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**Quality Connections:
Transforming Schools Through
Total Quality Management**

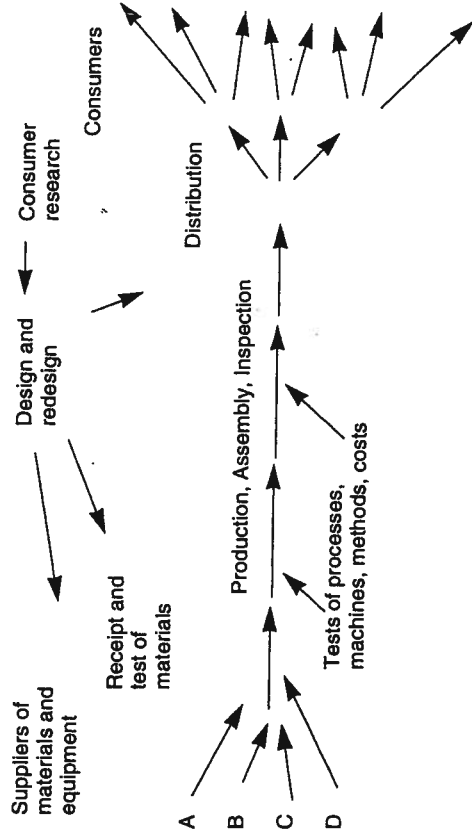
Acknowledgments iv
Preface v
Introduction: The Quality Connection 1
1 The Deming Paradigm and Conceptual Change 5
2 Why Use a Business Approach to Transform Education? 26
3 The Power of the Malcolm Baldrige Criteria and Leadership Quality Assurance of Product and Service 30
4 Quality Assurance of Product and Service 40
5 Human Resource Development and Management 51
6 Quality Plans, Results, and Customer Satisfaction 66
7 Deployment Planning 80
Conclusion: Ways of Knowing 87
References 91
Appendix A. "Best Practice" Related to Baldrige Criteria 96
Appendix B. Graduation Outcomes: High School Through Graduate School 99
Appendix C. Proposed Standards of the National Board for Professional Teaching Standards 102

FIGURE 1.10
**Comprehensive Comparison of Customary
 and Transformed Settings**

The Task	WORK SETTING		SCHOOL SETTING
	Customary	Transformed	
<i>Nature of the Problem</i>	Blame people, regulations, and the situation	90% is in the system	Simple cause and effect
<i>Motivation for Task</i>	Perform for pay, incentives	People want to do good job; pride in work	Perform for grades and recognition
<i>Time Frames</i>	Quarterly reporting	Constancy of purpose, 5-10 years to transform	Rush for content coverage while working with small, unrelated pieces
<i>Nature of Solutions</i>	Please the boss; keep answers simple	Seeking root causes, complexity, and understanding	Simple answers
<i>Human Capacities Used</i>	Control, one-upmanship, discussion	Teams responsible, flow of dialogue with assumptions suspended	Memory the most used capacity; no groups to construct learning
<i>Assessing Results</i>	Plan and do with little reflection	Plan, Do, Study, Act (PDSA) as a continuous cycle	Learn for test, and then forget
The Individual			
<i>Self as Learner</i>	Challenge seeing process, lacks confidence; does what boss wants	System thinking and confidence in group	Accumulate information; find out what teacher wants
<i>Learning from Peers/Experts</i>	Gets answer from expert, little confidence in peers	Share expertise, use evidence	Ignorance in groups; experts should tell
<i>View of Self as Person</i>	Begrudging loyalty, asks who really cares?	Company's best asset with willingness to give	Based on performance
<i>Success, Challenge, and Failure</i>	No sense of success or challenge; failure brings blame	Complex solutions, considering many angles, risk taking	Ability and luck, not effort cause success; anxious and defensive; tacit agreements about work demands
<i>Change/Uncertainty</i>	Hard wired, everything keeps recycling, things can be counted exactly	Continually accommodate, change is constant; much is unknown or unknowable	Little change; veneers of information in inert memory banks; "right" answers
<i>Need for Security</i>	Want contracts to ensure security	Eliminating fear releases a quickness and flexibility, ensuring security	Security in knowing how to pass tests

QUALITY ASSURANCE OF PRODUCT AND SERVICE

FIGURE 4.1
The Extended Process



Source: Deming, W.E. (1992). *Leadership for the Transformation in the New Economic Age*. A Four-Day Intensive Seminar, St. Louis, Mo. [Manuscript submitted for publication], p. 37. Reprinted by permission.

FIGURE 5.1

Four Cognitive Models, Reflecting Views About Teaching and Learning

System 1	<ul style="list-style-type: none"> • Black/white vs. shades of gray • <i>(Right/wrong answers—knowledge is absolute)</i> • Difficulty generating alternatives • Prefers structured chain of command • <i>The teacher is expert</i>
System 2	<ul style="list-style-type: none"> • Negative against rules • Resists control • Still hard to see another point of view
System 3	<ul style="list-style-type: none"> • Sees how points of view relate • A people person, so tasks usually slip • <i>All opinions are equally valid</i>
System 4	<ul style="list-style-type: none"> • Can accommodate change • Highly integrated information-processing systems • Negotiates with others to work out abstract problems • Good balance of task and personal orientations • <i>Sees the big picture in learning (teacher has expertise)</i>

Note: Items in *italic* apply particularly to customary teacher outlooks for each system.
 Source: Schenkai, R. (1987). "The New Corporate Mind—Empowering Students, Teachers, and Administrators to Develop and Use It." Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development, New Orleans.

FIGURE 5.2

Conceptual Positions of Liberal Arts Majors and Teachers

	System 1	System 2	System 3	System 4
Liberal Arts Majors	35%	15%	20%	7%
Preservice Teachers	45%	5%	25%	5%
Inservice Teachers	55%	—	15%	4%

Note: Totals do not equal 100% because of some category overlap. Harvey, Hunt, and Schroder (1961) also found most administrators in System 1, with few in System 4.

FIGURE 5.3

Overlapping Ways of Knowing

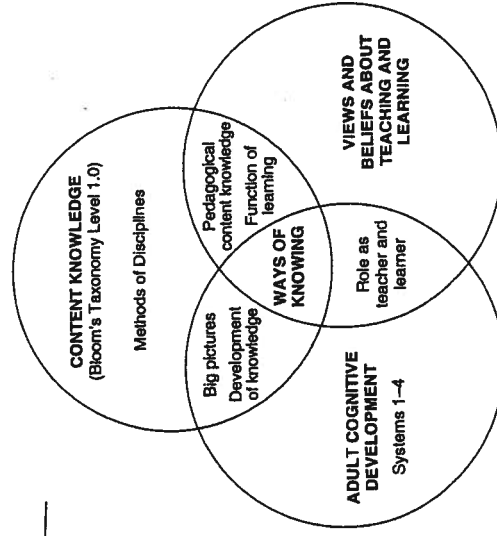


FIGURE 8.1

Selecting a TQM Fellow Traveler

The Quality Journey	Solid Companions	Ill-Prepared Companions
Time Frames	To do well, we might start a settlement in 8–10 years.	If we really kick butt, we can be going in 2 years.
Ways to Accomplish	I'm going to really have to rethink how I lead.	We're going to buy the "X" Program—I hear it's great.
Measuring Progress	We won't even be able to measure some of the most difficult stuff.	We will have data on everything.
Satisfying Customers	Customers don't always know what they need.	We'll give the customers what they say they want.

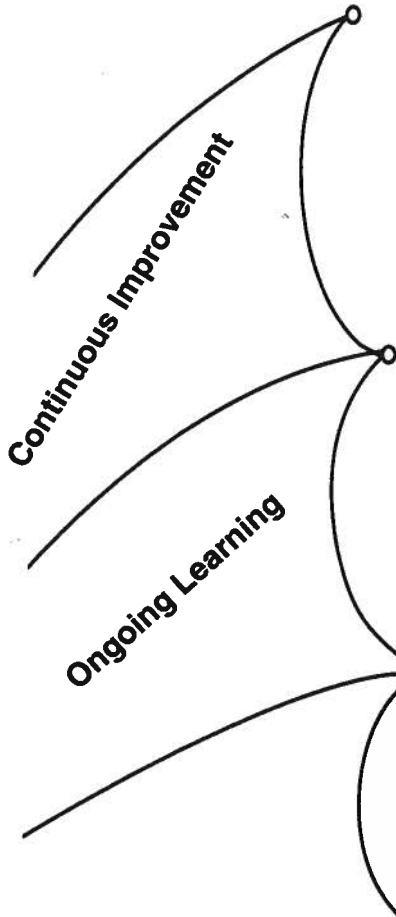
FIGURE 7.1
Deployment Planning Matrix for Transformed Schools

Stage	Leadership for Quality	Assurance of Product and Service Quality	Human Resource Development and Management
Starting a Quality Program	<ul style="list-style-type: none"> Learn the quality values and their implications for education Develop personal support mechanisms Link to broad-based community movement focused on TQM done thoughtfully 	<ul style="list-style-type: none"> Understand constructivism and learning for conceptual change Synthesize ongoing district efforts 	<ul style="list-style-type: none"> Guarantee that no jobs will be lost from TQM (drive out fear) Orient all employees to quality values through introductory program (consider joint training with other local firms) Invest heavily in leaders and in envisioning learning communities
Operating a Beginning Quality Program	<ul style="list-style-type: none"> Lead consistently day to day; model learning with staff; see things getting better Push for 14 points daily in obvious way by top management Apply TQM through a trained middle management group (principals) Communicate quality values to the public 	<ul style="list-style-type: none"> Design in quality in curriculum development processes Begin working with suppliers Build in mechanism of continuous improvement (time issues, action research, quality tools) 	<ul style="list-style-type: none"> Attain intended implementation through staff development Reconsider existing evaluation practices Foster professionalism set forth in NBPTS
Sustaining a Quality Program	<ul style="list-style-type: none"> See an integration of quality in all major decisions Sense a personal transformation 	<ul style="list-style-type: none"> Change naturally to an interdisciplinary curriculum Shift the ways schools provide learning 	<ul style="list-style-type: none"> Improve continually in allocation of human effort Unleash optimal motivation Convey symbolically that employees are the district's most competitive asset

Strategic Quality Plan	Information and Analysis	Quality and Operational Results	Customer Focus and Satisfaction
<ul style="list-style-type: none"> Keep communication focused on long-term support and consistency of purpose Develop support for long-range budget to support quality initiative 	<ul style="list-style-type: none"> Benchmark on some quality practices in community Develop measures to sense community support 	<ul style="list-style-type: none"> Begin discussion on needs for <i>all</i> to learn in new paradigm (moving away from normal curve of learning) 	<ul style="list-style-type: none"> Conduct community dialogue regarding new demands for work, civic, and personal life Discuss distinction between information accumulation and understanding
<ul style="list-style-type: none"> Secure funding for next 5-7 years related to employee learning needs Link all facets of quality cohesively 	<ul style="list-style-type: none"> Benchmark to set high standards academically Base decisions on data Cease dependence on mass inspection 	<ul style="list-style-type: none"> Begin tracking costs that relate to the cost of inspection 	<ul style="list-style-type: none"> Work with community to accommodate new learning schedules Look deeply at student growth, not just their opinions Be responsive in solving problems (phones, voice mail)
<ul style="list-style-type: none"> Carry out long-term design projects for 5-8 years with solid staff commitment Scan futures for needed paradigm shifts 	<ul style="list-style-type: none"> Determine if data drive decisions and if schools are getting better in a variety of areas 	<ul style="list-style-type: none"> Show consistent trends in data collection Spend fewer dollars in rework (compensatory education programs, costs of failure, etc.) 	<ul style="list-style-type: none"> Establish an ongoing process to determine future needs See that community is delighted

Note: TOM = Total Quality Management; NBPTS = National Board of Professional Teaching Standards.

MANAGEMENT



OF PURPOSE

1.0 Leadership for Quality

Allow teachers meaningful control over conditions of success:

- Provide opportunities for flexible scheduling
- Provide time for growth
- Encourage shared decision making about teaching materials
- Encourage teacher participation in hiring, mentoring, and supporting other teachers

3.0 Strategic Quality Planning

Based on a vision of the *interaction* of all the educational features in Figure 3.2

7.0 Customer Focus and Satisfaction

- Relate to parents constructively
- Convey to students, parents, and the community the belief that all students can learn and the belief in the dignity and worth of all the educational features in Figure 3.2

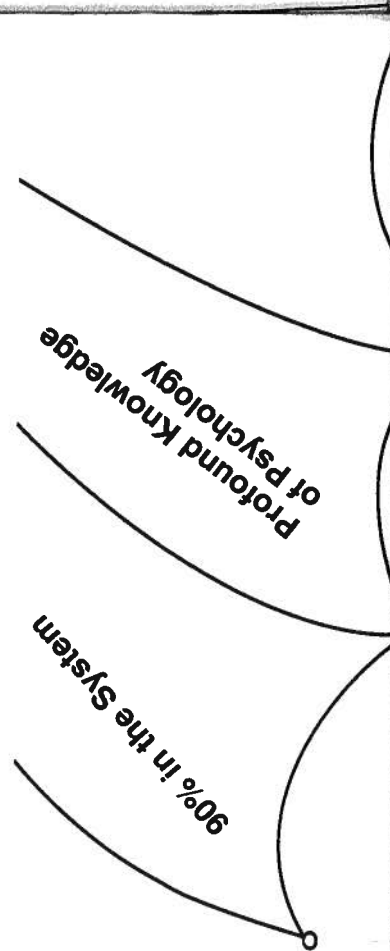
2.0 Information and Analysis

- With the vision of continuous improvement, find and solve problems; locate, invent, and experiment with different methods of instruction and school organization (see also 5.0, Quality Assurance of Product and Service)
- Track what individual students are learning and *not learning* (not average scores); develop students' abilities in self-assessment (see also 4.0, Human Resource Development and Management)

6.0 Quality and Operational Results

Relate constructively to parents what students are learning, as well as what they are not learning (see also 7.0, Customer Focus and Satisfaction)

TOTAL QUALITY



CONSTANCY

5.0 Quality Assurance of Product and Service

Product

- Effectively use diverse teaching skills, materials, technology, and primary sources
- Manage student groups with a focus on learning
- Use human resources— aides, volunteers, and peer tutors
- Use quality time to plan

Forms of Schooling

- Schools reflect a continuum of flexible structures
- Teachers in grades (K-12) or subjects determine class structures
- Interdisciplinary programming
- Multi-age and interest groupings
- Community-based learning opportunities; school site used only when it's the "best use"
- Students developing learning plans

Process

- Vision includes professionals working together toward continuous improvement of instruction and organization
- Continual upgrading of curriculum and instruction
- Critical appraising of equity and excellence issues
- Fostering school-family collaborations
- Teaming with educational specialists

4.0 Human Resource Development and Management

- Demonstrate (and model for students) lifelong learning, curiosity, careful reasoning, creativity, fairness, respect for diversity, and other characteristics of educated people
- Develop and demonstrate rich, discipline-based, content knowledge
- Develop integrated knowledge, combining skills, dispositions, propositions, and beliefs
- Understand students' perspectives and use effective analogies and illustrations
- Attain skilled use of traditional and performance-based assessments; encourage student self-assessment
- Understand concepts generated by social and cognitive scientists
- Believe that all students can learn

FIGURE 3.2

Educational Implications of Total Quality Management (TQM) and Baldrige Criteria

Note: See Appendix A for an expanded list of these implications.