Body Places Pressure on Finances***

The next four years, through 2010, will be the calm before the storm. School enrollment is expected to moderate over the next four years due to a decline in annual births in the early 1990s. After 2010, the student body is expected to grow significantly. A large segment of this growing student body will be racial and ethnic minorities.<sup>20</sup> Both the growth and diversity of the student body will be due in large part to an increase in the immigration of Hispanic Americans. This growth is expected to place a huge burden on U.S. public schools, especially in the West, Midwest and Southern states.<sup>21</sup>

These funding related issues will become particularly acute for public schools in most minority communities. Minority students are more likely to be drawn from poor communities and thus to attend high poverty schools.<sup>22</sup> Consequently, a higher percentage of black, Hispanic and American Indian students are enrolled in school lunch programs.<sup>23</sup> Minority children are also more likely to experience educational development challenges and health issues and to be exposed to family problems and other risk factors related to poor performance in school, such as domestic abuse.<sup>24</sup> These issues call for an expansion of education and social programs to address these risk factors, including: Head Start, English as a second language (ESL), remedial classes, school meals, violence prevention and after school activities. However, the inclusion and/or expansion of these

<sup>20</sup> National Center for Education Statistics. (2006). *Condition of Education 2006*. US Department of Education. Retrieved 10/18/2006 at <http://nces.ed.gov/pubs2006/2006072.pdf>

<sup>21</sup> Hodgkinson, HL. (2003). *Leaving Too Many Children Behind*. Institute for Educational Leadership. Retrieved 10/4/2006 at <http://www.iel.org/pubs/manychildren.pdf>

<sup>22</sup> For example, 48% of Black, 49% of Hispanic, and 36% of American Indian 4<sup>th</sup> grade students were enrolled in schools with the highest measure of poverty (schools with more than 75 % of students eligible for free or reduced-price lunch), compared with 5% of White 4<sup>th</sup> grade students.

<sup>23</sup> Roughly 24% of white 4<sup>th</sup> grade students are eligible for student lunch programs compared to 70% of black students, 73% of Hispanic students and 65% of American Indian students.

<sup>24</sup> Hodgkinson, HL. (2003). *Ibid*.

programs will be costly and therefore require sustained political effort and commitment.

Many schools, especially in rural and urban areas, are already in poor shape. While expenditures per pupil have increased roughly 25% from 1990 to 2003,<sup>25</sup> this increase is much less than the inflation rate. The inflation rate for the same period is roughly 43%.<sup>26</sup> Over the last two years, the funding contributed by states has grown while federal and local resources have accounted for less.<sup>27</sup> Federal funding increases have been geared toward specific programs that cater to special needs such as: Title 1 programs for schools in low-income areas; improving teacher quality grants; English language acquisition programs; NCLB programs to improve math and science performance; programs for students with disabilities; and education research.<sup>28</sup>

Overall declines in financial support added to more targeted funds from federal and state governments have left many schools struggling to meet demands for professional development and infrastructure. State and local resources for public education have proven insufficient to cover the current requirements of most public school systems, especially in terms of support for principal and teacher preparation and development programs.<sup>29</sup> Inequities in funding and the low levels of local funding have left many school facilities, especially in low-income areas, in sore need of repair.<sup>30</sup>

#### **Implications for Schools & the Principalsip:**

- Principals will need to pursue funding from alternate sources to meet the demands of a growing and diverse student body.
- Professional development and infrastructure will remain under pressure from tight budgets and the demands of dedicated funding sources.

#### **Important Questions for the Future:**

1. How will the needs of minority, rural and inner city kids be met by schools in the future?
2. How will schools preserve funding for the important, but under funded tasks of professional development and infrastructure?

---

<sup>25</sup> National Center for Education Statistics. (2006). *Condition of Education 2006*. US Department of Education. Retrieved 10/18/2006 at <http://nces.ed.gov/pubs2006/2006072.pdf>

<sup>26</sup> Calculated using the inflation calculator at [www.inflationdata.com](http://www.inflationdata.com)

<sup>27</sup> Retrieved 10/20/2006 at [http://seli.stanford.edu/research/documents/finance\\_policy\\_mid-course.pdf](http://seli.stanford.edu/research/documents/finance_policy_mid-course.pdf)

<sup>28</sup> U.S. Department of Education. *Ten Facts*. Retrieved 10/18/2006 at <http://www.ed.gov/about/overview/fed/10facts/index.html>

<sup>29</sup> Retrieved 10/18/2006 at: [http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/0d/79/70.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/0d/79/70.pdf)

<sup>30</sup> Retrieved 10/20/2006 at [http://seli.stanford.edu/research/documents/finance\\_policy\\_mid-course.pdf](http://seli.stanford.edu/research/documents/finance_policy_mid-course.pdf)

## ***Compensation Changes to Support Talented Teachers and Principals***

Tight finances at the school level will make it difficult for schools to attract and retain the most talented teachers and principals. Education has already seen significant problems in attracting and retaining highly qualified and talented teachers. Since the 1940s the pay for teachers has lagged the pay of other workers with college degrees. The discrepancy was particularly problematic during the 1990s, when a tight labor market increased the demand and pay for college educated workers. The average pay of a teacher is now more than 50 percent less than other workers with at least four years of college.<sup>31</sup>

The teacher shortage is likely to get worse over the next decade. Student enrollments are on the rise, but more than a million veteran teachers are nearing retirement. Many experts predict the U.S. will need more than 2 million new teachers in the next decade.<sup>32</sup> A large part of the problem is the high level of turnover and attrition among new teachers. An alarming number of teachers leave within the first few years of teaching.<sup>33</sup> The problem of teacher shortages and high attrition rates has reached crisis proportions in urban and rural schools, principal positions, teachers of color and in high need subject areas such as special education, math and science.<sup>34</sup>

The next 14 years will increase the demand for college educated workers, especially with math and science skills. Information technology industries will continue to need as many mathematically inclined workers as they can find. Growth in alternative energy technology, industrial technology and finance will also increase demand for workers with math and engineering skills. Biotechnology is seen by many futurists and technologists as the next large growth area in the economy. Much as the internet and information technology boom led to an increasing demand for workers with math and technical skills, the biotechnology area will increase demand for workers with knowledge in both computer and life sciences. This will continue to place pressure on the supply of qualified math and science teachers.

There will be significant shortages of teachers and principals in the West and South and in urban and rural areas where salaries are lower. The West and South will experience shortages due to higher population growth. Low income

---

<sup>31</sup> Hurley, E. (2006) *Teacher Pay 1940–2000: Losing Ground, Losing Status*. National Education Association. Retrieved 12/3/2006 at <http://www.nea.org/edstats/losingground.html>

<sup>32</sup> National Education Association (2006) *Teacher Shortage*. Retrieved 12/3/2006 at <http://www.nea.org/teachershortage/index.html>

<sup>33</sup> National Commission on Teaching and America's Future. (2002) *Unraveling the "Teacher Shortage" Problem: Teacher Retention is the Key*. Retrieved 12/3/2006 at [http://www.nctaf.org/resources/research\\_and\\_reports/nctaf\\_research\\_reports/index.htm](http://www.nctaf.org/resources/research_and_reports/nctaf_research_reports/index.htm)

<sup>34</sup> National Education Association (2006) *Teacher Shortage*. Retrieved 12/3/2006 at <http://www.nea.org/teachershortage/index.html>

schools in rural and urban areas will have the most problems in attracting teaching professionals.<sup>35</sup> Wealthier parents are opting to place their children in private schools and resisting local and statewide efforts to raise more resources through property and other tax increases. Public school systems continue to struggle with inadequate resources to satisfy ever increasing demands for better school facilities and qualified principals and teachers.

The shortages will be most acute for qualified principals. Fewer teachers are choosing to train as principals as these positions are now viewed as having become significantly more stressful while principals' salaries have not increased in tandem with the expanded responsibilities associated with the position. Principals are increasingly being held more accountable for the performance of their students and teachers, while also being required to adhere to a growing number of government regulations. They are also being asked to do more with less funding.

One option is to change the funding structure for teachers and principals. Pay based solely on education and seniority has been largely abandoned in the private sector and is becoming less common in government agencies. Education is one of the few areas where pay for performance has not made significant headway. That is changing as the states are increasingly looking at paying teachers based on talent and student performance. These changes are being led by the help of \$100 million in new federal grants to explore performance based pay systems for teachers and principals that fail to meet NCLB requirements.<sup>36</sup>

Minnesota and Florida are in the forefront of this movement for performance based pay. Governors in at least five states (Alabama, Alaska, Hawaii, Massachusetts and Mississippi) are pushing for similar changes to attract higher quality professionals, fill vacancies in high demand areas and take on tough assignments in the state's worst schools. The plans call for different mixes of performance pay schemes as well as bonuses for tough assignments or improvements in student test scores.

Over the next ten years it is likely that most states will move to performance based pay schemes. These changes will help alleviate the demand for teachers in some high need areas such as math, science, special education, ESL and the principalship. It will also help to attract some of the most talented teachers and principals to the worst performing schools where they are needed the most. However, it is important to remember these changes will likely occur in an era of tight school budgets. Salaries for poor performing teachers and for those working

---

<sup>35</sup> Rubenstein, Ross H. *"School-level Budgeting and Resource Allocation in the Chicago Public Schools: Processes and Results."* New York University. 1997

<sup>36</sup> Peterson, K (2006) *Teacher pay reform challenges states*. Stateline.org. Retrieved 12/3/2006 at <http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=93346>

outside high demand areas will likely stagnate. Supply and demand dynamics will be of particular concern for elementary school teachers and liberal arts teachers in middle schools.

#### **Implications for Schools & the Principalship:**

- Alternative funding will increase both the supply and the cost of hiring teachers in high need areas.
- Schools in low income areas will have additional financial incentives funded through state and federal funds to attract highly talented teachers.
- Teachers, especially math and science teachers, and principals will continue to be paid lower salaries compared to other college educated professionals with similar skills and job responsibilities.

#### **Important Questions for the Future:**

1. Will there be enough principals to fill the vacancies or will principals oversee more than one school?
2. Will there be an adequate candidate pool for school principals?
3. How can educators be encouraged to become principals in the future?

## **Environmental Priorities Impact Schools**

The physical environment in and around schools will change as both environmental and health concerns are raised. The rapid growth of India and China will continue to pressure the worldwide supply of natural resources. Domestic demand for electricity will also continue to grow as the population increases. Increased concern for local air and water quality will force many coal burning power plants to shut down or undergo expensive clean coal conversions. Improved energy efficiency, onsite power generation and green building design will become mandatory for most public and private buildings. Improved environmental stewardship will lead to schools reducing their environmental footprint and enhancing environmental education. Schools and communities will also be drafted into the fight to reduce obesity by creating safe communities that promote physical activity in everyday life.

### ***Schools Become the Center of Environmental Stewardship***

Environmental stewardship will be an important part of school policy over the next 14 years. New technologies will provide solutions to some of our pressing environmental concerns. Improvements in nanotechnology and biotechnology will provide some of the most radical changes within environmental science. Genetic engineering will provide new ways to alter organisms for both food production

and environmental remediation. Nanotechnologies will provide new, more efficient solar panels and longer lasting materials and membranes for filtering water. At the same time they will potentially create new sources of pollution through nano-sized particles in the air and water. Both technologies will be used in new monitors for detecting chemicals in the environment and in biochips for analyzing these chemicals for potential harmful effects. These technologies will likely improve enough to enable middle and high school students to cheaply and easily monitor their communities for toxic chemicals.

However, technology alone will not prevent environmental warming or the collapse of sensitive ecological systems. Everyone will need to be good stewards of the environment and reduce their ecological footprint by conserving energy, eating more sustainable products and recycling waste. As part of educating the whole child, elementary and secondary schools will be important centers for teaching the principles of environmental stewardship. Part of this teaching process will be reconnecting children to the environment and the community. To this end, environmental education will require more than just an introduction to environmental science, but opportunities for students to get outside the classroom and experience their environment directly.

Schools have the opportunity to become the center of environmental stewardship for the community. Schools have traditionally played a role in environmental stewardship through service learning. With advances in wireless broadband, environmental monitoring technologies and powerful analytic software, students will be able to connect environmental science with stewardship in their local communities.

#### **Implications for Schools & the Principalsip:**

- There will be more opportunities to combine teaching environmental science with hands-on experiences in local communities.
- Both the promise and peril of new technologies will be an important part of teaching environmental stewardship.

#### **Important Questions for the Future:**

1. Do schools have an obligation to participate in improving the environment in their local communities?
2. Can schools expand their efforts to teach environmental stewardship while still meeting their basic educational mandate?

### ***Children Learn in Green Buildings***

By 2015, almost all new schools will be green buildings and many will incorporate onsite renewable energy generation. This will be due less to political pressure from environmental groups than cold economic calculus as state governments seek to maximize their return on investment by reducing waste and improving

efficiency. Higher energy costs will make it cheaper in the long run to build energy efficiency and renewable energy generation into new buildings.

Green building design is influencing the design and structure of both public and private buildings. A handful of standard-setting organizations, such as the LEED green building rating system<sup>37</sup>, are developing voluntary certification for buildings that reduce the environmental impact of a building through its entire lifetime. While these buildings can cost more upfront, they can often make back that initial investment through improved energy and water efficiency, reduced maintenance costs and a healthier and more productive workforce. For example, the California Energy Commission estimates that existing schools could cut energy costs by 15 to 20% and new schools can cut energy costs by 20 to 40% by installing energy improvements.<sup>38</sup> Included in many green buildings are innovative ways to use natural light, increase airflow and promote everyday exercise. These simple changes could make a large difference in improving the morale and productivity of both teachers and students.

State governments are taking the lead in promoting green technologies and buildings. For example, California has been active in promoting renewable energy and energy efficiency in schools. California just completed its solar schools program which enabled 31 schools to purchase and install solar systems.<sup>39</sup> Washington State is the first state in the nation to support green buildings with legislation. The 2005 legislation requires all major public agency facilities exceeding 5,000 square feet, including school buildings receiving state funding, to meet the Green Building Council's Leadership in Energy and Environmental Design (LEED) standards.<sup>40</sup> States are also enacting legislation to make it easier to install renewable energy inside buildings and even sell that renewable energy back to the grid.

#### **Implications for Schools & the Principalship:**

- Better use of natural sunlight and ventilation in green buildings will have an intangible though significant impact on student and teacher productivity and morale.

---

<sup>37</sup> LEED stands for Leadership in Energy and Environmental Design. While there are other green building certification systems, LEED is on track to become the gold standard. For example, the U.S. General Services Administration (GSA) has reported that LEED is the most credible of the five major green building rating systems. The Green Building Council runs the program and offers certification for almost all types of buildings and offers accreditation for architecture, engineering and construction professionals.

<sup>38</sup> California Energy Commission (2006) Energy Choices at School. Retrieved 11/20/2006 at <http://www.consumerenergycenter.org/school/>

<sup>39</sup> California Energy Commission (2006) New Information About the Solar Schools Program. Retrieved 11/10/2006 at <http://www.consumerenergycenter.org/school/solar-school.html>

<sup>40</sup> Renewable Energy Access (2005, April) Washington State Law Mandates Green Building. Retrieved 11/10/2006 at <http://www.renewableenergyaccess.com/rea/news/story?id=25765>

- Principals, especially principals inside new buildings, will have lower operating costs and new opportunities for supplemental income by selling alternative energy back to the grid.

### **Important Questions for the Future:**

1. Will the higher upfront building costs for green buildings translate into fewer new schools?
2. Will private schools take the lead in switching to green buildings?

## ***Schools Teach Healthy Living***

During the last two decades, childhood obesity has become a large and growing problem in our nation's schools. Over 25% of children in the US are overweight and another 11% are obese.<sup>41</sup> Obesity in childhood causes a wide range of serious complications from heart disease to diabetes and increases the risk of premature illness and death later in life. Overweight children are also at a higher risk of depression and other mental disorders.<sup>42</sup> The problem of childhood obesity can be directly linked to adverse changes in the physical environment.

Prevention is the key to controlling obesity. The risk of complications for obesity increase the longer someone is overweight or obese. Eating and exercise habits are set early and weight loss during adulthood is much more difficult than in childhood. To prevent an epidemic of cardiovascular disease, diabetes and other chronic diseases over the next twenty years, action needs to be taken now to prevent obesity.

Schools have to be the focal point for influencing the food and physical activity environments of children. Physical activity is one of the most important aspects of improving the health of children. Schools need to provide more opportunities for children to exercise which include daily physical education and health education. Schools also need to facilitate daily exercise by having free time for exercise and safe facilities and open spaces for physical activity. Healthy eating environments are also vital to preventing obesity. Students need to eat more healthy fruits and vegetables and less empty calories such as carbonated soft drinks. While these solutions seem straightforward, they are not easy to implement.

Studies have shown that students rarely meet the federal guidelines for either physical activity or good nutrition. A Centers for Disease Control study found that fewer than 10% of the nation's elementary, middle and high schools offer daily

---

<sup>41</sup> Dehghan, M., Akhtar-Danesh, N and Merchant, AT (2005) *Childhood Obesity, Prevalence and Prevention*. Nutrition Journal 2005, 4:24

<sup>42</sup> Daniels, SR, Arnett, DK, Eckel, RH, Gidding, SS, Hayman, LL, Kumanyika, S, Robinson, TN, Scott, BJ, St Jeor, S and Williams, CL: (2005) *Overweight in Children and Adolescents: Pathophysiology, Consequences, Prevention, and Treatment*. Circulation: 111:1999-2012.

physical exercise.<sup>43</sup> Schools are under pressure to meet stringent educational goals while receiving less funding to meet these challenges. Physical education often takes a back seat as schools focus on improving test scores.

Extremely powerful corporations are involved in the provision of school lunches and their lobbying power is significant. They ensure that schools are open to their products and the federal government purchases food from their members that are then redistributed to schools.<sup>44</sup> Schools also depend on the revenue from vending machines for supplemental income.

Major food companies have come under fire in court for contributing to the poor health of children. McDonalds was the recent target of an unsuccessful lawsuit claiming the company was responsible for the poor health of two obese girls aged 19 and 14 with heart disease, diabetes, high blood pressure and elevated cholesterol.<sup>45</sup> The Centers for Science in the Public Interest recently dropped a lawsuit against soft drink companies after former President Clinton brokered a deal to eliminate soft drink sales in schools and reduce serving sizes and cap the calories of other drinks.<sup>46</sup> These are opening shots in what is likely to be a long and arduous battle between child health advocates, legislators and large food companies.

#### **Implications for Schools & the Principalship:**

- Principals as a profession will need to become involved in the debate over school nutrition.
- Principals and other school administrators might become involved in legal cases brought against food and beverage companies.

#### **Important Questions for the Future:**

1. What is the obligation of the school to improve the health of its students?
2. Where will schools find the resources to improve physical education and nutrition?

---

<sup>43</sup> Haskins, R. (2005) *The School Lunch Lobby*. Education Next. Retrieved 12/3/2006 at <http://www.hoover.org/publications/ednext/3219311.html>

<sup>44</sup> Ibid.

<sup>45</sup> Wald, J. (2003) *McDonald's Obesity Suit Tossed*. CNN.com. Retrieved 12/3/2006 at <http://money.cnn.com/2003/01/22/news/companies/mcdonalds/index.htm>

<sup>46</sup> Centers for Science in the Public Interest (Press Release). Retrieved 12/3/2006 at <http://www.cspinet.org/new/200605031.html>

## **Political Control of Schools Shifts from School Districts**

Local school district control of public schools will erode over the next 14 years as the federal and state governments continue to press for national standards and school accountability. Parents will increase their sense of control by exercising their option to enroll their children in private, charter, magnet and alternative schools. This creates an interesting dynamic where the power of school policy is taken from the middle (school districts) and transferred upward to state and federal government and downward to parents and principals through increased choice. Principals will realize greater autonomy as they align with parents to operate schools that can attract students and meet national performance standards.

### ***No Child Left Behind Continues to Dominate School Policy***

No Child Left Behind will likely see significant changes and improvements over the next fourteen years. The first comprehensive testing scores since NCLB was enacted show little improvement in math and reading scores for fourth and eighth graders.<sup>47</sup> Critics of this attempt to enforce national standards feel the law's requirements are intrusive and force cuts in areas outside of reading, writing and math. They also believe that NCLB creates a system of incentives and penalties that invite manipulation of test results. Some schools and school districts have been shown to exclude minorities or other groups and have employed creative reclassification of drop-outs (to reduce unfavorable statistics).<sup>48</sup> NCLB lacks adequate funding to help underperforming schools meet national requirements. Schools face a system of escalating penalties for failing to meet testing targets yet they are denied the resources necessary to remedy problems detected by testing.

At the state level there has been significant backlash against the requirements of NCLB. States such as Utah, Colorado and Connecticut have challenged the law through state legislation and legal action. It is probable that more states will join in as the more stringent requirements of NCLB take effect in 2006.<sup>49</sup> Much of the state opposition stems from unfunded mandates, the rigidity of the law and the intrusion of federal power.

Shifting control of Congress in 2007 from Republicans to Democrats will not mean NCLB will be rolled back. Despite widespread criticism of the law, NCLB is the product of bipartisan education policy. Democratic Senator Edward Kennedy,

---

<sup>47</sup> Romano, L. (2005, Oct. 20<sup>th</sup>). Test Scores Move Little in Math, Reading: Improvement Appears Slight Since No Child Left Behind. *The Washington Post*, p. A03.

<sup>48</sup> Haney, WM (2006) Evidence on Education under NCLB (and How Florida Boosted NAEP Scores and Reduced the Race Gap) Center for the Study of Testing, Evaluation and Education Policy. Retrieved 11/11/2006 at <http://www.bc.edu/research/nbetpp/statements/nbr6.pdf>

<sup>49</sup> <http://www.nclbgrassroots.org/landscape.php#>

cosponsor of the original legislation, and other Democrats have announced plans to improve the law and fund its provisions. If the law can be fixed and more flexibly applied, new funding will appease the states despite the strings that may come attached. Accountability for performance is an equally potent political issue at the state level.

#### **Implications for Schools & the Principalsip:**

- NCLB will continue to place an emphasis on testing and standards-based education.
- Schools failing to show adequate yearly progress will lose the credibility and public support necessary to lay claim to local control.

#### **Important Questions for the Future:**

1. Will there be a continued shift from state and local control to federal control that culminates in a national curriculum?
2. Will national standards expand to address school performance issues beyond assuring that students acquire basic skills?

### ***School Choice Favors More Parental Control***

No Child Left Behind facilitates school choice to help students leave failing schools. Any student whose school does not make adequate yearly progress for two consecutive years or is persistently dangerous has the option to transfer to another public school in the district. During the 2003-04 school year, approximately 38,000 students took advantage of this option.<sup>50</sup> Combined with these federal changes are increased federal, state and local funding for school choice programs and different types of schools. Vouchers and tuition tax credits for private and parochial school tuition are a particularly controversial form of school choice. Milwaukee, Cleveland, Florida and Washington, D.C. have voucher programs.

These policy changes are expanding the types and number of school choices available, such as magnet schools, alternative schools, dual enrollment programs and charter schools. Charter schools have been a particularly fast growing area of education. In 15 years, the number of charter schools grew from two in Minnesota to 4,000 in 40 states and the District of Columbia in 2006.<sup>51</sup> More than one third of those schools have been open for three years or less.<sup>52</sup> Alternative schools, which focus on at-risk children, have grown as well. They

---

<sup>50</sup> Office of Innovation and Improvement. (2006). Helping Families By Supporting and Expanding School Choice. US Department of Education. Retrieved 10/24/2006 at <http://www.ed.gov/nclb/choice/schools/choicefacts.html>.

<sup>51</sup> Center for Education Reform. (2006). National Charter School Data: New School Estimates 2006-2007. Retrieved 10/24/2006 at [http://www.edreform.com/upload/CER\\_charter\\_numbers.pdf](http://www.edreform.com/upload/CER_charter_numbers.pdf)

<sup>52</sup> National Education Association (2006) Charter Schools. Retrieved 10/4/2006 at <http://www.nea.org/charter/index.html>

are now found in approximately 39% of public school districts. These schools and programs serve approximately 613,000 at-risk students.<sup>53</sup>

The effectiveness of these charter schools has been debated since 2004.<sup>54</sup> Studies indicate that charter schools have lower scores in reading and math than public schools, although charter schools affiliated with a public school district did not have a significant difference in test scores.<sup>55</sup> Proponents of charter schools point out that weak laws and funding inequities in many states doom many charter schools to early failure.<sup>56</sup>

As more parents exercise school choice, principals of public schools find that like their private school counterparts they must market their schools to prospective students. In this open market, school leadership can become an important differentiator for selective parents. Parents choosing a school often feel they have more ownership in key school decisions. Principals and parents will become allies in assuring that their school's brand has value in the marketplace.

#### **Implications for Schools & the Principalship:**

- Principals will be involved in creating and marketing a distinctive brand for their schools.
- Charter schools are competing effectively as an alternative to public schools.

#### **Important Questions for the Future:**

1. Will school choice increase the gap between the poor and wealthy?
2. Will charter schools succeed as a middle way alternative to public and private schools?

## **Schools Serve Society's Changing Values**

Schools, especially public schools, are established not only to serve the individual, but also the larger society. How will social values change over the next 14 years? Throughout history, American society has expected schools to create productive citizens. Because too many schools failed to give students the basic

---

<sup>53</sup> National Center for Education Statistics. (2003). Contexts of Elementary and Secondary Education. US Department of Education. Retrieved 10/24/2006 at <http://nces.ed.gov/programs/coe/2003/section4/indicator27.asp>

<sup>54</sup> Carnoy, M., Jacobsen, Mishel, L., and Rothstein R. (2005) *The Charter School Dust-Up: Examining the Evidence on Enrollment and Achievement*. The Economic Policy Institute.

<sup>55</sup> National Center of Education Statistics (2006) *A Closer Look at Charter Schools Using Hierarchical Linear Modeling*. US Department of Education. NCES 2006-460. Retrieved 8/4/2006 at <http://nces.ed.gov/nationsreportcard/pdf/studies/2006460.pdf>

<sup>56</sup> Center for Education Reform. (2006). Charter Schools Today: Changing the Face of Education. Retrieved 10/24/2006 at [http://www.edreform.com/upload/charter\\_school\\_laws.pdf](http://www.edreform.com/upload/charter_school_laws.pdf)

skills to become productive, policymakers are holding schools accountable through No Child Left Behind and similar laws. They used school choice as an instrument of reform, because Americans value choice as an expression of individual freedom and consumer preference. These accountability laws make significant data available to a public that expects greater transparency about how corporations and public institutions are performing. This data also exposes the inequities that undermine well-functioning democratic societies. Americans understand that democracies require citizens that think critically, exhibit sound character, and have a social conscience. In time, the pendulum is likely to swing back to valuing educating the whole child as Americans rediscover that human potential in all its varied forms is essential to both a strong economy and a successful society.

### ***NCLB Reflects Public Preference for Accountability and Choice***

No Child Left Behind combines two powerful social values, accountability and choice, into an instrument for school reform. NCLB uses testing to hold schools accountable for their students acquiring basic skills. After witnessing a number of high profile cases of fraud and failure in public institutions and corporations, the public now demands greater transparency. NCLB is quite often criticized for its emphasis on high stakes testing, but the public today seeks assurance where stakes are high and the trust is low. Educators and politicians who try to game where they set state proficiency levels may find this tactic ultimately backfires. When the public discovers the discrepancy between reported and actual skill levels, their trust in schools will be compromised.

NCLB gives parents of students in poor performing schools the opportunity to transfer to another school. Many Americans are smart consumers who use information to their advantage in the marketplace. In making test results very public, this policy is designed to provide “consumer information” for those choosing a school for their child.

Evidence of the effectiveness of competition in improving educational outcomes is mixed. While some have argued that public schools tend to respond constructively to the introduction to school choice<sup>57</sup> others have found little evidence of improvement brought about by competition among schools<sup>58</sup>.

While the efficacy of charter and magnet schools is regularly questioned, there can be little doubt of their popularity. School choice draws its popularity from American consumer preferences for personalization. Mass customization made this freedom of choice possible in products and services. A proliferation of

---

<sup>57</sup> Hoxby, C. (2003). School Choice and School Competition: Evidence from the United States. *Swedish Economic Policy Review* 10:13-67

<sup>58</sup> Teske, P. Schneider, M. and Clark, S. (2003) Does Charter School Competition Improve Traditional Schools? *Civic Report* retrieved 10/21/06 at [http://www.manhattan-institute.org/html/cr\\_10.htm](http://www.manhattan-institute.org/html/cr_10.htm)

schooling alternatives, including local franchises of national organizations and locally inspired innovations, satisfies a similar desire for consumer choice in schools.

**Implications for Schools & the Principalsip:**

- The public will maintain its interest in testing as a measure of accountability.
- Parents will expect to see their personal preferences reflected in the schools they choose.

**Important Questions for the Future:**

1. Can trust be sufficiently restored to make high stakes testing unnecessary?
2. In a consumer society where people can pursue their personal preferences, how can schools also provide for the common good?

***Democracy Demands Educational Equity for the Whole Child***

Over the next five to ten years, No Child Left Behind and school accountability laws will draw attention to the plight of poor and minority students in failing schools. Using the vast amount of data available, educators and policymakers will agree on the level of effort required to achieve equity. Problems outside of the scope of standardization still impact standardized results. Poverty and the recent epidemic of childhood obesity, for example, almost certainly have health effects which impact academics. This will lead to increased funding for after school activities, extended year programs and improvements in the life conditions of students.

Educational philosophy has oscillated between the ‘back to basics movement’ found in NCLB and a ‘whole child’ approach. Educating the whole child, as a contemporary educational movement, has been loosely defined as exposure to opportunities for academic development, social development, personal development and vocational development<sup>59</sup> all while meeting children’s emotional and physical needs<sup>60</sup>. The moral and emotional development of children is important to society as a whole and vital to a democracy.

Effective parenting factors heavily into school readiness and academic success. Studies show that middle and upper class parents provide a much richer learning environment, positive encouragement and other social conditioning for their

---

<sup>59</sup> Association for Supervision and Curriculum Development. 2004. ASCD 2004 Adopted Positions: The Whole Child. Alexandria, VA. Retrieved Oct 25, 2006 from <http://www.ascd.org/portal/site/ascd/menuitem.1f07a81af3aa4bb6dd1b2110d3108a0c/>

<sup>60</sup> Goodlad, J. (1984). A Place Called School: Prospects for the Future. New York. McGrawHill

children from birth.<sup>61</sup> Pre-K programs are vital in helping mitigate this advantage. Involved parents help reinforce what schools teach and extend the learning experience beyond the school day. This involvement can be difficult for today's time-pressured working families. Many parents today feel they must offer their children a blur of enrichment opportunities and rush their children through an over-scheduled childhood.

Educators may find businesses become allies in their campaign to promote educating the whole child. Increasingly businesses see creativity and innovation as the way to move up the economic value chain from commodities to a knowledge-based economy. Conceptual thinking, artistic creation, and personal empathy are qualities that cannot be automated or easily outsourced.<sup>62</sup>

#### **Implications for Schools & the Principalship:**

- Principals will need to be prepared to engage the challenges of equity with no excuses, effective programs, and compassion.
- With new understanding of what it will take to help failing children, the pendulum will swing from basic skills to educating the whole child.

#### **Important Questions for the Future:**

1. Can principals find the right balance between maintaining the importance of teaching the whole child to be a productive, caring and thoughtful citizen and creating a skills-based learning environment?
2. Are schools the best places to deliver society's corrective action plans?
3. Will school staff supply parenting oversight for each unique situation to enable students to excel?

---

<sup>61</sup> Tough, Paul. *What It Will Really Take to Close the Education Gap*. The New York Times Magazine, November 26, 2006.

<sup>62</sup> Pink, Daniel. *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. Riverhead Hardcover, 2005.