

WE'RE ABOUT...

THE PANASONIC FOUNDATION



THE PANASONIC FOUNDATION

*"Making a positive contribution to the society in which
it operates should be the ultimate goal of every company."
KONOSUKE MATSUSHITA, Founder of Matsushita Electric*

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THE MATSUSHITA FOUNDATION was established in 1984 as a private American philanthropic organization by an endowment from the Matsushita Electric Corporation of America to commemorate the Corporation’s 25th anniversary.

THE FOUNDATION stands as a symbol of the Corporation’s ongoing commitment to the people of the United States.

THE FOUNDATION’S name was changed to the Panasonic Foundation in 1990.

A MESSAGE FROM THE EXECUTIVE DIRECTOR

FEW RESPONSIBILITIES are more important to a nation than the preparation of its youth for full participation in its civic, social, economic, and cultural life. And no institution, aside from the family, is more central to fulfilling that obligation than the school.

UNFORTUNATELY, THE majority of public schools in this country are not up to the task, and those who suffer most are our most disadvantaged: children living in poverty, children whose parents have not received adequate education and are themselves disenfranchised, children who have no parents.

THE ISSUE is not whether our schools are better or worse than they have been in the past. Rather, the issue is that schools have remained essentially the same over the last hundred years, while almost everything else about our society has undergone enormous change, including its demographics. Additionally, because of the social and demographic changes, the demands placed on schools have increased exponentially.

FOR THESE REASONS the Panasonic Foundation has elected to dedicate its resources to the improvement of this nation's public schools, with a specific focus on those serving high percentages of disadvantaged youth.

THIS PUBLICATION describes the Foundation's particular approach to school improvement. It is an approach based firmly in the conviction that all children can learn at high standards if provided appropriate opportunities and adequate resources. It stems from the recognition that schools cannot improve significantly, or in large enough numbers, unless the systems within which they operate undergo comprehensive restructuring.

AND THE APPROACH rests on the belief that all of us—parents, teachers, corporations, and community members—must join as partners to make our schools the best they can be, so that every child receives the education that only a few currently enjoy.

Sophie Sa



WE'RE ABOUT...

"By extending the expertise and knowledge of school district leaders, Panasonic helps create environments within which school-based reform can occur and therefore serves as a major catalyst for systemic change."

DIANA RIGDEN, Council for Basic Education

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THE ULTIMATE GOAL of the Panasonic Foundation is to significantly increase learning for all students. To accomplish this, the Foundation believes it is important to restructure entire systems, rather than simply improve isolated classrooms or individual schools. The reason? Schools are not independent entities; they are parts of local school districts and state systems of education. **Unless these systems transform themselves from bureaucracies that control and impede school-level efforts into organizations that nurture them, individual schools will not improve significantly or in large enough numbers.**

ACCORDINGLY, PANASONIC has entered into partnerships with state departments of education and school districts to equip educators to rethink and reformulate their roles at each level—the state level, the district level, and the level of the school building.

RESTRUCTURING

SYSTEMIC REFORM THROUGH

AT THE STATE LEVEL, education policy makers generally recognize their responsibility to ensure equity and articulate a statewide vision of high standards of student learning. But in their quest to accomplish this, they often end up over-regulating districts and schools by setting up rigid requirements that dictate, for example, how many hours students must spend each day on math, or which textbooks they must use. The effect on districts and schools is to cause them to overemphasize compliance with state mandates at the expense of creatively responding to the different learning needs of students.

IN AN IDEAL SYSTEM, the district would receive broad direction from the state, filling in the gaps, and adding specificity to the state's operating guidelines. But instead of telling schools how they must do their job, the district would tell them what their job is. The district would give schools the flexibility to design their own programs and provide them with the necessary human and financial resources. The district then would become a resource, rather than a body that simply issues edicts.

IN SUCH A SYSTEM, schools would be held accountable for the success of their students, districts would be held accountable for the success of their schools, and states would be held accountable for a statewide system of education in which both high student learning standards and equity are achieved. It is the goal of the Foundation to create such systems.

WHEN SCHOOL COMMUNITIES SELECT PRINCIPALS AND STAFF

IN MOST LARGER SYSTEMS, the hiring of school personnel is done by the central administration. Schools have little or no say in the matter. But this is changing in Panasonic Partnership districts, where schools are encouraged to develop their own culture and programs.

SCHOOL OFFICIALS say giving teachers and parents more control over who works in a school is critical to the success of site-based reform. It also encourages parents to become active participants in the school's governance. Additionally, it fundamentally alters the principal/school and school/parent dynamic.

IN BATON ROUGE, principal Phyllis Crawford says that those who sit on the selection committee take a real interest in helping the new teacher succeed, because they played a part in the hiring. "That's important in our district, where we typically lose 40 percent of our beginning teachers. Also, the chances of choosing someone who fits the school's culture and approach to education increase exponentially when my staff gets involved."

IN SANTA FE, principal Yvonne Romero, who was selected by teachers and parents, affirms the value of the process. "You feel more responsible to the people who hired you," she says. "These are the people who entrusted me with their children and their professional lives. I'm not going to let them down."

Decentralizing school staff selection fundamentally alters the principal/school and school/parent dynamic.

NEW MEXICO RETHINKS THE ROLE OF THE STATE

SINCE 1990, Panasonic has been helping the New Mexico State Department of Education analyze how some of its policies and practices have created barriers to school change. This has led to changes in state policies and regulations, a reorganization of the department, and a rethinking of the department's roles vis-à-vis districts and schools. Instead of limiting itself to monitoring compliance, as it traditionally had done, the department has begun concentrating on guiding district improvements.

FOR EXAMPLE, the department is now moving toward a new accreditation system that will require districts to conduct their own comprehensive community assessment of needs. The department's function is to ensure

Instead of limiting itself to monitoring compliance, as it traditionally had done, the state has begun concentrating on guiding district improvements.

that communities conduct assessments well and develop reasonable goals and feasible strategies to achieve desired results.

RECOGNIZING THAT STATE education policy also involves entities other than the department, the Foundation has begun working with the governor's office and the state legislature to develop a common strategic direction for education.

MINNEAPOLIS TAKES ON THE ASSESSMENT CONUNDRUM

MINNEAPOLIS HAD been grappling with student assessment issues for years. Some in the district favored a traditional approach that relies heavily on standardized norm-referenced tests. Others preferred performance-based assessments that more closely match the emerging learning standards established for students of the future. "The teachers who were trying to develop new instructional strategies and new standards of learning were tremendously frustrated by the dominant use of standardized norm-referenced tests," says David Florio, senior program consultant for the Panasonic Foundation.

ALSO AT issue was the question of public accountability: What kinds of data did the community need to determine how well the Minneapolis schools were doing, and what were the best ways of communicating the data?

TO HELP THE DISTRICT RESOLVE these issues, the Foundation made available two assessment experts to evaluate the system that was in place. It sponsored workshops with teacher and administrator teams from Rochester, New York, and Jefferson County, Kentucky, where the schools already had redesigned their assessments. And it brought in other leaders in the assessment field to help the teachers, administrators, parents, and members of the community begin to design and implement their own system.

"PANASONIC HAS ALLOWED us to have a dialogue about the continuum and begin to recognize this is not an either-or proposition," says Carol Johnson, a former Minneapolis administrator who is now superintendent in St. Louis Park, Minnesota.

"Panasonic allowed us to recognize this is not an either-or proposition."



WE'RE ABOUT...

"Panasonic was clairvoyant in understanding that much of what was done in the name of reform over the years was narrowly focused, project specific, and of short duration, with the result that success was fleeting."

TOM PAYZANT, Superintendent, Boston Public Schools

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THE FOUNDATION HAS LEARNED from more than a decade of experience that changing the way schools and school districts do business takes years and years of commitment.

THE TASKS ARE MANY. Educators have to critically review their policies, their goals, their infrastructure, their staff development and organizational capacity. Usually the tasks are interrelated, and often they have to be completed in tandem.

IN A PERFECT WORLD, schools would shut down when they redesign, just as some manufacturers do when they retool for a new product line. Unfortunately, schools do not have such a luxury. Educators need to redesign the system, learn their new roles, and put them in practice while students continue to attend school. Some have

RELATIONSHIPS

LONG-TERM COMMITMENT AND BUILDING

compared the task to redesigning an airplane midflight.

THE TASK OF REDESIGNING also is complicated by the fact that there is no cookie-cutter model of school reform. Indeed, at the system level, there is virtually no model at all. For these and other reasons, the work is slow and enormously difficult.

DISTRICTS EMBARKING on such fundamental restructuring need trusted partners who can help them stay the course through the years of tumult, anxiety, and eventual fulfillment. This is especially the case when leadership changes, or when conflict erupts between different stakeholder groups, such as district officials and teachers unions. Trust like this develops only after years of close cooperation.

“GETTING TO YES” WITH SAN DIEGO’S TEACHERS UNION

TRADITIONALLY, THE RELATIONSHIP between teachers unions and school districts has been adversarial. But efforts to reform a school system will likely fail unless the two parties work through their conflicts to assume new roles.

IN SAN DIEGO, the Foundation has helped keep the union and the district engaged in constructive communication. When the two sides were at loggerheads over a divisive class-size reduction proposal, Panasonic had the opportunity to bring them together for a full airing of the issues. The matter was not resolved after two days of face-to-face discussions, and months later it continued to rankle some. But the important outcome was that they agreed to continue discussions in a manner that respected the interests of both sides.

THE FOUNDATION ALSO has helped the union assume a new role as an active participant in the reform process. In 1994, the Foundation sponsored a symposium that brought to San Diego union leaders from other districts who had played positive roles in reform. Following the symposium, the San Diego union developed strategic goals that included several ideas generated by the participants. The union also began to assume a more active leadership role in school reform.

BILL HARJU, EXECUTIVE DIRECTOR of the San Diego Teachers Association, says Panasonic has helped his membership see the value of taking the lead on reform. “Public schools are under attack, and we’ve been identified by people in the community as resisting reform. And I think, frankly, we’ve been somewhat guilty of that. Little by little we’re trying to get out of that mode and get into a more proactive mode.

“WE’VE APPRECIATED the opportunity to have an outsider to bounce things off. I think it’s been really helpful.”

“Public schools are under attack, and the union has been identified as resisting reform. And I think, frankly, we’ve been somewhat guilty of that.”

SUSTAINING THE MOMENTUM WHEN THE LEADER IS GONE

A CHANGING SYSTEM needs long-term commitment from all stakeholders, especially the system's leaders. The challenge, of course, is to build into the system an infrastructure that will sustain the reform through leadership changes. Until such an infrastructure is in place, the presence of a third party is sometimes required to keep the reform process moving.

THE FOUNDATION has experienced superintendent changes in half its partnership districts. "As new superintendents and new administrations take office, we are in many ways the institutional memory for the reform effort," says Kenneth Tewel, Foundation senior program advisor.

IN SANTA FE, between 1987 and 1995, the Foundation watched the coming and going of four superintendents, including Eddie Ortiz, who died in office. Ortiz, a visionary and charismatic leader, was responsible for bringing Panasonic into the district.

"WHEN HE DIED three years later, there was great sorrow," Foundation Executive Director Sophie Sa says. "But beyond that, there was fear and anxiety on the part of the school personnel, who were wondering whether reform was going to continue." During the drawn-out selection process for Ortiz's replacement, the Foundation intensified its work with the schools. "In a way, our presence assured the schools that the reform would survive. And by our work, we were ensuring that it would."

"As new superintendents and new administrations take office, the Foundation is in many ways the institutional memory for the reform effort."

WE'RE ABOUT...



"The value that I bring to the Panasonic partnership work is that I'm not a researcher and I'm not a theorist. I'm a practitioner. I've done it, it worked, and I have the documentation to show it."
LARRY FELDMAN, Panasonic consultant



YEARS AGO, THE FOUNDATION determined that the best way for it to improve the quality of education was to offer its partnership districts technical assistance, rather than grants.

Panasonic felt that, more than money, educators needed information and knowledge, and a third party to help build capacity for ongoing reform.

Over time, the assistance has turned into the program’s most defining feature.

THE TECHNICAL ASSISTANCE is offered by an expanding group of more than two hundred talented individuals who are deeply committed to fundamentally improving American education. These individuals, who become critical friends to the Foundation’s partners, include nationally recognized education reformers. However, most of them are teachers, principals, and other

CONSULTANTS

TECHNICAL ASSISTANCE THROUGH

administrators who work in exemplary schools and districts. Educators say that they learn best from peers who have walked in their shoes. The exchange of information also gives practitioners opportunities to build ongoing professional relationships with colleagues around the country.

THE ASSISTANCE IS TAILORED to each district, and it takes many forms. Among the many faces of technical assistance are

- ON-SITE CONSULTATIONS with partnership schools and districts to help develop and implement their restructuring plans;
- RETREATS, WORKSHOPS, AND SEMINARS for school boards, school staffs, central office personnel, and community groups on such topics as management-labor relations, student assessment, site-based budgeting, and the use of technology to promote systemic reform;
- COMMUNITY FORUMS to increase support for education reform;
- INTERPARTNERSHIP WORKSHOPS that link school and district personnel;
- ANNUAL PARTNERSHIPWIDE CONFERENCES on issues that cut across districts, such as leadership or appropriate roles of the school board and central office.

SCHOOL BOARDS TAKE THE MICRO OUT OF MANAGEMENT

MICROMANAGEMENT. It's a temptation for any policy maker, but it's enough to stop any reform effort dead in its tracks for several reasons. It engenders bad will among those being micromanaged. It results in bad decisions because the micromanagers usually are not closest to the work. And most often the demands of micromanaging distract policy makers from focusing on broader policy questions.

IN LANCASTER, Pennsylvania, the Foundation has helped the school board shift its focus away from the small details so that it can concentrate on such district priorities as getting the community more involved in the education of its students.

CONSULTANTS such as Patty Mitchell have given the board real nuts-and-bolts advice on how to accomplish its objectives. To satisfy their need to know what is happening in each school, Panasonic has suggested that the board members set aside time during each meeting for schools to present progress reports.

PANASONIC ALSO is helping the board in Lancaster and elsewhere self-evaluate the quality of its work processes. Lancaster board members have reviewed how much time they spend on each decision, with the goal of reducing the time they spend on trivial matters. And they have set up a monthly work session for addressing only what Mitchell calls "Level 1 issues"—long-term strategies to achieve the district's vision.

The school board shifted its focus away from the small details, so it could concentrate on district priorities.

ALLENTOWN GETS PRACTICAL ADVICE ON SITE-BASED GOVERNANCE

WHEN BUDGETING for a school building shifts from the central office to the building staff, it creates opportunities for the staff to reconfigure spending in ways that best suit their students' educational needs. In other words, when staff are allowed to control how their money is spent, they have an incentive to use it prudently and wisely.

BUT TACKLING the intricacies of site-based budgeting—when the typical budget for a school with 500 students can easily top \$1 million—is a

daunting task for teachers and principals. So when South Mountain Middle School and Ritter Elementary School in Allentown, Pennsylvania, were designated pilot site-based budgeting schools, the Foundation hooked them up with Panasonic consultant Larry Feldman.

AS A DADE COUNTY, Florida, principal in the late-1980s, Feldman helped his teachers devise ways to pay for a variety of innovative programs by more effectively allocating funds in their school budget. He described for the Allentown group how his school reduced teacher absenteeism. With the savings generated by this and other means, the school was able to establish three computer labs and two science wings, and to support every classroom teacher with aides for three hours a day.

FELDMAN EMPHASIZED that above all, educators must keep their eye on the ultimate objective—better learning for the students.

When the typical budget for a school with 500 students is \$1 million, tackling the intricacies of school budgets is a daunting task.

SUPER SESSIONS: WHERE THE TALK GOES BEYOND SHOP

WHEN A DISTRICT forms a partnership with the Foundation, the work often begins with a one- or two-day workshop designed to expose participants to ideas. Lots of ideas.

PANASONIC CALLS these informational sessions super days—Super Saturdays, Super Tuesdays, Super whatever-day-of-the-week it is. The presentations are delivered by practitioners from notable schools around the country. A typical agenda will list as many as 20 or 30 Panasonic consultants, who conduct workshops on issues ranging from interdisciplinary teaching to participatory decision making.

THE WORKSHOPS essentially are introductions to the ideas that are expected to engage the partners for years to come. According to participants, the sessions have been thought provoking, inspiring, and reinvigorating. “The day opened up so many possibilities for us,” said a participant in a San Diego workshop. Added another, “It gave us a ray of sunshine and hope.”

The workshops essentially are introductions to the ideas that are expected to engage the partners for years to come.

TEACHERS NEED SKILLS; SCHOOLS NEED A VISION

WE'RE ABOUT...



"I attended a two-day workshop about education sponsored by Panasonic Foundation. What I heard struck a cord so deep inside of me that it totally revitalized my energy and ideals as a teacher."

CONSUELO GONZALES, teacher, Santa Fe High School

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TEACHERS ARE OFTEN blamed for the state of our schools. While it is true that some may be in the wrong profession, most are just caught in dysfunctional systems that emphasize compliance with rules and regulations, rather than student performance. Teachers have little control over most aspects of their work. Curriculum. Assessment practices. Scheduling. Budgeting. Staffing. These are areas that typically are controlled by central office administrators or state officials.

IN ADDITION, many teachers are not exposed to the ideas that can make them more effective. Districts often scrimp on professional development, giving teachers neither the time nor the resources to develop their expertise.

SCHOOLS

TEACHERS AND

AT A MINIMUM, reforming districts must treat their teachers as professionals, allow them a voice in the important decisions affecting their schools, and provide them opportunities to improve their knowledge and skills. However, even all of this would not guarantee better schools.

SCHOOLS NEED a unifying vision that defines who they are and what they are about. They must make student learning central to everything they do.

And they cannot just take innovations from other schools and transplant them into their own. Every school operates under different demands, reflecting the particular needs of its students and its community. The pieces must fit into a coherent whole.

GIVING TEACHERS the opportunity to grow, allowing schools the autonomy to take responsibility for their students' learning, and helping systems facilitate and nurture school-based reform—these efforts are at the heart of the Foundation's program.

A STAFF DIVIDED

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WHEN PANASONIC consultants Andrew Gelber and LaVaun Dennett first began working with Central Elementary School in Allentown, Pennsylvania, the school was in trouble. “It was not too far from being in crisis, with real significant morale and collegial issues,” Gelber says.

TEACHERS AND administrators had their hands full. Central was a school that mirrored the problems that in recent years had begun to plague Allentown. Poverty. Drug abuse. Unstable families. Non-English-speaking students. All were weighing heavily on the clearly beleaguered staff.

“THERE IS a pattern I’ve seen in failing schools,” Gelber says. “The staff often goes to one of two extremes. Either they become very supportive of each other, or they beat each other up because they feel circumstances are beating up on them.” In Central’s case, the situation was the latter.

RATHER THAN simply address the issue as a conflict resolution problem, the Foundation’s consultants persuaded the staff to work on something substantive—some shared problem that would help the teachers to coalesce behind a learning solution for their students. “I don’t think they realized that focusing on something specific might be a good way to begin working well with each other,” Dennett says.

MORE THAN half the staff showed up at a Panasonic summer workshop with a plan for integrating reading into all subjects. After four days they agreed on a design for an improved reading program. But it took another year of repeated workshops, serious professional development, and struggles over philosophy to arrive at a solution that could be embraced by all. And the work continues.

GELBER AND Dennett believe the teachers have been revitalized by the chance to improve their skills, roll up their sleeves, and collectively solve a learning problem for their students. Ultimately the real beneficiaries of this renewal of spirit will be the students.

The teachers have been revitalized by the chance to improve their skills, roll up their sleeves, and collectively solve a learning problem for their students.

TRYING ON REFORM AT PEOPLES MIDDLE SCHOOL IN CINCINNATI

PEOPLES MIDDLE SCHOOL in Cincinnati was desperately in need of a vision. Student promotion rates were low, absenteeism and expulsions were high, teacher turnover rates were climbing, and the involvement of parents and the community was minimal.

PANASONIC CONSULTANT Gail Gerry says the problems reached a boiling point in 1994. That's when teachers began to fight back. Today, the school's problems are still significant, but two-thirds of the faculty are actively engaged in a project to create a vision of reform uniquely tailored to the problems of the school.

"THEY NOT ONLY have exposed themselves to new ideas, but they have immersed themselves in a number of teaching/learning initiatives and are figuring out the best way to work with their kids," she says. "They are looking to develop a model of their own design based on the best of the frameworks out there."

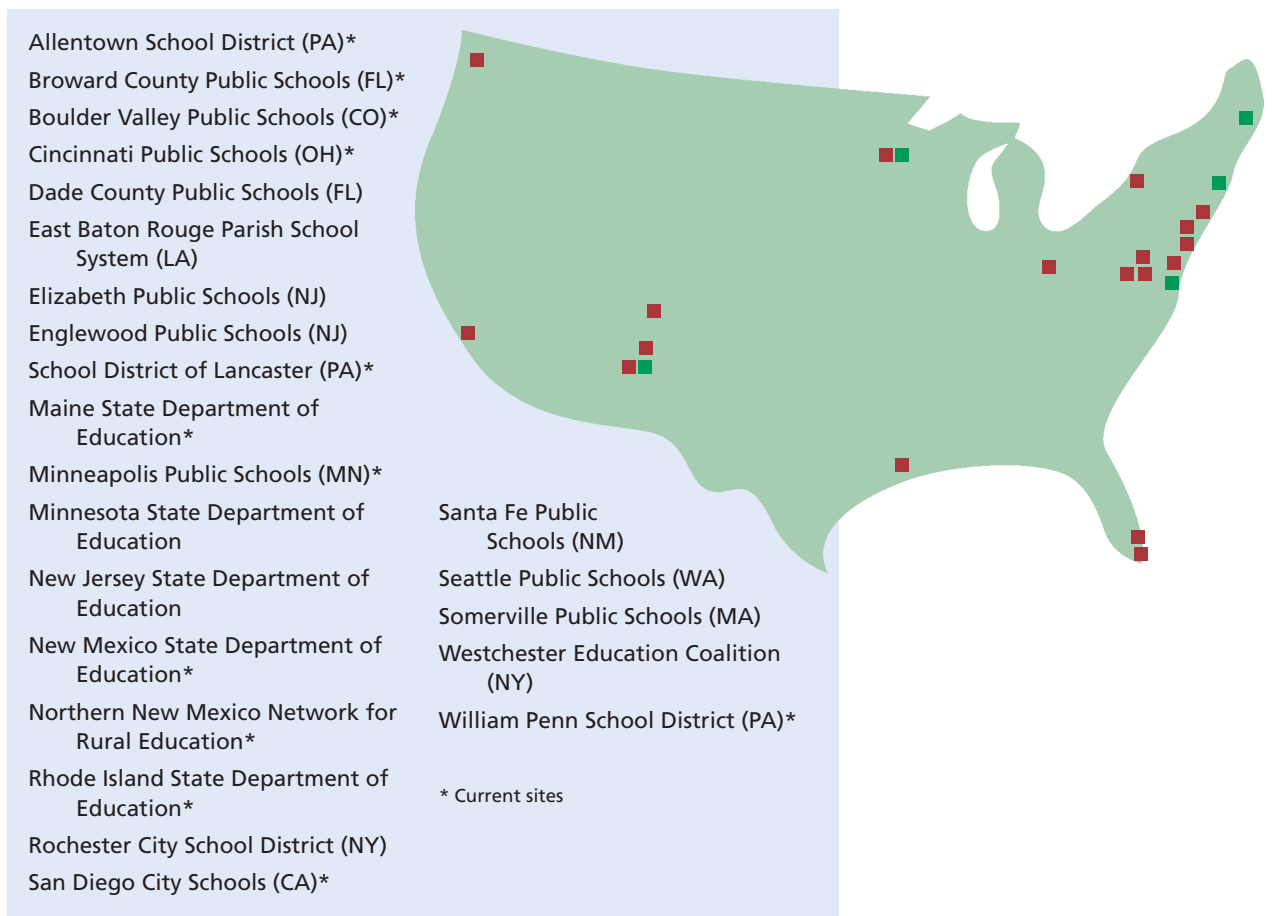
PANASONIC HAS worked closely with the school's staff. It has sponsored training sessions, supported off-site trips to exemplary schools, and provided on-site troubleshooting to help the staff piece together a school vision.

IN PART because of Foundation support, the school qualified to become an Expeditionary Learning/Outward Bound school. The program has brought students, teachers, and parents together in weekend and week-long trips to the wilderness, where they develop team-building skills and establish community spirit.

A MOUNTAIN of work remains. But Gerry says the school has accomplished what is necessary to move forward constructively.

The school's problems are still significant, but the faculty is now actively engaged in creating a vision of reform tailored to the school.

WHERE WE'VE WORKED...



FINANCIAL HIGHLIGHTS 1991–1995

	1991	1992	1993	1994	1995 ¹	1984–1995
Contributions	-	-	\$4,000,000	\$3,000,000	\$3,000,000	\$20,000,000
Gross Earnings	\$1,048,300	1,122,200	1,146,400	861,100	2,748,000	14,475,300
Assets (at 31 Dec.)	\$12,648,800	\$12,759,200	\$16,977,700	\$194,436,400	\$23,562,600	
Grants						
Japanese Studies ²	\$26,200	-	-	-	-	\$685,600
Precollegiate Education	\$95,000	245,000	-	-	20,000	2,332,100
Memberships ³	-	-	-	3,200	7,000	9,200
Partnership Program for School Reform	\$450,600	514,600	663,500	1,205,100	1,330,200	5,934,400
SUBTOTAL	\$571,800	759,600	663,500	1,208,300	1,357,200	8,961,300
Administrative Costs	\$286,400	252,200	264,400	194,100	264,600	1,951,800
TOTAL	\$858,200	\$1,011,800	\$927,900	\$1,402,400	\$1,621,800	\$10,913,100

¹ 1995 \$ are unaudited

² Japanese Studies Program terminated in 1992

³ Memberships prior to 1994 were counted as administrative expense

CONSULTANTS 1994–95

Karen Alexander

Greece (NY) Teachers Association

Leslie Anderson

Putnam/Northern Westchester BOCES
Yorktown Heights, NY

Richard Anderson

Boulder (CO) Valley Public Schools

Neil L. Anstead

Cleveland Humanities High School
Los Angeles, CA

William Ayers

Allentown (PA) School District

Chris Baldrige

Central Elementary School
Allentown, PA

Daniel Baron

Harmony School Education Center
Bloomington, IN

G. Donald Beck, Jr.

O'Farrell Community School
San Diego, CA

Deborah L. Beldock

Rolando Park Elementary School
San Diego, CA

Brian L. Benzel

Edmonds (WA) School District

Libby Black

Boulder (CO) Valley Public Schools

Dennis Blankowitsch

Ritter Elementary School
Allentown, PA

Joanette Boutte

Audubon Elementary School
Baton Rouge, LA

Deborah Bradshaw

Pleasant Ridge School
Cincinnati, OH

W. Ross Brewer

Exemplars
Underhill, VT

Linda A. Brown

Fairdale High School
Louisville, KY

Larry Buchanan

Poudre School District R-1
Fort Collins, CO

Richard Cansdale

Marshall Elementary School
San Diego, CA

Cesare Caldarelli

Bensenville Elementary School
Bensenville, IL

Debra Carden

Capshaw Middle School
Santa Fe, NM

**Center for Educational Leadership
and Technology (CELT)**

Marlborough, MA

**Center for Leadership in School
Reform (CLSR)**

Louisville, KY

Michael Chan

Jefferson Middle School
Rochester, NY

Barbara S. Clements

Council of Chief State School Officers
Washington, DC

Brian P. Cooke

Santa Fe Community College
Santa Fe, NM

Phyllis C. Crawford

Audubon Elementary School
Baton Rouge, LA

Monica Curtis

Cincinnati (OH) Public Schools

Phil Daro

The New Standards Project
Oakland, CA

Michael E. Davis

Mountlake Terrace, WA

James DeGracie

Mesa (AZ) Public Schools

Gail Diamond

Audubon Elementary School
Baton Rouge, LA

Jane Diefenderfer

Ritter Elementary School
Allentown, PA

Steve Dilg

Re: Learning New Mexico
Santa Fe, NM

Cynthia Dobrez

West Ottawa Public Schools
Holland, MI

Edward J. Doherty

Boston Teachers Union
Boston, MA

Mary Nell Dominique

Audubon Elementary School
Baton Rouge, LA

Education Resources Group (ERG)

Princeton, NJ

Linda Fiorella

Horizon High School
Brighton, CO

Paul Fleming

Poudre School District R-1
Fort Collins, CO

Phyllis R. Frankfort

Merging Business & Academics (MBA)
New York, NY

Dona Gartrell

Clara Barton Elementary School #2
Rochester, NY

Donna Gattelaro-Andersen

Douglass Middle School
Rochester, NY

Ed Gifford

Spring Branch Independent School
District
Houston, TX

Ann Gigli

Bellevue (WA) Public Schools

Janet Griego

Atalaya Elementary School
Santa Fe, NM

Debra Guedry

Audubon Elementary School
Baton Rouge, LA

Jim Gumm

Cincinnati (OH) Public Schools

Sonja Greene Hampton

Puget Sound Educational Services
District
Seattle, WA

Patricia A. Hart

Barrett Traditional School
Louisville, KY

Grace Hartman

Allentown (PA) School District

Amy Herman

Atherton High School
Louisville, KY

Denise Hewitt

Cincinnati Federation of Teachers
Cincinnati, OH

Richard Hill

Advanced Systems in Measurement &
Evaluations, Inc.
Dover, NH

Alma Hills

O'Farrell Community School
San Diego, CA

Dean M. Hite

Jefferson County Education
Association
Louisville, KY

Karen Hoffman

Greece (NY) Central School District

Judy Janes

Edmonds (WA) School District

Marty Johnson

Gheens Academy
Louisville, KY

Wilbur J. Johnson, Jr.

Providence, RI

Rhoda Kanevsky

Powel Elementary School
Philadelphia, PA

Richard J. Kotran

Allentown Education Association
Allentown, PA

Richard A. Lacey

New York, NY

Arnold Langberg

Minds Un-Limited
Evergreen, CO

Patsy F. Lanclos

Spring Branch Independent School
District
Houston, TX

Liz Laughlin

O'Farrell Community School
San Diego, CA

Paul G. LeMahieu

Delaware Education Research &
Development Center
Newark, DE

Dennis Littky

Thayer High School
Winchester, NH

Sally Loughlin

Shaw Middle School
Gorham, ME

Fern Mann

Allentown (PA) School District

Merri Mann

United Teachers of Dade
Miami, FL

Diane Marino

Horizon High School
Brighton, CO

Felicia McAllister

Ritter Elementary School
Allentown, PA

Janet McAliley

Dade County Public Schools
Miami, FL

Kathleen McNeila

Tarrytown, NY

William Mehrens

University of Michigan
Ann Arbor, MI

Maryanne Mitrinin

Sheridan Elementary School
Allentown, PA

Ruth Mitchell

Washington, DC

Tom Mooney

Cincinnati (OH) Federation of Teachers

James D. Morgan

Grazmor Associates, Inc.
Harrison, NY

Charles Muncatchy

West Ottawa Public Schools
Holland, MI

George Munoz

O'Farrell Community School
San Diego, CA

Margo R. Murphy

Audubon Elementary School
Baton Rouge, LA

Nancy Murphy-Maier

Edmonds Education Association
Edmonds, WA

Stephen B. Neal

Jefferson County Education Association
Louisville, KY

John Newsom

Bellevue (WA) Public Schools

Ron Nigro

Greece (NY) Central School District

Walter ("Skip") Olsen

Minneapolis (MN) Federation
of Teachers

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