

## CHART OF THEORISTS

<b>Bolman and Deal</b>	Organizational Frames <ul style="list-style-type: none"> <li>• Political (political scientists)</li> <li>• Structural (sociologists)</li> <li>• Symbolic (anthropological scientists)</li> <li>• Human Resources (psychologists)</li> </ul>
<b>Carlson</b>	Frames
<b>Colen</b>	Functional Community
<b>Collins</b>	Level 5 Leadership; First who; Confront the brutal facts; Hedgehog Concept; Culture of Discipline; Technology Accelerators, The Flywheel Concept vs. The Doom Loop; Preserve the Core / Stimulate Progress --- BHAG
<b>Deming</b>	let the data drive the solutions; 20% of problems take 80% of time; 85% of problems have to do with system, 15% have to do with people; toolbox for data analysis (Pareto Charts)
<b>Dunne</b>	see Gardner
<b>Elmore</b>	Loose coupling – “the disconnects” Preparation vs. The Work Isolation vs. Distributed Leadership Volunteerism vs. Sustained Professional Development
<b>Friedman</b>	<i>The World is Flat...</i> Friedman suggests that the world is "flat" in the sense that the competitive playing fields between industrial and emerging market countries are leveling. Ten Flatteners: Collapse of the Berlin Wall; Netscape; Workflow software; Open Sourcing; Outsourcing; Off Shoring; Supply Chaining; Insourcing, In-forming; “The Steroids”
<b>Fullan</b>	1. Moral Purpose 2. Importance of Relationships (supporting people) 3. Understanding Change 4. Knowledge Building and Sharing 5. Coherence
<b>Gardner</b>	Multiple Intelligence, authentic assessments, museums, resonance (meaning); allowing students to come in many windows
<b>Hatch</b>	Talks about all research as being political --- make your ideological stance clear and that you will be looking at the data to try to make a case.
<b>Heifetz</b>	expectations of leaders (direction, protection, orientation to role and place, control conflict, maintenance of norms)
<b>Kaizen</b>	continuous improvement
<b>McRel</b>	effective of bldg. principal on student achievement (19 points)
<b>Metz</b>	Creating innovative responsible learners; magnet schools; constructivist communities
<b>Pfeffer</b>	Distinguishes between authority and power
<b>Popkewitz</b>	<i>The Myth of Educational Reform</i> --- technical, illusory, constructivist
<b>Resnick</b>	Higher Order Thinking Skills (HOTS) & Lower order Thinking Skills (LOTS) ; Education and learning to think
<b>Schein</b>	look at artifacts, basic assumptions, organizational values/beliefs → need to look at all three
<b>Senge</b>	Don’t blame the people blame the system
<b>Sergiovanni</b>	Building Community
<b>Smith</b>	Instructional Themes; interpretive planning; ADC model
<b>Stone (Clarence)</b>	Civic Capacity
<b>Stone (Deborah)</b>	Polis --- Non-linear --- problem More than one truth exists --- strategic representation Politics is values and goals --- Equity, Security, Liberty, Efficiency
<b>Taylor</b>	Clear delineation of authority; Responsibility; Separation of planning from operations; Incentive schemes for workers; Management by exception; Task specialization
<b>Wehlage</b>	Impediments in the school design, bonding, academic engagement