



ORGANIZATIONAL REALIGNMENT

**MISSION SHIFT
FOR THE 21ST
CENTURY**

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Capstone Report
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ABOUT THE AUTHOR

Janai Douglas, a native of Memphis, TN, is a doctoral student at Vanderbilt University, graduating in the summer of 2020. She received her undergraduate degree in Business Administration, with a specialization in E-commerce and Supply Chain Management, from Tennessee State University in 2005. After beginning a career in banking management, Janai decided to pursue her passion for educating youth.



She joined the 2009 cohort of Teach for America, where she taught 6th grade reading at American Way Middle School in Memphis, Tennessee. During her teaching tenure, she had the opportunity to serve as a peer mentor and facilitated professional development for 1st and 2nd-year teachers. It was then that Janai found a love for coaching adult learners. She then went on to coach teachers and teacher coaches with the Memphis and Mississippi Delta regions of Teach For America. Through these experiences, Janai decided that she needed to deepen her understanding of the challenges facing school-level leaders to more effectively develop teacher-coaches.

In 2015 Janai was accepted as an Accelerate Institute Ryan fellow where she was trained on becoming a transformational leader, specializing in school turnaround in minority communities. After a fellowship year, she took the reins as the first turnaround principal at Memphis Scholars Caldwell Guthrie Elementary School in Memphis, Tennessee. There she prioritized the development of a high performing team, school-wide data driven practices, and high-frequency coaching. In her third year, she led the school to achieve a TVAAS level 4 in Literacy and a TVAAS level 5 in Numeracy. Currently, Janai serves as the Managing Director of Program at Memphis Scholars in Memphis, Tennessee. In her role, she manages the network's principals and leads the academic and programmatic vision for the turnaround charter network.

Through her doctoral studies at Vanderbilt University's Peabody School of Education, Janai has gained a wealth of knowledge and skills including how to lead successful change management efforts, developing leadership in self and others, employing the principles of ethical leadership, and establishing learning-oriented organizational practices. Following successful completion of her doctoral program, Janai plans to remain in her current full-time role at Memphis Scholars and seeks to gain part-time consultancy work in the field of leading and learning in organizations.

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I. EXECUTIVE SUMMARY

Growing the Village is an educational organization based in the Southeast region of the United States. Founded in 1990, Growing the Village (GTV) brings young adults who have a passion for education and service to the region to train as teachers. The incoming members commit to teach for two years in a low income community while also working to gain their teaching license. The organization has seen continued growth in the number of teachers they bring to the region and they have gained a great level of respect from the communities in which they serve.

In 2019 Growing the Village hosted leaders from around the world for a symposium entitled, Spark. The leaders represented a variety of industries and they joined together to, “provoke and inspire leaders in the Southeast region to reimagine educational systems that will prepare students to enter the 21st-century global economy”. Many of the participants at Spark noted that it was the first time they had been challenged to think deeply about how their educator preparation practices aligned with the global technology-driven world of today. Researchers have found that while the world is well into the 21st century, education institutions still mirror a 20th century design, a model that supported the manufacturing centered economy of that time (Zaber, Karoly, & Whipkey, 2019).

The leaders of Growing the Village felt a call to action after engaging in Spark. They began having discussions to analyze how the organization was helping to prepare students for the demands of today's workforce. GTV believes it can use their prestige, resources, alums, and institutional knowledge to better prepare students for the 21st-century workforce. Growing the Village partnered with the author of this project to help define how the organization should evolve in response to the changing economy and to support GTV in identifying strategies to lead a successful change management effort.

This project is guided by two key conceptual frameworks. The first framework is Stakeholder Engagement, it will be used to understand how the organization can utilize and retain its stakeholders during a time of change. Second, is Kotter's change model. According to Kotter (1996), there are eight keys step to enacting change in an organization they are as follows: establish a sense of urgency, create a guiding coalition, develop a vision and strategy, communicate the vision, empower broad-based action, generate short term wins, consolidate gains to produce more wins, and anchor new approaches in the corporate culture.

The following question guided this project:

How should Growing the Village evolve to create alignment between the organization's practices and the demands of the 21st-century workforce in which students will be entering?

A qualitative study was conducted to address the overarching question. The original design plan was to conduct in-person interviews with key stakeholders. Due to precautions stemming from COVID – 19, an open-ended survey was designed to elicit the same information that was scheduled to be gained through interviews. The data was analyzed and coded using a thematic analysis approach. After analyzing each response and mapping trends the following findings and recommendations were developed.

Key Findings

- 1.** Students lack adequate access to technological resources at school
- 2.** Students lack access to course instruction that promotes critical thinking
- 3.** 21st-century skills are not prioritized in educational planning
- 4.** Lack of training on 21st-century content and pedagogy to effectively deliver aligned instruction
- 5.** 21st-century skills are perceived as being advanced skills, to be targeted after students master basic skills
- 6.** Current teacher tenure commitment is too short to master craft, develop connections, and create a supportive ecosystem around students

Recommendations

Redesign teacher licensure program of study to prepare teachers to implement 21st century practices in their classrooms. Use the Technological Pedagogical Content Knowledge Framework to train teachers to effectively employ 21st century practices in their classroom.

Establish donor base and partnerships to fund technology needs. Students do not have access to adequate technology at partner schools and schools are under budget constraints which limit their ability to expense money towards technology. Private partnerships can be formed to fund the necessary resources.

Create alumni pipeline for multiple career paths.

Teachers enter the organization with various long-term career plans. Build a career path pipeline to keep alums in the region and allow them to strategically work to influence the systems that intersect with education in a way that benefits the communities GTV serves.

Utilize Kotter's Change Model & Organizational Response to Identity Threat Model to Implement Change Initiatives and Maintain Stakeholder Loyalty

Lead a successful change management effort aimed at adopting one or more of the recommendations listed above while maintaining the organization's core beliefs and retaining stakeholders.

II. CONTEXTUAL ANALYSIS

Growing the Village is the pseudonym for a teacher preparation organization based in the Southeast region of the United States. The organization was started in 1990 in response to the education crisis present in many low-income and minority communities in the region. The region's minority communities had suffered from decades of low academic outcomes. Many factors contributed to the underperformance of the districts, but one pervasive factor was the limited pool of qualified teacher candidates. There was a dearth of qualified teaching candidates and most school districts in the region did not have the human or financial capacity necessary to launch widespread talent recruitment efforts. Instead, the districts were heavily dependent on the college of education graduates from local universities. If districts in the region were unable to fill a teaching vacancy from existing staff or local graduates, students might face a semester or even an entire school year being instructed by a substitute teacher.

It is against this backdrop that a local community leader founded the organization Growing the Village 30 years ago. Growing the Village was established to focus efforts on teacher shortage and low academic outcomes for students. The founder had a vision of ensuring that every student, specifically the ones in low-income communities had qualified teachers. GTV believes that education is a tool for social justice, one that can open doors of opportunity for students. Their mantra is, "Growing the Village, every school, every classroom, every student, every day." GTV recruits highly successful college graduates and career professionals, individuals majoring or working in fields outside of education to commit to teaching for two years. GTV believes that by targeting candidates from other industries they can have a multilayered impact. Some alums will find a passion for teaching and become career teachers. Others will leave to pursue their original career path after their teaching commitment. The goal however is that each alum takes with them an understanding of the injustices low income and minority students face and uses that knowledge to create change for economically disadvantaged students and families in a myriad of fields.

The educational landscape has significantly changed since GTV began 30 years ago. Education reforms have been implemented across the nation, charter schools have risen in large numbers bringing many of the strategies that GTV employs to an increased number of students, and the teacher shortage numbers have fallen. Despite the innumerable changes that educators, students, and families have experienced in the last few decades, GTV has remained an asset to the region. In the latest teacher preparation program data released by the Department of Education, GTV was ranked as the most effective program in the region. Its teachers have been able to lead students to greater mastery on the state test than their non GTV counterparts. Additionally, GTV brings approximately 100 new teachers into the region each year creating a mutually beneficial relationship between GTV and the local school districts. GTV's academic results and its ability to serve as a staffing pipeline have cemented GTV as a critical member of the educational community.

GTV has experienced the local goodwill, that comes from having partnerships with districts and the prestige of achieving above-average student results. However, the leaders of GTV believe that they have not yet reached their mission. Their mission is to ensure that every student has an effective teacher in the classroom so that students are able to access educational and career opportunities regardless of their income level. Leaders say that the milestones they have reached thus far are short term wins, important to celebrate but not enough to declare a victory. The average ACT score in the region is a 17 and although the graduation rate is up the college completion rate and poverty rate of 18 – 25-year old's in the region has remained stagnant. Students with GTV teachers are scoring higher on their state tests but it is not translating to a long-term trajectory of success.

Leaders of the organization have been in discussions regarding where they want to take the organization next to realize their long-term goals. During the time period GTV leaders were engaged in those conversations, the organization participated in a symposium that brought together leaders from around the world specializing in a variety of industries to talk about the state of education in the United States. Through that conference, the leaders of GTV realized that not only was there significant work to do to level the racial and social discrepancies present in the region but that there was also a larger issue to address. The speakers at the symposium shared data and anecdotes from schools in other countries as a point of comparison for schools in the United States. GTV leaders realized that students in the United States and particularly in their region were receiving instruction that trailed far behind that of other similarly industrialized countries. Students in many other countries were receiving instruction that emphasized 21st-century skills. Skills that focus on the appropriate use of advanced technology, the complex integration of multiple disciplines, effectively collaborating with peers, the ability to research, and accurately evaluate new information. The presenters shared that the academic rigor and orientation of the more advanced countries were not solely for the benefit of students' current educational needs. These skills were being prioritized because they are the skills that the leaders of organizations have cited as being critical to fill their current and future vacancies. At the conclusion of the series, the leaders of GTV knew that it was time to make a large-scale organizational change to truly prepare the students of the region for the 21st-century workforce.

GTV is a licensed teacher preparation program and its current training model focuses on the leadership development of its teachers as the key lever for change. It seeks to enable teachers to use the resources of GTV and their school community to create safe spaces for students and high academic outcomes. The organization does not currently place as much emphasis on developing deep content knowledge in its teachers. Instead, the organization focuses on building the self-efficacy of its teachers and the collective group, the belief that one can control their environment and use their own capacity to create favorable outcomes (Bandura, 2000).

GTV has decided that they must act on the knowledge gained from the symposium, that students in the region are not receiving 21st century aligned educational experiences. However, they are less resolute on how they should take their organization from its current state to one that meets students 21st century needs. The organization has previously focused on the leadership of the individual and the power of the GTV community to reach strong academic outcomes for students without being overly prescriptive on methods. Now leaders are beginning to discuss the best way to move the organization and its practices to the next phase, one that turns its focus to the needs of the global market as it prepares its teachers and students.

This capstone seeks to answer the following question:

How should Growing the Village evolve to create alignment between the organization's practices and the demands of the 21st-century workforce in which students will be entering?

III. THE PATH TO 21ST CENTURY EDUCATION

Public education like most systems is constantly in a state of evolution. The first impetus for schools to change in recent times occurred in the 1980s. The release of the pivotal report *A Nation at Risk* in 1983, ushered in a wave of education reforms in public schools across the country. The report warned Americans that poor quality schools were putting the country at risk of losing its standing as a leader in, “commerce, industry, science, and technological innovation” (Park, 2004). Among a host of other recommendations, that study led to state-level norming of mandatory courses for high school students.

The passing of the No Child Left Behind Act in 2002 was the next large-scale change that occurred in public education. This act gave the federal government a larger role in school accountability, it was aimed at increasing the competitiveness of American students and narrowing the performance gap between low-income minority students and affluent students (Klein, 2020). Among other mandates, No Child Left Behind (NCLB) required all states to implement standardized testing in reading and math and raised the standards for teacher quality (Klein, 2020).

In 2009 public education in the United States changed again, through the creation of Race to the Top. Race to the Top (RTTT) spearheaded by Arne Duncan, Secretary of Education in the Obama Administration was an initiative partially designed to address the achievement gap, an area that was also prioritized in the NCLB Act, several years prior. NCLB approached school reform through the threat of state-level penalties for non-compliance. RTTT took a different approach to cajole schools to implement reform, it sought to do so by financially incentivizing states for innovation. Over \$4 billion dollars were awarded to states that designed reform efforts aimed in part at increasing the quality of low performing schools (White House Archives, n.d.).

While many efforts have been made since the 1980s to improve education in the United States the labor market has also experienced a high degree of change in the same time span. Despite the evolution in public education, many experts believe that American students are still underprepared for today’s labor market because schools have failed to keep up with the needs of the changing economy (Greenhill, 2010). *A Nation at Risk*, NCLB, and RTTT all sought to increase the educational outcomes for students. Yet neither of them truly defined the types of skills that students should be learning. The initiatives all spoke to the courses of study in which students should engage but they did not address how that learning should occur. Figure 1 illustrates the change in demand for specific skills and cognition over a 40-year span. The demand for routine manual and cognitive skills peaked in the 1970s and each decade since then has seen an increased demand for non-routine interactive and analytic skills.

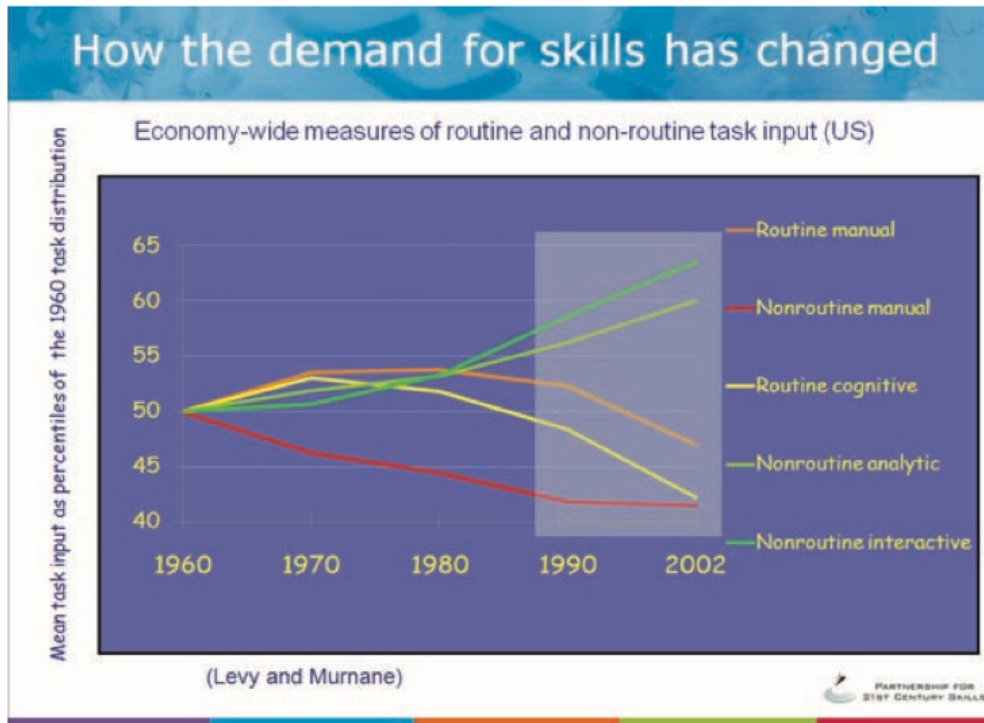


FIGURE 1 (AUTOR, LEVY AND MURNANE 2003)

Much of the change in skill demand illustrated in Figure 1 can be attributed to the rapid rise in technology and globalization that defines our current economy. Klaus Schwab (2015), Executive Chairman of the World Economic Forum coined the term, the fourth revolution to describe today's economy. Schwab defines the fourth revolution as a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres. Economists and leaders in the field of workforce development believe that in order for students to be prepared to gain employment in the fourth revolution they must be taught 21st-century skills. 21st-century skills are those that go beyond rote academic knowledge and allow one to integrate information from a multitude of sources, to create, to work together with other colleagues, to solve complex problems, and to communicate effectively (Zaber, Karoly, & Whipkey, 2019).

The material that students learn in school and the methods by which they learn have short term implications for students. They also have implications for students in the long term when they exit secondary education and either immediately enter the job market or do so post-college. It is the post-secondary implications of learning that most concern the private sector. The experiences students have in school determine the type of employee that will later be hired. It is this factor that makes the quality of education and how the United States fares in comparison to other countries a relevant conversation both inside and outside of the education field.

The United States is a member of the Organization for Economic Cooperation and Development (OECD). OECD is comprised of 36 countries, these 36 countries are powerful nations, they represent 63% of the world’s total GDP. As a part of their economic development efforts, OECD sponsors the Programme for International Student Assessment (PISA). PISA is a test given to students across the world to measure academic performance at a global level. The test includes 21st-century skills such as complex thinking and the ability to solve problems. Countries that rank high on PISA also have higher GDPs. Figure 2 is an excerpt that illustrates the United States’ performance compared to all 76 countries that engaged in the 2015 PISA. Out of the 36 OECD countries, the United States ranks 30th in Math and 19th in Science (DeSilver, 2020). While the United States outranks many other countries, when you compare it to the other high GDP member nations, the United States scores in the mid-range in Science and Reading and the low range in Math.

How the U.S. compares on science, math and reading scores

Average scores of 15-year-olds taking the 2015 Program for International Student Assessment

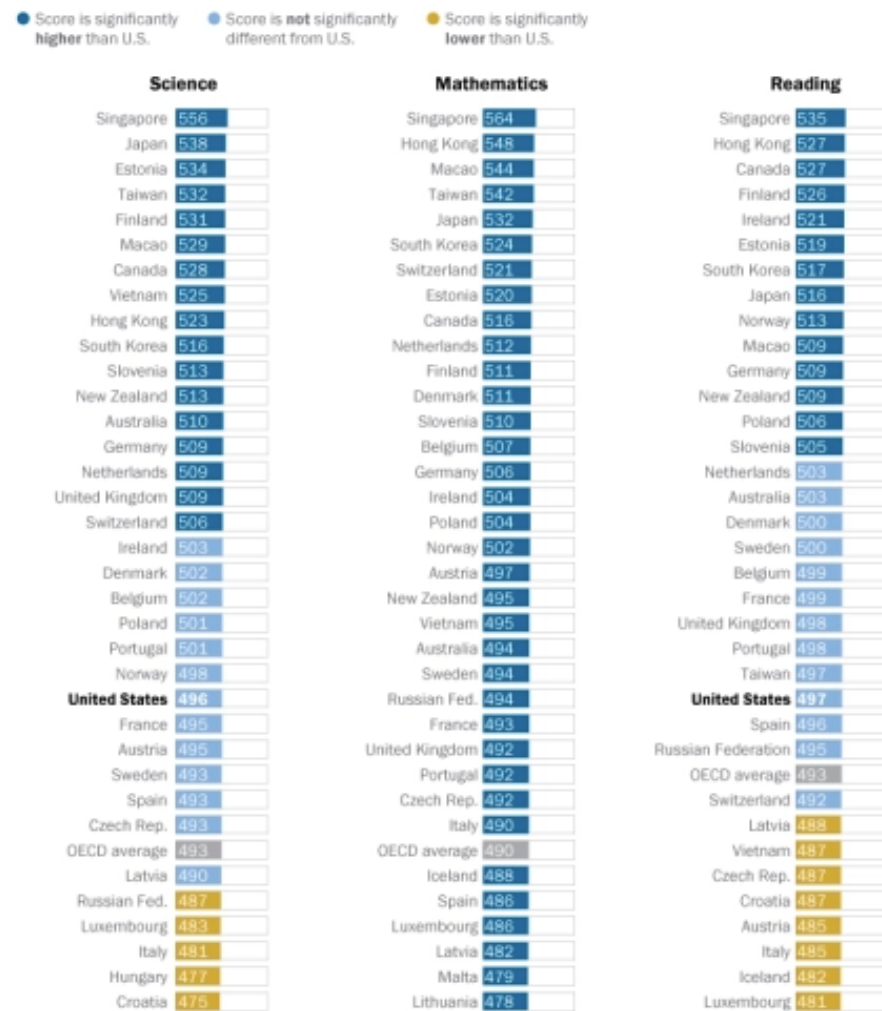


Figure 2, OECD, PISA 2015

Growing the Village has been in existence during the NCLB era and the RTTT launch but it has been largely insulated from much of the legislative impacts. GTV has had the ability to decide how best to train its teachers, areas to prioritize in coaching, and has in some ways taught its teachers how to meet the criteria of those mandates while also providing rich learning experiences for students. It is due to this high level of autonomy that the organization and many of its teachers experience that GTV has the opportunity to explore ways that they might shift their programmatic approach. The organization sees its work as social justice, they work exclusively in Title 1 schools, schools with high levels of economically disadvantaged students. In their partner districts that also means that their students are almost exclusively African American, Bi-Racial, or Hispanic.

GTV knows that their students are more likely to be victims of bias and attend less-resourced schools. The organization feels a responsibility to bring their students the best there is in instructional practices, to adequately prepare their students for the labor market, Therefore, when the leaders of GTV attended the symposium and learned how different American students' schooling experiences were from their more successful international peers they decided they wanted to take on the challenge of bringing 21st-century readiness to their region.

Preparing individuals for the demands of the fourth industrial revolution with 21st-century skills starts at the K – 12 level, the age range of GTV's' teachers. The type of learning experiences that students receive, the format of the delivery, and the content itself all have a significant impact on the career choices that individuals have later in life. Below is a bulleted list of best practices that educational institutions should attend to as they seek to implement a 21st-century orientation to schooling.

K – 8 Implications for 21st-century learning

- Grade Level Literacy Proficiency– although this has been a long-standing goal across contexts, schools must ensure that before students move on to high school, students are reading on grade level (Zaber, Karoly, & Whipkey, 2019).
- Acquiring and evaluating new information – students must know how to access the resources they need, interpret that information, make rational decisions about the validity of the information, and determine how they should act based on relevant information (Zaber, Karoly, & Whipkey, 2019).
- Technology – Many schools across the U.S. now have some level of technology present in their buildings however that distribution is not always equitable. This requirement would mean that all students would have access to current technological tools that allow for programming and robotic manipulation. Schools also will need high capacity computers and efficient internet connectivity. This requirement represents an example of a need that would require a systems-level solution. The current distribution of funding across the country would have to radically change for this to be the reality at all schools or it would need to be supplemented by funds from the private sector (Zaber, Karoly, & Whipkey, 2019).

9 – 12 Implications for 21st-century learning

- Education about career paths – Students should receive comprehensive information about the different opportunities available within the technical and college paths (Zaber, Karoly, & Whipkey, 2019).
- Career and technical training – Once students decide the path they are seeking, intensive coursework should be available for each. The technical path should be rigorous not just preparing students for low-level hourly jobs but arming them with critical technical skills to gain managerial level positions in technology-forward companies (Zaber, Karoly, & Whipkey, 2019).
- Exposure – Far too many students begin college by having to take remedial courses. These courses cannot be paid for with federal dollars, they delay graduation, and they focus on skills that should have been taught in high school. Students who want to go to college must be exposed to college-level coursework prior to leaving high school. Students who seek technical careers should have opportunities to experience the work before they leave high school. This can be accomplished through job shadowing, internships, and high school level credentialing programs (Zaber, Karoly, & Whipkey, 2019).

IV. CONCEPTUAL FRAMEWORK

Currently, GTV does not train its teachers using a prescribed pedagogical method, it asks its teachers to prioritize student proficiency in the content area that the teacher is assigned. For example, reading teachers have goals to increase the number of students reading on grade level and high school teachers prioritize increasing students' ACT scores in their subject area. However, the 21st-century symposium argued that education organizations should focus on 21st readiness, the multidisciplinary integration of complex thinking skills, advanced technology, and collaborative learning. For GTV to move towards a prescribed method of teaching focusing on a unified set of skills would represent a shift in the practices that have guided the organization for many years. GTV is confident in the direction they would like to move, one that arms its students with the skills necessary to be competitive in the 21st-century job market. Its leaders however are cognizant of the fact that change efforts are difficult and often unsuccessful. The organization would like to lead a successful change management initiative and maintain its stakeholders in the process. As GTV leaders also fear that a significant shift away from their core practices could alienate some long-time stakeholders. The following frameworks provide guidance in leading successful change management efforts will also maintaining relationships with stakeholders.

Stakeholder Retention

Maintaining stakeholders is important to the leaders of GTV and it is critical to their future success. Their stakeholders provide both the human, social, and financial resources necessary for its continued operation. There are three key areas to which an organization must attend when striving to retain stakeholders during times of change, organizational identity, core values authenticity, and organizational prestige (Winn, 2013).

Organizational Identity

Organizational identity represents who the organization's members portray themselves to be to others and who the members believe they are as an organizational unit (Hoons & Jacobs, 2014). There are multiple bodies of thought on how organizational identity is developed. Institutional theorists believe that organizational identity is based on claims that the organization makes and shares with its members (Whetten, 2003). Through the process of sense giving leaders in the organization define the organization and offer narratives to their members that reinforce their agreed-upon definitions. These claims illustrate the organization's core beliefs, its unique and long-lasting attributes, and help the individual define themselves as a member of the organization (Ravasi & Schultz, 2006). Institutional theory says that due to the fact that the organization creates the definitions and exercises efforts to control its identity, an organization's identity is inherently stagnant and resistant to change (Ravasi & Schultz, 2006). According to Alvesson et al. (2008), organizational identity is developed by the institutional structures present in an organization and the ways that supervisors exercise control to ensure that actions embody the mission, vision, and values of the organization.

While the organization is in the process of reaching its new iteration, the organization must take on a transitional identity (Winn, 2013). This is particularly true in organizations such as GTV that have a strong identity. There is a positive and well know archetype for what it means to be a member of GTV. That perception extends from the time one is a current participant through to when one becomes an alum and, in some instances, join the GTV staff. The majority of GTV staff are alums of the program which enables the organization to maintain a strong organizational identity. According to Winn (2013) in organizations like GTV with strong identities, the organization must quickly redefine itself in times of change for stakeholders to remain connected to their notion of the mission. Figure 3 illustrates the process that organizations can use to successfully usher its members from its existing identity to its new identity, during times of change.

Organizational Response to Identity Threats: A Theoretical Model

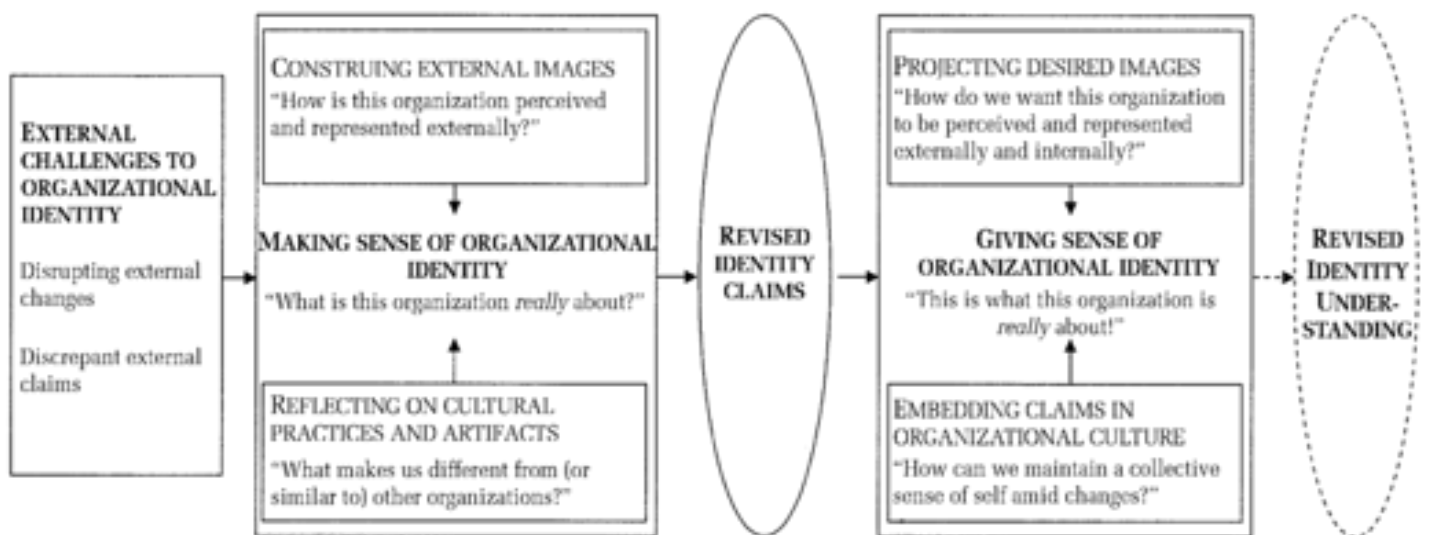


Figure 3 (Ravasi & Schultz, 2006)

Corporate Values Authenticity

GTV's mission and values attract like-minded stakeholders to the organization. Donors feel that the cause is admirable, a problem worth solving. Many teachers feel that to be a part of GTV and teach is a calling not just an occupation. Community members appreciate the, "let's roll up our sleeves and get it done together", mentality they find in GTV staff members. These written and unwritten values give GTV a high level of perceived authenticity. In organizations with high levels of ideological ties, stakeholders will look to the organization to see if it is staying true to its values during times of change (Winn, 2013). Stakeholders want to be able to see themselves in the new iteration. If this fails to occur stakeholders will likely pull away from the organization as they see a dissonance between who they are as individuals and the new values of the organization. Organizations that have thrived across many decades have been able to weather external and internal changes because they are able to hold their core values sacred. They have been able to do what less successful organizations have not, distinguish between "timeless principles and daily practices" (Collins, 1995). Separating the values upon which the organization exists from the work that the organization is doing at a specific moment in time is critical. It allows the organization to define and separate the parts of its identity that must stay constant during times of change. According to Collins (1995), these are the parts of an organization that its members would continue to do even if it became a "competitive disadvantage", the "what we stand for and why we exist" values.

When individuals are connected to an organization in a deep way, the organization is more than that just a company with which one is casually involved, more than a career path, it is an extension of themselves. It is their belief system in action.

Organizational Prestige

Prestige is connected to an organization's identity and authenticity. When the latter two are strong they can work together to create a high level of organizational prestige. The prestige that an organization possesses contributes to the commitment level of its employees. According to Winn (2013), an organization that has a high degree of prestige affords its members social capital and status. Due to GTV's alignment to lofty core values and a well-known identity, its alums are viewed very favorably when pursuing post-program career opportunities. Recruiters know that if a candidate has successfully completed GTV they are a high capacity prospect. Many doors that may have otherwise been hard to access are often accessible for those affiliated with GTV. It is a privilege to be associated with GTV and this prestige is especially visible in the upper ranks of organizations where many alums hold positions of power.

During times of change, organizations have to develop ways to maintain or increase their level of prestige if it wants to retain its stakeholders. Similar to value authenticity stakeholders want to know that high bar that GTV has represented in the past will continue to hold true, for it not only impacts the organization but it will also impact their own social standing.

Change Management

Most organizations launch change efforts to move from their current state of affairs to a future state with the intention of increasing productivity (Khatoon & Farooq, 2014). Change is a difficult undertaking, not only is the process of change arduous but for all of the strain that it can cause most change efforts are unsuccessful in fully reaching its goals. Experts say that over 70% of all change efforts fail, and with that comes a waste of financial, human, and social capital (Argyris, 2004). According to Hannah et al. (2007), change is risky because it is often seen as a violation of the organization's core values and identity. Earlier it was discussed that in organizations with strong ties an organization can be seen as a reflection of one's self. Thus, change can cause a disequilibrium between one's personal identity and the organization with which they are closely connected. Additionally, the stakeholders fear the potential loss that change might mean for them, the loss of knowing who the organization is, what it represents, and the interplay between themselves and the organization. Organizations often overlook the reality that without the investment of stakeholders, the ones doing the work, and advocating for the organization, change efforts are more likely to be unsuccessful (George and Jones, 2001).

There are three guiding principles organizations should adhere to in times of change. First, the organization must explain the need for change in terms of the organization's perceived strengths and weaknesses, they must own the story. The organization must frame the need for change and help stakeholders process the wins and losses of the change efforts. (Jacobs et. al, 2013). Secondly, the change must be specific to the organization (Jacobs et. al, 2013). The context, identity, members, stakeholders, and threats of each organization are unique. Any change management endeavor should be customized to the needs of that particular organization. Lastly, and related to the second point the cultural implications of one unit compared to another unit even within one organization should also be taken into account (Jacobs et. al, 2013). According to Pettigrew et al. (2001), one cannot assume that what is true in their corner of the world will also be true in other places as it pertains to organizational change.

Kotter's Change Model

John P. Kotter is renowned when it comes to change management. His change management model was first published in 1995 and since that time researchers have taken his model, modified it, tested it, and still find his original conclusions to hold true with some additional guidance (Appelbaum, et al., 2012).

According to Kotter (1996), there are three phases of effective change, creating the climate for change, enabling the organization to make change, and implementing and sustaining the change. Within these phases are eight key steps to enacting change in an organization. Establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the vision, empowering broad-based action, generating short term wins, consolidating gains to produce more wins, and anchoring new approaches in the corporate culture. Figure 4 illustrates the phases and key steps.

Kotter's 8 Steps



Based on the books and articles by John P. Kotter
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FIGURE 4, (HARVARD BUSINESS REVIEW 2012)

Create a sense of urgency

According to Kotter (1995), successful change efforts must begin with individuals and groups evaluating a company's "competitive situation, market position, technological trends, and financial performance". This evaluation substantiates the need for change and people change when they recognize an impetus to do so. Everyone must feel that the only reasonable next step is to make a substantial change. Stakeholders must fully embrace the need for change and understand the proposed change. This understanding extends the necessary credibility that leaders need for the change to be implemented (Kotter, 1997). Urgency can also be supported by employing consultants, existing research, and using other outside sources to validate the need for change (Armenakis et al., 1993; Kotter, 1996).

Guiding Coalition

Leaders do not successfully lead organizations alone they do so alongside a team of people working towards the same goal. When leaders recognize that it is time for a change, they must call on that team to be supportive and champion the change. Not all stakeholders will be immediately invested so it is wise to build a strategic team to invest and sustain others. This team should guide the work and be comprised of key individuals, those with positional power, expertise, credibility, and proven leadership (Kotter, 1996). When members of the team look at this coalition, they should see people they trust, people with high levels of credibility, and who have the skillset to lead.

Develop a Vision and Strategy

The coalition will be responsible for developing the vision that they will invest others in and lead. The vision for change should be clear, consistent, and well-articulated (Staniforth, 1996). The vision should clearly define the goal post and the strategy should determine the steps necessary to reach the goal. Without a vision that individuals can understand and see as connected to the organization's identity, it will be difficult for stakeholders to become Invested.

Communicate the Vision

Change leads to feelings of uncertainty. Stakeholders who know that a change effort is underway know that things will soon be different. They try to determine if that means a positive or negative change for their position in the organization and the affiliation they feel. Communication is a vital component of change management as it can work to calm fears. Communication is needed to effectively share the vision with the team and begin the process of investing others. However, it is also crucial to maintaining a sense of trust and transparency throughout the process. Research shows that employees who experienced a higher level of "participation and greater dialogue responded more positively to change" (Smith et al., 2005). Communication during times of change should be frequent, face to face, in a dialogue format, and easy to recall. Studies have found that the use of storytelling, visual representations, and metaphors to communicate the need for change and the vision created deeper levels of understanding on the part of stakeholders (Roberto & Levesque, 2005).

Empower Broad-Based Action

As stated, earlier change cannot happen through the leader alone. It can't even occur from the coalition in isolation. Successful change management must also rely on the front-line employees to change their habits and mindsets. Employees must feel that they are able to own parts of the change and are not just taking orders from those above. Employees must feel empowered to innovate and try new methods aligned to the overall vision without fear of repercussions. It is up to the leaders of The organization to create this type of environment during times of change.

This ownership will result in employees feeling responsible for doing their part to further the change effort. (Kappelman et al., 1993). In addition to communicating trust in team members and a desire for them to lead, empowerment also means that leaders have to be willing to remove obstacles that can get in the way of front-line employees leading the vision forward. According to Kotter, (1996) these obstacles include structures, systems, skills, and supervisors.

When leading change the coalition needs to be willing to remove barriers such as the ones Kotter referenced that may impede change.

Generate Short Term Wins

Change represents the unknown and uncertainty breeds fear. Leaders must give stakeholders a reason to continue their efforts before the ultimate vision is reached. Most change efforts including the one that GTV is exploring are long term in nature. Fulfillment of the vision might outlast certain board members, partners, staff members, even some leaders. Some of the students that GTV ultimately impact will have graduated by the time the decided upon vision is reached. Therefore, stakeholders look to the organization for reassurance. Leaders can provide this reassurance through the celebration of short-term wins. Wins reaffirm for stakeholders that their actions are yielding results and it reinforces the expectation that the vision will be reached (Reichers et al, 1997; Marks, 2007).

Consolidate Gains and Produce More Change

Managing change efforts is an ongoing and iterative process. The iterative changes however should all be aligned to the overarching vision for change. Once a change effort is underway and small-scale wins have been achieved effective leaders analyze the collective successes and then look for opportunities to gain more traction. This constant reexamination process is critical to ensuring that success is not temporary. Kotter (1995) says that leaders should be wary of declaring victory too soon and that they should use quick wins as a way to tackle other obstacles that may get in the way of long-lasting change.

Anchor new approaches in corporate culture

Once the goal has been reached and all components of a change effort are completed the next phase is to maintain the new way of operating. It can be easy for success to be fleeting, lasting only as long as the last original coalition members are around to champion the efforts. Organizations ultimately want what Jacobs (2002) refers to as institutionalization, the point at which the change efforts have become a part of the day to day fabric of the organization. The change becoming the organization's new identity. Kotter provides two methods for achieving institutionalization. Showing stakeholders how changes have improved the organization's outcomes and ensuring that future managers embody the new approach (Kotter, 1996).

Potential Adaptations

Kotter is highly regarded as being an expert on change management and his model will be proposed to GTV as they lead their change management process. However, there are two elements to be aware of, areas in which GTV may choose to deviate from this process based on critiques of Kotter's Model.

- Kotter purports that these steps occur in order, that one should not occur prior to the other, and that all are applicable. However, organizational culture should help to determine the order of the steps (Cummings and Huse, 1989). Some steps must be completed in sequential order for example the organization's ability to effectively communicate the vision is predicated on developing the vision for a new way of operating. However, other components may be implemented in a more flexible or hybrid nature. For example, GTV may choose to engage its senior leaders in developing the vision first, create widespread urgency second, and then communicating the vision in an effort to limit organizational anxiety.
- Context matters and there are elements such as the last step, anchoring new approaches in corporate culture that may not be as relevant in this situation (Appelbaum, et al., 2012). If GTV for example were to make a sweeping change to their design that eliminated or added new business units, there would not be an opportunity for other midline managers to revert back to the old strategy. In the case of GTV, the more important component to anchor would be the beliefs that led to the change and continuing to invest stakeholders in those values.

V. METHODS

Rationale

This capstone was designed in partnership with Growing the Village as a qualitative research study. GTV has been studying ways that it might evolve in order to create a greater sustained impact on the communities it serves. Leaders in the organization examined ACT scores, literacy rates, and the rigor of instruction present in its partner schools. Through that informal research, GTV determined that more should be done. Their teachers were effective in many ways, but they had not yet created long-lasting changes in the education and career outlook for students. Last year the organization engaged in a learning experience that cast light on the skills students would ultimately need to be competitive in the 21st-century job market. The learning series was attended by GTV staff members, current participants, and alums. Attendees reported feeling that the organization's current path was not adequately preparing students for the futures they would face after high school.

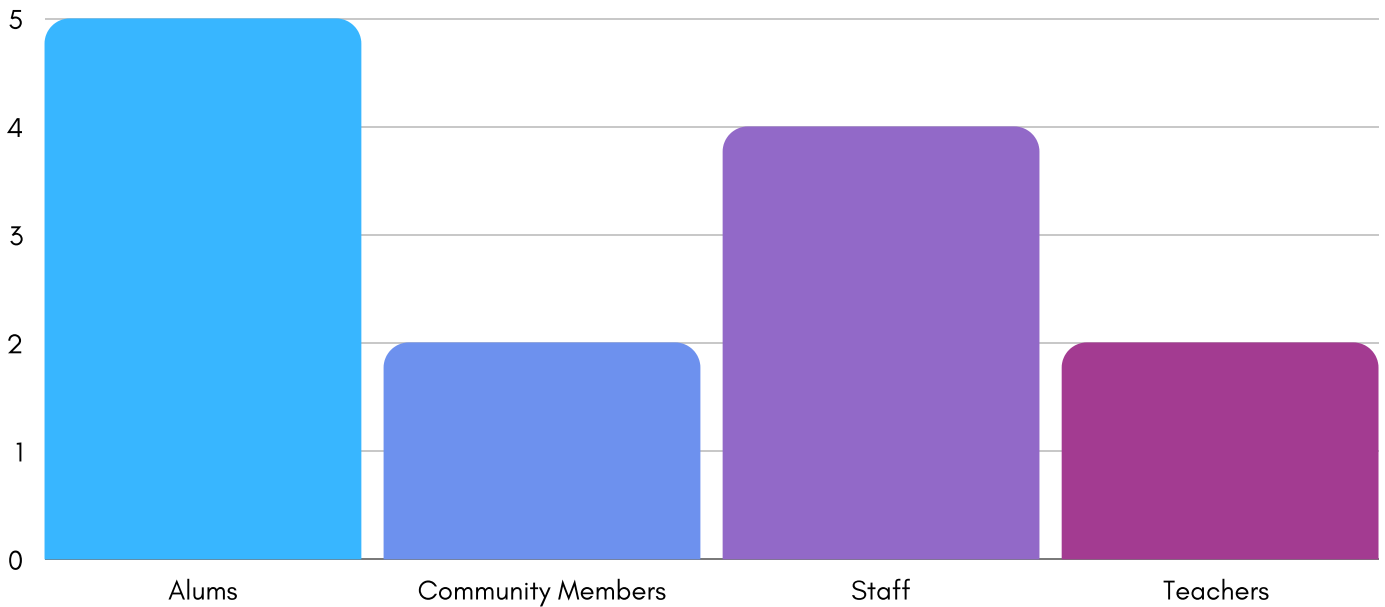
The senior leaders of Growing the Village believe that a change needs to occur to better prepare students for success in the 21st-century workforce. This study was created to help GTV define the vision that its stakeholders would like to see realized and provide recommendations for an effective change management initiative, one that involves and retains its stakeholders. To gain the insight of GTV's key stakeholders the study implemented a qualitative approach to collecting data. Prior to the unforeseen impact of COVID - 19 in-person interviews were to be conducted with the study's participants. Yet the closure of schools and non-essential businesses in the region precluded the opportunity to conduct in-person interviews. The decision was made to condense the original interview protocol and adapt it to an open-ended survey.

Sampling

Part of the research design was to gain stakeholder perception on how the organization is currently preparing students for the labor market and how it could do a stronger job. I worked with a leader of the organization to create a large list of potential research participants to interview and then later due to COVID - 19, to survey. Together we generated a sampling pool of 48 stakeholders representing diverse voices along the lines of race, gender, years of connection to the organization. Four stakeholder groups were identified, staff members, alums, current GTV teachers, and community members represented by administrators at GTV's partner schools. Of the 48 prospective participants, 5 were staff members, 20 were alums, 15 were teachers, and 8 were community members. The decision was made to cultivate the list of prospective participants with the leader of the organization in lieu of sending out a mass mailing to preserve a level of discreetness. The initial ideas that the leaders were discussing and that later emerged from the research study had the potential to invoke fear in an organization with such a strong identity.

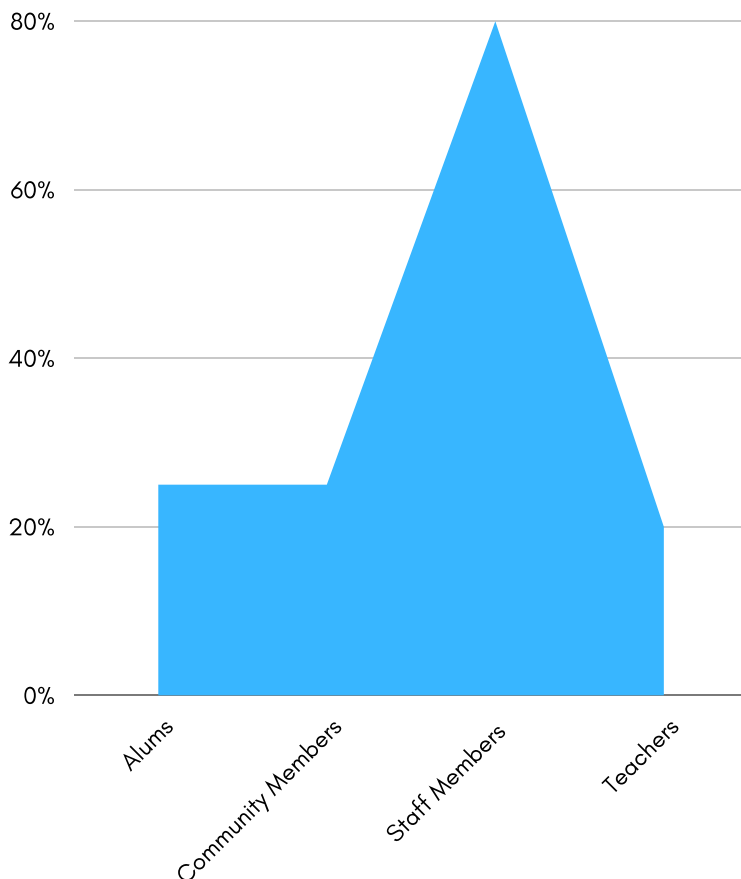
By keeping the list small relative to the number of total stakeholders the study was more likely to be viewed as an exploratory exercise that may or may not lead to change as opposed to a massive overhaul of organizational practices. The intention of collecting data while not casting doubt on the continuation of GTV as it currently exists is also reflected in the organization's decision to have a pseudonym used in the publication of this capstone. While the smaller pool would lead to some limitations in the study it was done to protect the organization from any potential negative backlash. To mitigate the sample size limitation care was taken to ensure diversity amongst participants in the pool. Additionally, care was taken to ensure that the prospective members of each stakeholder group all had a level of relative knowledge of the organization's practices. For example, all of the staff members added to the pool worked either with the programmatic unit in the organization or in a more senior unit that had an awareness of the program unit. The alums included, represent individuals still living in the region and who are active in alumni opportunities in the region. The school administrators selected have been GTV partners for a minimum of 3 years, ensuring that they adequate context for the successes and challenges of GTV teachers in their schools.

The data collection tool Qualtrics was used to adapt the in-person interview guide to a qualitative survey. The survey consisted of questions to identify each participants stakeholder group, their belief that students were being prepared for the 21st century, their vision for educational success, how GTV might evolve to meet their vision including, and how the organization should measure its actions. Potential participants were sent an email introducing the capstone, the purpose of the study, and a request for participation. The communication detailed the optional nature of the survey and included a link to opt-out if they no longer wanted to be contacted for inclusion. Additionally, the potential participants were made aware that their responses would be kept confidential to the capstone, anonymous to the organization, and that any self-identifying information that they might provide in their written responses would be redacted. Lastly, they were made aware that the study's findings and recommendations would be available in late July. Follow up emails were sent to unfinished respondents four and seven days after the initial mailing. Figure 5 shows the distribution of survey respondents by stakeholder groups. The percentage of respondents relative to the number surveyed is illustrated in Figure 6. Most of the respondents shared lengthy reflections for the survey questions. There were three instances where I had follow up questions after beginning to analyze the data and I was able to follow up with each of those respondents via email to elicit more clarity. The universal prompts of, "could you tell me more about x" and "what made you think y" were used in the follow-up questions as to not skew their responses.



SAMPLING DISTRIBUTION, FIGURE 5

The number of respondents by stakeholder group is illustrated above. The community members surveyed are school administrators with current or past GTV teachers. Staff members surveyed work across functional teams at GTV. Alums included in the data set participated in GTV within the last 5 - 10 years. The teacher group represents GTV teachers that are currently in the program.



PERCENTAGE OF RESPONDENTS BY STAKEHOLDER GROUP, FIGURE 6

The percentage of each stakeholder group that participated in the survey is illustrated to the left. The greatest percentage of respondents were GTV staff members.

Data Analysis

After the surveys were completed the responses I reviewed and analyzed the data using the thematic analysis approach (Terry, Hayfield, Clarke, & Braun, 2017). First, the participants' responses were exported from Qualtrics and read in an initial reading to familiarize myself with the data and understand its contents. The data was then reread to formulate basic observations and foundational questions. In the first phase of thematic analysis, the emphasis is on developing a curiosity about the data set in order to create a foundational level of analysis (Willig & Rogers, 2017). After each participants' responses were annotated a data wide set of annotations was created to summarize the contents of each unique data entry. Next, a digital notebook was used to code each significant response and begin to synthesize the major concepts, phrases, and interpretations present in the data set. The author then organized the data annotations by grouping them according to the assigned codes. Lucid chart was then used to create a thematic map to visually display themes that emerged. Once I felt that appropriate and defensible themes had been created the research questions were laid over the map to check for alignment and eliminate data that was interesting but did not tightly connect with the scope of the research study. Lastly, I used the checklist found in Figure 7 to check the validity of the analysis and make necessary revisions.

Checklist for Thematic Analysis

Transcription

- The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'

Coding

- Each data item has been given equal attention in the coding process
- Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive
- All relevant extracts for each theme have been collated
- Themes have been checked against each other and back to the original dataset
- Themes are internally coherent, consistent, and distinctive

Analysis

- Data have been analyzed - interpreted, made sense of - rather than just paraphrased or described
- Analysis and data match each other - the extracts illustrate the analytic claims

FIGURE 7, (BRAUN & CLARKE, 2006, P. 96)

VI. FINDINGS

Student Level Findings

Finding 1: Students lack adequate access to technology.

One component of 21st-century readiness is technological literacy. Schools that are leading the way in 21st-century technology integration focus on students' ability to conduct research online, evaluate online resources, use visual representation tools, use word processing and presentation software and gain experience using age-appropriate engineering technology such as 3D printing. A vast majority of responders articulated dissatisfaction with students' limited access to computers, reliable internet connectivity, technological tools, and software. The lack of access to technology in schools was resoundingly attributed to a lack of appropriate and equitable funding due to racial and economic marginalization.

“Most schools have a defunct computer lab, issues with wifi connectivity, and lack a 1 to 1 tech ratio.” - Alum

“Some of the schools that serve these students do not have sufficient technology for the kids to use while at school, students have to share the technology. Some students do not have the technology or the internet at home.” - Community Member

Finding 2: Students lack access to course instruction that promotes critical thinking

In addition to being technologically savvy, 21st-century experts say that students also need to be proficient in “soft skills”. The name soft is a misnomer as it alludes to complex thinking, effective communication, and the ability to find and evaluate new information. Respondents noted the lack of rigorous course design as a cause for students missing out on complex thinking skill development. GTV stakeholders shared that the current design of most teachers’ curriculum and courses lead to student mastery on discrete skills but that it does not address students’ critical thinking skills or create opportunities for collaborative learning.

The launch of the common core standards in 2009 was intended in part to create a common set of rigorous standards that moved beyond rote skill practice and lead to more complex thinking and understanding. However, with inconsistent implementation, inadequate resources, and teachers’ proclivity to return to more traditional methods of teaching, students are not receiving the intended depth of instruction in all instances, especially in the classrooms of new teachers (Zhang, 2014).

“We do not provide a rich, private school level of critical thinking development that our students more affluent peers have access to in their schooling.” - Alum

“We need to work on providing better opportunities to students in the form of rigorous classes and a robust curriculum. I teach at the high school level and so I think expanding access to dual credit/enrollment and AP and/or IB courses is a great way to infuse rigor. The fact that when students simply take these rigorous courses, they fare better in their post-secondary endeavors is a supremely compelling argument for increasing rigor in order to attain enhanced educational success.” – Alum

Teacher Findings

Finding 3: 21st-century skills are not prioritized in schools and educational planning

Schools in the region primarily focus on the standardized state test, it determines the scope and sequence of learning and is used to communicate performance. Due to the passing of No Child Left Behind and subsequent reform efforts over the years each student in grades 3rd – 12th is required to participate in some form of high stakes testing. These tests are taken in core subjects such as Math, Reading, Sciences, and Social Studies courses. Student performance on the test is connected to school funding, teacher evaluation, teacher pay in some cases, school closure, and students' admission into advanced level courses in most schools. The weight and far-reaching impact of standardized test scores creates an inherent prioritization. Although Growing the Village teachers traditionally only work in their schools for a short period of time they quickly feel the pressure to let the test guide students' learning experiences. Respondents felt that if teachers were allowed to prioritize the acquisition of 21st-century skills instead of preparing for the test students would be more equipped for post-secondary work demands. The data shows that 100% of the stakeholders recognize a need to prioritize the 21st-century skills but they do feel that they have the agency to do so.

“I would say that students generally are not being prepared for the 21st-century workforce because there is too much emphasis on standardized testing. If the demands of a 21st-century workforce are defined as “strong academic and technological skills but ... also softer skills such as critical thinking, collaboration, and effective communication,” I would argue that these skills- particularly the softer skills mentioned- are the first to go when harried teachers are preparing their students for end of year testing.” – Alum

If we continue to partner with schools that have shown resistance in 21st-century education; we will work in direct opposition to our beliefs.”- Staff Member

Finding 4: Lack of training on 21st-century content and pedagogy to effectively deliver aligned instruction

The data shows that some stakeholders lack a depth of understanding when it comes to how teachers should be integrating 21st-century skills in their instruction. Most schools in the GTV region are not focusing on 21st-century readiness and neither is the GTV education preparation program. This results in teachers entering the profession without having received training on 21st-century implementation from their teacher preparation program. Due to the fact that there isn't a focus within their schools, they also are not receiving this type of training from their school districts.

Part of 21st-century readiness is technological literacy and the ability to use technology to find and evaluate new information. According to Fry & Seely (2011) when preservice teachers were given an authentic task that involved conducting online research and using appropriate resources to increase their knowledge about elementary social studies literature, the preservice teachers experienced great difficulty. 66% of the preservice teachers used resources that were not aligned, chose poor quality resources, or misidentified periodical type. 50% relied on findings from unreliable websites with debatable intent. Teachers lack the prerequisite knowledge base necessary to facilitate learning as it pertains to some components of 21st-century readiness.

“Teachers are generally interspersing technological skills into their classrooms, particularly when they have time to include projects, but generally, students are learning these skills on their own through their phones. I don't think students' self-directed technological understandings should be diminished, and I also think teachers should be better supported on how to infuse appropriate technology into their content, as appropriate.”- Alum

“The organization could also help access rigorous training for teachers from third-party organizations like the AP/College Board, Texas Instruments, and other organizations that would improve the content knowledge and pedagogical strategies of their teachers.”- Alum

Finding 5: 21st-century skills are perceived as being advanced skills, to be targeted after students master basic skills

“Only about 24% of third-graders in the district scored proficient in reading on the state’s standardized assessment. Students have to be able to read and write proficiently in order to master any other subjects.”- Alum

**“Most do not have the reading and math skills to build on new learning, so the teachers have to teach remedial learning skills before the kids can move ahead.”
- Community Member**

Students in the region have demonstrated low levels of proficiency in literacy skills, some stakeholders believe that these gaps must be addressed before more advanced skills are introduced. An article was published during the data collection window that ranked the local school districts in which Growing the Village’s teachers work. The publication disclosed that two districts in which GTV teachers work scored a 138 and 141 out of 141 in 3rd – 8th reading proficiency rates. (Aldrich, 2020) The districts averaged a 14% in 3rd-grade literacy proficiency. The educational community expressed frustration at the lack of return on significant financial investments that have been made in the region to target literacy growth. For many GTV stakeholders surveyed, this data elicited a tension between wanting to be a champion for a focus on 21st century skills and apprehension that the rigor might prove to be inaccessible.

There are a few implicit assumptions that lie within those reflections. First, that the building of 21st-century skills and the building of foundational level mastery cannot occur simultaneously. The belief that before students can move on to 21st-century learning they must master the basics. The danger in this orientation is the uncertainty of when the switch would be made from one to the other. Without a district or organization-wide agreed-upon learning path designed to continuously increase in rigor, students may complete their secondary schooling without having received the prerequisite experiences for success in the 21st labor market. Secondly, there is an assumption that 21st-century instruction only refers to material that requires a greater level of academic proficiency. Negating the reality that it also refers to how individuals learn, how they process information, and how they communicate. It does not simply refer to the complexity of the material. This misunderstanding may lead stakeholders, in particular teachers and administrators to believe that only after students are fluent readers and mathematicians can they engage in 21st-century learning opportunities. Lastly, it implies a belief that 21st-century skills are discrete, subject-specific skills. When in reality 21st-century learning refers to a multidisciplinary integration of various contents and subject matters.

Finding 6: Current teacher tenure commitment is too short to master craft, develop connections, and create a supportive ecosystem around students

Incoming teachers are asked to commit to teaching in their initial school for at least two academic years. After the first two years, teachers are encouraged to remain in a teaching role and given the opportunity to move to another school site. Many however choose to leave having fulfilled their commitment to the organization and their school. This happens for many reasons, the financial strains of being a teacher compared to other post-baccalaureate careers, the mental strain of being a teacher in a high stakes high poverty school district, and the recruitment strategy that results in many teachers having their sights set on a different career path from the beginning of their tenure. Some stakeholders expressed that the two-year teaching commitment is too short to establish strong community ties and content expertise and that it also does not strategically address the longer-term goal of creating leaders in other fields that continue to fight for educational equity.

“I really think most novice teachers need time to be trained under the watchful eye of a mentor teacher and they need at least a year to gain a deep understanding of their content. They also need ample time to practice their craft in all areas before they get in front of kids. I also think they need a program that’s anywhere from three to four years and that develops them over time.” - Alum

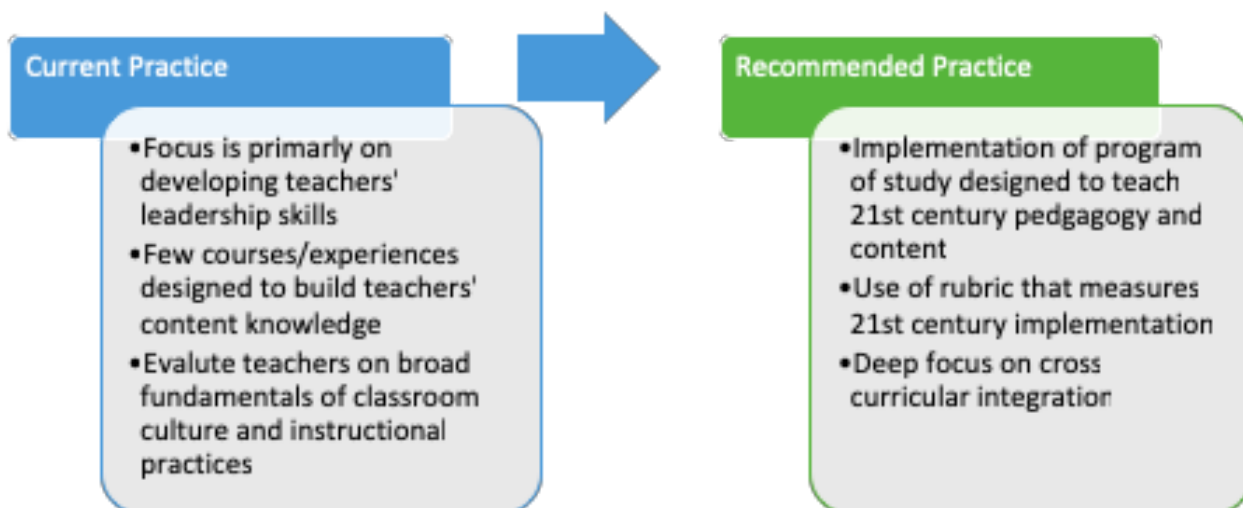
Over the years the brevity of the teacher tenure has been a point of contention for Growing the Village and numerous measures have been put in place to increase the percentage of teachers who stay after their first two years. Those strategies include more recruitment of minority teachers, increased local recruitment (individuals with greater ties to the region), and development opportunities for alums in their 3rd year of teaching. Although these strategies have resulted in greater rates of post commitment retention the pull that some teachers feel to leave teaching for their original career paths is still felt by some stakeholders.

“The organization has to grapple with its theory of change. For example, what if alums who don’t want to stay in the classroom, serve in other areas? Maybe they are embedded for two years in school operations, school districts, politics, etc. Those teachers who want to stay in the classroom are prioritized in school placements. That might be too out-of-the-box, but we know there is value in veteran teachers...how can we ensure that classrooms are full of teachers who know their content and know their students for a long time?”- Alum

VII. RECOMMENDATIONS

Growing the Village and I partnered to evaluate how the organization could their practices could evolve to better support teacher preparation in light of the 21st-century labor market demands that students will face upon graduation. The research illuminated many findings that could be pursued, I decided to focus on the three highest leverage areas of opportunity. The recommendations offered center on teacher readiness, student access to technology, building a pipeline of leaders to address the problem of practice inside and outside of education, and providing process tools for implementing chosen recommendations. It is advised that Growing the Village choose 1 – 2 recommendations to implement initially and not attempt to implement all three recommendations at once to enable a manageable change management effort. Recommendation 4, the process tools can be applied to the implementation of any of the proposed changes. Based on the institutional context, extant literature, and the conceptual frameworks of stakeholder engagement and change management the following recommendations are offered to Growing the Village.

Recommendation 1: Redesign teacher licensure program of study to prepare teachers to implement 21st-century practices in their classrooms



Teacher preparation programs must evolve to adequately prepare students for the demands of the new economy. Educators are no longer preparing students for a particular field of study in K – 12 education. Instead, the job is much more complex than ever before, the job of the educator is to ensure that students are equipped to handle the unknown, excelling in thinking, problem-solving skills, and technological skills that transcend across multiple areas of study. 21st-century teaching requires new pedagogical strategies and structures to support students in increasing their capacity to acquire new skills (Soulé & Warrick 2015). According to Gore (2013) “education systems should shift its focus from theory to project-based learning, internship, student-driven research projects, creative alignment of education, and authentic facility for learning.” Growing the Village should remodel its program of study for incoming teachers. The revised model should adhere to the tenets of effective teacher preparation programs and incorporate the principles of 21st-century learning.

Redesign - Adopt Technological Pedagogical Content Knowledge (TPACK) Framework

Technological Pedagogical Content Knowledge (TPACK) was designed through an experimental research study conducted by Koehler & Mishra at Columbia’s Teacher College. According to Koehler & Mishra (2009) TPACK, “is the basis of effective teaching with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students’ prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones”. The framework presented in figure 10 (Koehler & Mishra, 2009), addresses the interplay between technology, content, and pedagogy. The data collected in this capstone spoke to a lack of knowledge and capacity amongst teachers to address 21st-century skill-building in the classroom. Furthermore, it was often reduced to the availability of computers and the opportunity that students had to access advanced level courses. Through a tool such as the TPACK teachers can learn how to blend the 21st-century elements together within the scope of their classroom.

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE

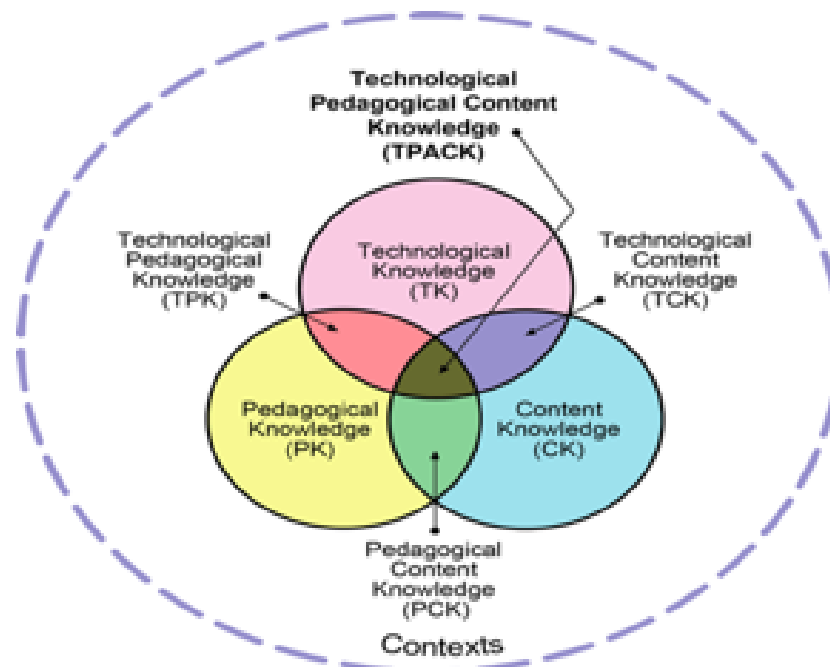


FIGURE 8, REPRODUCED BY PERMISSION OF THE PUBLISHER, © 2012 BY TPACK.ORG

Program of study tracks

TPACK encompasses six elements that would serve as the basis for teacher learning and application in the revised program of study, they are listed below (Koehler & Mishra, 2009):

Content Knowledge – Teachers expertise in the subject matter they are teaching, for example, 3rd Science or 11th Grade AP History

Pedagogical Knowledge – Understanding how students learn and applying that knowledge to the planning and execution of content delivery

Technology Knowledge – Knowledge of how to use technology to support learning, awareness of all available technological tools and how to apply the tools in ways that enhance the learning process.

Pedagogical Content Knowledge – Integration of knowing the content, knowing different modes of conveying the content, and appropriately using all available instructional materials relevant to facilitate learning.

Technological Content Knowledge – Knowledge of how technology adds or alters certain subject matters being studied, knowing the most appropriate technology to use based on the content and topic

Technological Pedagogical Knowledge – Knowledge of how various technologies change the way instruction is facilitated and transferred to students. Attending to content and age-appropriateness of technological choices.

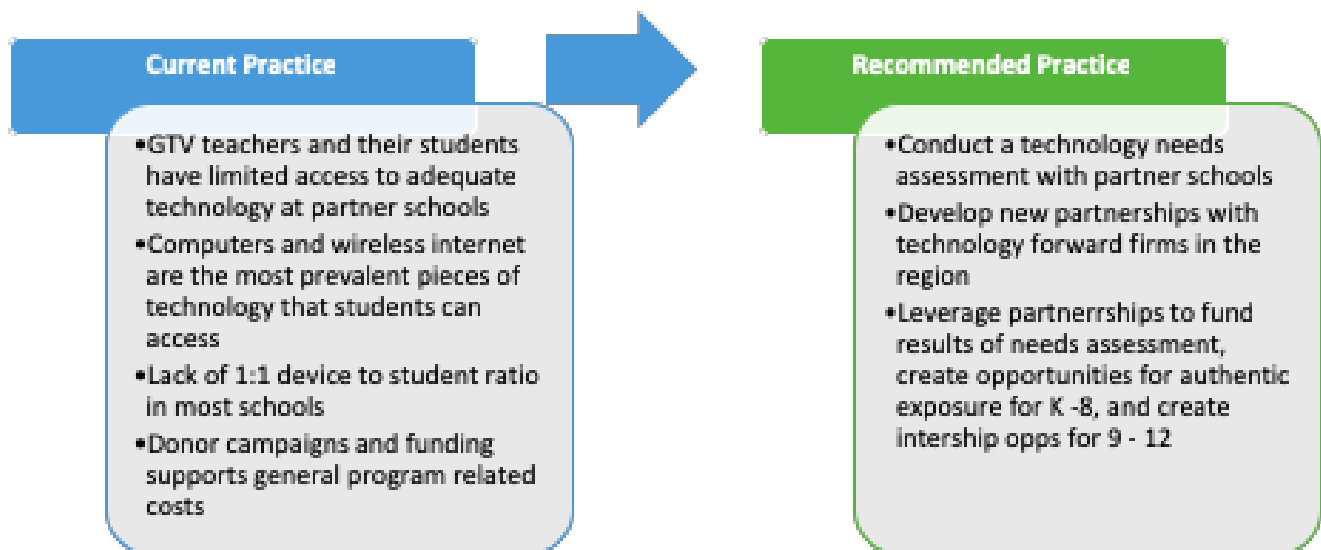
Program of Study Competencies & Rubric

The TPACK framework provides direction for courses and experiences that GTV can design for their teacher licensure program. In designing those learning experiences and providing feedback to teachers on implementation, GTV should attend to the following competencies outlined in Figure 9, (Kabakci Yurdakul, 2012).

Competency Areas	Competencies	Indicators
Designing Instruction	Analyzing of the current situation prior to the teaching process Determining of appropriate methods, techniques and technologies to be used in the teaching process Developing of the materials, environments, activities and the measurement tools to be used in the teaching process Organizing the environments and materials to be used in teaching Planning the teaching conditions	Conducting needs analysis regarding the technologies to be used in the teaching process Choosing the most appropriate technology to prepare an educational environment to present up-to-date information Developing interactive teaching materials appropriate to different learning theories Updating the design and content of a digital educational material with respect to the learning levels of students Using search strategies to access online sources in the planning of the content to be taught
Implementing Instruction	Conducting teaching Measuring and evaluating the effectiveness of the teaching process	Using technology to motivate students in the teaching-learning process Executing a technology-based evaluation process in evaluating students' success
Innovativeness	Following up-to-date information about the content Following up-to-date information about technology Following up-to-date information about the teaching process Integrating innovations in real life into the teaching process	Using technology in the process of updating the knowledge and skills regarding the content area Updating the knowledge about technology used in the process of teaching the content area Using technology in updating the knowledge and skills regarding the process of measurement and evaluation Benefiting from new online environments to support the teaching-learning process (facebook, blogs, wiki, twitter, podcasting, etc.)
Ethical Awareness	Paying attention to the access right in technology use Paying attention to issues of technology-based intellectual property Paying attention to the correctness of technology-based information Paying attention to the issues of the safety and privacy of technology-based information Paying attention to the ethics of the teaching profession	Behaving ethically regarding students' access to technological sources (software, e-book, video, etc.) in the teaching-learning process Paying attention to copy-right issues regarding digital sources used while designing instructional materials Guiding students toward reliable Internet sources in the teaching-learning process Obeying ethical norms in obtaining special information via technology while preparing an teaching activity Behaving ethically during the technology-based evaluation process for the evaluation of students' achievement
Problem Solving	Solving technology-related problems Solving the problems regarding the teaching process Solving the problems regarding the content information	Solving the basic problems with technological tools used in the teaching process Using technology for solving the problems that are likely to occur in the teaching-learning process Using technology for producing solutions to the problems experienced while structuring the content
Field Specialization	Becoming a leader in the subject field	Guiding colleagues regarding the use of technology to solve the problems experienced in the process of presenting the content

Recommendation 2: Establish donor base and partnerships to fund technology needs

One of the overarching findings in the data pointed to a lack of adequate funding in the local school district. All respondents that spoke to the technological resources stated that if students had access to computers at school the devices were shared amongst students and unreliable. No respondents spoke to their school or schools in which they were affiliated having a 1:1 device to student ratio, most spoke of computers in the schools being housed in one computer lab that was shared school-wide. Additionally, computers and internet access were the only pieces of technology cited to be at their schools. Growing the Village should establish partnerships with local organizations to support the financial costs of obtaining the technology necessary to develop students' 21st-century skills. Below is the recommended design for a private-public sector 21st-century partnership.



Program Design

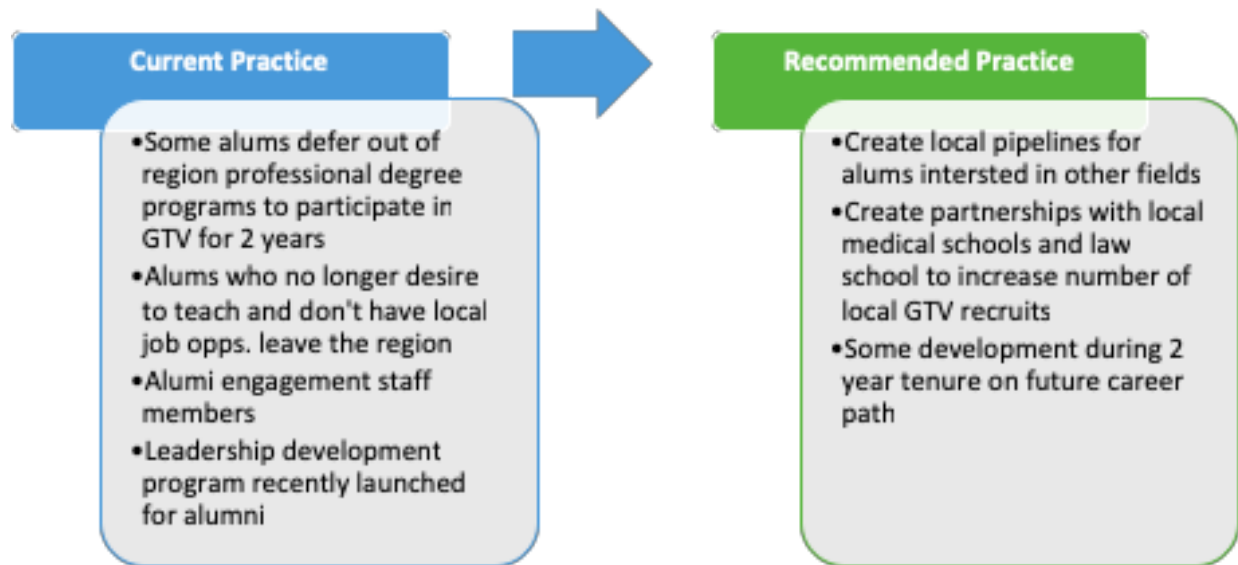
• **Target funding to the classrooms and schools that host GTV teachers.** There are several benefits to focusing on participants' classrooms before expanding. First, directing funds to GTV classrooms ensures that technology is being placed in a classroom with a teacher who is receiving training in how to appropriately use the resources. This is mutually beneficial; the donor knows that the resources will be put to use and that they will be used appropriately. Secondly, it ensures that GTV teachers trained using the TPCACK framework will be able to put their coursework into practice. Without ensuring placement schools have adequate resources GTV teachers could be rendered unable to implement the 21st-century practices they learn through their program of study. Lastly, it creates a symbiotic relationship between the school, GTV, the teachers, and the community.

Aligning partners to bring financial resources and skilled teachers into the marginalized communities in which GTV serves demonstrates their investment in the partner communities. In the United States, public school funding is tied to property values. This reality is felt most acutely in economically disadvantaged communities. Schools in such communities do not suffer from a lack of talent or value, they suffer from a lack of funding. GTV could help to bring long term economic empowerment to their partner communities by securing private dollars to support the 21st-century skill acquisition of its students.

- **Create an opportunity for students to apply learning to real-life scenarios and for middle and high school students to apply their learning outside of school through micro internships.** A significant element of 21st-century readiness is the ability to transfer knowledge and apply it in new contexts. On the elementary school level that application could exist in project-based learning integration. For secondary students, they can gain that opportunity by working with partner organizations in micro internships. Partner organizations should also receive some value add from establishing a funding relationship with GTV and the school sites. The establishment of micro internships is a way that students can exercise their knowledge in an authentic setting and the partner organization can reap the benefits through short term project work and the cultivation of future job candidates.

Recommendation 3: Create alumni pipeline for multiple career paths

Many data points referenced the brief tenure that GTV teachers serve and shared a desire to see that time period extended. The founder of GTV created that time frame in part because for GTV teachers who are placing another career path of hold to pursue teaching it feels like a feasible amount of time. There was a fear that if the time were to be extended it might dissuade high potential prospects from entering the program. For teachers who plan to go on to law school or medical school for example too many years away from that pursuit might limit their ability to obtain deferrals and resume their original career path. However, the two-year commitment can lead some stakeholders to believe that GTV teachers are not invested in the long-term success of the community. Those who have worked in education in economically disadvantaged communities know that while it is crucial that schools have excellent teachers it is also of equal importance that the systems around the school are aligned to the needs of the community. The community needs excellent teachers and it also needs excellent socially justice-minded leaders working in the organizations outside of schools. It is recommended that GTV appeal to the various long-term career aspirations of entering teachers and the goal to develop deep community ties by creating local alumni pipelines.



Alumni Pipeline

- Develop alumni pipelines in strategically chosen fields. Examples include medicine, law, policy, public office, and education (to include teaching and school or systems-level leadership roles)
- Establish partnerships with local leaders to collaboratively design post GTV career paths. For example, incoming GTV teachers seeking a career in medicine could be connected to the admissions team and leaders at the local medical school to encourage application and admission. A high number of incoming GTV participants are planning to pursue a career in medicine and law post teaching. The GTV region has both a law school and medical school,, those two local institutions could be leveraged for this program.
- Upon admission to GTV, incoming teachers choose their career track from the options of fields the region has chosen to prioritize. Teachers are given the opportunity to choose a path at the beginning of the program and have another opportunity to change their path at the end of their 1st year.
- Develop extension experiences and mentorship relationships with the established partners to deepen the connection that GTV teachers feel with the local region and to broaden their perspectives on how the ecosystem around a school community impacts the experience of its students.
- Incorporate alumni-oriented experiences within the year 1 and year 2 program of study. 80% of each teachers' development will focus on developing participants as strong teachers and the other 20% will focus on their alumni path.

Recommendation 4: Utilize Kotter's Change Model & Organizational Response to Identity Threat Model to Implement Change Initiatives and Maintain Stakeholder Loyalty

Growing the Village seeks to lead a change in its core practices in response to the future demands their teachers' students will face. They would like to lead this change will also maintaining the loyalty of their current stakeholders. Change management is an ambitious undertaking, most change management efforts fail and in doing so institutional resources are wasted and the state of the organization remains the same. However, there are proven methods for how to successfully lead a change management effort and retain stakeholders in the process. I recommend the implementation of Kotter's change model to lead GTV's change efforts and an integration of the Organizational Response to Threat Model (Ravasi & Schultz, 2006) to attend to stakeholder retention during the change. As was discussed in the conceptual framework stakeholder retention during change is linked to the organization's ability to manage the organization's transition from its current identity to its revised identity while maintaining its values and prestige. The phases of those models and how Growing the Village could seek to implement them is outlined below:

Phase 1: Establish Urgency & Identify the Potential Threats

GTV must build the case for the chosen changes, the 21st-century TPACK approach to teacher development, partnering to fund the technology needs of partner schools, or leveraging alums to advance the causes of the region are the initiatives that cannot wait. To do so, leaders must identify the external threat, in this case, the changing skillset that students need when entering the workforce, and examine how it could potentially threaten GTV's current identity.

Steps to Implementation

- Engage leaders in identifying how 21st-century demands could threaten the way GTV is perceived by its stakeholders.
- Immerse all GTV leaders and prospective partners in select programming from Spark to reignite the rationale and expose leaders to its central message.
- Create opportunities for leaders to visit schools and cities or countries where 21st-century skills are being successfully implemented in schools. COVID – 19 may pose a barrier to physical visits depending on the timing of the launch. In that case, the utilization of case studies and web conferencing could be used instead.

Phase 2: Revise Identity Claim to Support Future Transition

All changes disrupt an organization's current identity to some extent. The institutional theory says however that it is up to the organization to aid the organization in its transition from the current identity to the next iteration. That process begins with deeply examining the current identity.

Steps to Implementation

- Senior leaders should engage in a process to collectively reflect on the organization's current identity by thoroughly answer the following questions:
 - What are we really about? (Core Values Authenticity)
 - What makes us different? (Organizational Prestige)
- Revise the organization's identity claims, establishing the transitional identity – this revised identity should elevate the core values of the organization, the elements that will stay consistent, and start to separate the organization who it is at its core from the pieces of its identity that will evolve

Phase 3: Guiding Coalition

The senior leader of GTV cannot be the only champions for the change initiative, it is imperative that the senior leadership team have support from other units and levels of the organization.

Steps to Implementation

- Invest other leaders and teams in the chosen initiative
- Share plans with local leaders and seek their input to build support and anticipation outside of GTV

Phase 4: Develop Vision, Strategy, and New Identity

The team must clearly know where there are headed, how GTV will get them there, the role they will be expected to play, and how the organization's identity will change.

Steps to Implementation

- Engage in collaborative vision creation with leadership team
- Present the proposed vision to stakeholder groups (current GTV teachers alums, full GTV staff, board members select community members and members from prospective partner organizations)
- Host focus groups to gain feedback on alignment to problem, feasibility, potential risks, and opportunities for improvement

- Revise vision based on feedback from focus groups
- Define new identity by collectively answering the following question:
 - How do we want to be perceived internally and externally?

Phase 5: Communicate the Vision & Identity

Once the vision & new identity have been created, GTV leaders and stakeholders must then engage in sense giving, making sense of who the organization is and how the new vision is aligned to the organization's identity. In addition to the written vision, GTV should create representations, visual, written, and oral to communicate the vision.

Steps to Implementation

- Decide on visuals, symbols, stories, and mantras to help tell the story of who GTV is now and its new vision
- Launch initiatives to share the vision and its symbols with all stakeholders

Phase 6: Empower Broader Action

Empower those staff members who do not sit on the leadership team, and likely have been in the observer's seat to act, ensuring that all members can meaningfully engage

Steps to Implementation

- Role redefining should occur at this stage with opportunities for staff members to help shape the scope of their new responsibilities and provide input for any newly created roles
- Provide opportunities where applicable for current staff members to apply for any new roles
- Eliminate any barriers that might prevent staff members from acting in alignment with the new vision.

Phase 7: Consolidate Gains Produce More Change

Change efforts cannot move from start to finish without making revisions along the way. Leaders must constantly reorient the team to the problem, acknowledge the past wins, surface current challenges, and provide next steps.

Steps to Implementation

- During the benchmark times leaders should assess the current state and analyze barriers. Utilization of the SWOT tool can be used to complete this analysis
- Leaders should decide on which strengths and opportunities should be leveraged, and which weaknesses and threats must be prioritized

- Establish how teams should adjust course, given the most recent analysis
- Communicate the analysis
- Monitor implementation

Phase 8: Anchor in Culture

Each of the proposed changes represents a substantive shift in current practices, these shifts must be maintained over a long period of time, to reap their full benefit. It is important that the new practices become embedded in the fabric of GTV.

Steps to Implementation

- Share progress with all stakeholders on a biannual basis
- All leaders in the organization, present, and new employees should be screened for their alignment to GTV new initiatives and demonstrate a commitment to maintaining those structures.

VIII. CONCLUSION

Education organizations across the United States are constantly striving to ensure that they are teaching their students the right material in the right way. Over the years there has been an increasing pressure on schools and educator preparation programs to increase the rigor of instruction. Thus far the efforts of those entities have been measured through student performance on states' standardized achievement tests. In Growing the Village's region like many others that student achievement data has been discouraging and it has served as the justification for large scale education reforms. Many of those reforms have been aimed at closing the disparity in results between socioeconomic and racial groups. While these reforms are valid given the academic results amongst various groups they do not go far enough. This level of analysis sets the bar for achievement to that of the highest performing students in the United States, it does not look beyond its borders.

Growing the Village is looking to raise the bar that is used to guide their work by looking at the problem from a global perspective. When examining the student achievement of American students on PISA with that of their international peers, American students are trailing behind similarly industrialized countries. Countries whose students score the highest on PISA also have the highest levels of GDP. Therefore, increasing the performance of American students is not only an issue for educators to tackle. It is an issue that leaders in the private sector must also be attuned to as the academic performance of students in a country impacts the economic performance of that country.

Additionally, the labor market does not feel that students entering the job market after high school or college are adequately prepared to fill the vacancies in many thriving business sectors. There has been a transition over the last few decades that has moved the American economy from being very reliant on a workforce that could effectively complete routine non-analytic skills to one that highly values complex thinking and non-routine job tasks. Economic leaders believe that the gap present in student data and labor statistics results from a lack of 21st-century readiness skills.

It is this gap that Growing the Village is seeking to address, how do education organizations need to shift their practices to ensure that students are gaining the skills and experiences they need to be successful in the 21st-century labor market. After surveying GTV stakeholders' clear trends unfolded in regard to the barriers that currently stand in the way of students being more prepared and the opportunities that GTV is uniquely positioned to leverage.

Stakeholders articulated that students in the region are not being adequately prepared for today's job market. They attributed that lack of preparation to a lack of teacher training for appropriately integrating technology and other 21st century skills, inadequate technology in their schools, the absence of foundational skills, prioritization of standardized test preparation, and the short tenure of GTV participants.

Four recommendations are offered to Growing the Village, three of those being change initiatives to make and the last being a process tool for implementation. First, redesign the program of study for incoming teachers so that they are trained to successfully implement 21st-century programming in their classrooms. Secondly, establish private sector relationships to fund technology upgrades in partner schools so students have the resources necessary to engage in 21st century-oriented learning. Third, create opportunities for alums who want to stay in the region but who want to pursue a career outside of education, creating viable opportunities to remain in the community and effect change. Lastly, all of the proposed changes cannot occur at once and each represents a significant undertaking for the organization. Change efforts must be managed well to be successful, the final recommendation proposes the use of Kotter's Change model and the Organizational Identity Threat model as tools for implementing the selected recommendation(s). The process begins with building buy-in and creating momentum, then it takes the organization through a process of building a plan, and ends with implementing sustainability measures.

Implementation of the proposed recommendations will support Growing the Village in bringing the resources-both financial and human to the communities they serve, creating the conditions in which students can acquire the skills necessary to compete in the 21st-century job market.

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Appendix

Data Master Matrix

Are the students that [REDACTED] serves in [REDACTED] prepared for the demands of the 21st century workforce?

#	Answer	%	Count
1	Yes	0.00%	0
2	No	100.00%	14
	Total	100%	14

Explain the response you provided above. (Are the students that [redacted] serves in [redacted] prepared for the demands of the 21st century workforce?)

Concept	Quotes	Semantic Analysis	Stakeholder Group
Stakeholder Engagement	I say no because only "about 24% of third graders in [redacted] County Schools scored proficient in reading on the state's standardized assessment [redacted] (Chalkbeat.org). Students have to be able to read and write proficiently in order to master any other subjects. I also would say no because the pandemic has just really brought to light the digital divide that exists for most students who live in poverty. Student have to access technology daily in order to compete in a more connected world	<ul style="list-style-type: none"> Students in the region are behind in 3rd grade reading Low access to technology 	Alum
	No, are students are not adequately prepared for the demands of the 21st century workforce. Our children are not prepared because they're inadequate, but because our education systems has been underfunded, leaving our children under served. Most schools have a defunct computer lab, issues with wifi connectivity, and lacks 1 to 1 tech ratio.	<ul style="list-style-type: none"> Low tech access at school Schools underfunded 	Alum
	My students are so behind in their basic reading levels that it will only hurt them in the long run when they're entering the job market.	<ul style="list-style-type: none"> Low reading skills 	Current Participant
	My students do not have the technological and digital literacy needed for much of the work force. While my students can text quickly, their typing skills are slow, many do not know how to use spellcheck and struggle with basic sentence structure. For reference, I teach high school.	<ul style="list-style-type: none"> Poor tech skills Poor typing skills 	Current Participant
	Not enough access to tech	<ul style="list-style-type: none"> Low access to technology 	Current Participant
	We do not provide a rich, private school level of critical thinking development that our students more affluent peers have access to in their schooling.	<ul style="list-style-type: none"> Low access to critical thinking skills 	Alum
	I would say that students that [redacted] serves generally are not being prepared for the 21st century workforce because there is too much emphasis on standardized testing. If the demands of a 21st century workforce are defined as "strong academic and technological skills but ... also softer skills such as critical thinking, collaboration, and effective communication," I would argue that these skills- particularly the softer skills mentioned- are the first to go when harried teachers are preparing their students for end of year testing. In terms of technological skills, I think students are largely preparing those skills on their own. Teachers are generally interspersing technological skills into their classrooms, particularly when they have time to include projects, but generally, students are learning these skills on their own through their phones. I don't think students' self-directed technological understandings should be diminished, and I also think teachers should be better supported on how to infuse appropriate technology into their content, as appropriate.	<ul style="list-style-type: none"> Overemphasis on standardized testing Soft skills are the first to go when it is time to prep for the state test Teachers need support with how to better integrate in their classrooms 	Alum
	I get to see only very high-level overviews of student growth data in my role, but I think there is a positive correlation between teacher coachability and motivation, effort toward internalizing and practicing relevant pedagogy, and a desire to teach beyond a two-year commitment and student results. Meaning: The more of these traits a new teacher presents at the beginning of the year, the more likely they were to have significant impact on norm-referenced test results.	<ul style="list-style-type: none"> Training should emphasize relevant pedagogy, coachability, a desire to teach long terms and to get results with students. 	Staff Member
Some of the schools that serve these students do not have sufficient technology for the kids to use while at school. Students have to share the technology. Some students do not have the technology or internet at home. Some of the students come to school without having the skills that will help them to be successful. Most do not have the reading and math skills to build on new learning that they receive in skill, so the teachers have to teach remedial learning skills before the kids can move ahead. A lot of the students lack social skills and	<ul style="list-style-type: none"> Low access to technology Lack of prerequisite skills in reading and math to build upon Low social skills Poor connection between home and school 	Community Member	

	<p>suffer from the impact of a poor home environment brought on by poverty, family drug use, lack of a healthy diet and homelessness. The connection between school and home is not strong for a majority of the students. In fact, a large number of the parents and guardians feel that the schools do not have the kids' best interest in mind. Some of the parents feel that they don't need to help the schools help the kids. The idea is that the teachers need to teach them and when that doesn't happen it's the teacher's fault.</p>		
	<p>When I think of 21st century skills, I think of independent problem solving, creative thinking, team work, and advanced technology skills. Our current [REDACTED] education system isn't meeting the demands for 20th century skills, much less equipping students for current and future demands.</p>	<ul style="list-style-type: none"> • Basic skills are not being met so 21st century skills are definitely not being met. 	Staff Member
	<p>The students served face alarming gaps in their abilities to interact at a level that meets social norms, as well as numeracy, literacy and critical thinking deficits. Significant gains could be made toward meeting the lofty expectations of a 21st century workforce, but there seems to be an underlying current of devaluation of education.</p>	<ul style="list-style-type: none"> • Perceived lack of foundational skills and undervaluing of the role of education 	Community Member
	<p>I believe that the students that [REDACTED] serves in [REDACTED] are being prepared by [REDACTED] for the demands of the 21st century workforce, but I do not believe that they are all currently and completely prepared in general. To be fully prepared for the 21st century workforce, all students need access to resources in advanced science, technology, engineering, and mathematics. Unfortunately, the schools that our corps members serve too often lack such resources.</p>	<ul style="list-style-type: none"> • Lack of advanced courses 	Staff Member

Describe what educational success in [redacted] would look like.

Concept	Quotes	Semantic Analysis Coding	Stakeholder Group
Stakeholder Engagement	I think educational success in [redacted] looks like students being prepared for multiple pathways. I think it also means schools are not perpetuating systems of segregation, racism and inequity. Students should also seamlessly be exposed to technology and have opportunities to create and critically think.	<ul style="list-style-type: none"> • Preparing kids for multiple opportunities • Not perpetuating inequity • Opportunities for kids to access technology and be taught critical thinking skills 	Alum
	Educational success in [redacted] starts with economic improvement for the people of [redacted]. Parents have to earn a livable wage to meet Maslow's most basic need of shelter, food, security, and clothing. There is a direct correlation between poverty and low standardized test scores, thus alleviating poverty would improve outcomes. Success looks like ensuring that parents are provided with opportunities to earn a free/sliding scale GED programs, so they can establish a sense of pride and confidence in education to pass down to their child(ren). Success also looks like all children having access to a headstart/pre-k program, believing that children should be invested in at an early age-building a foundation for word acquisition.	<ul style="list-style-type: none"> • Parents having access to GED programs, livable wages • Universal Pre-K/headstart to support early literacy acquisition 	Alum & Staff Member
	Educational success would be getting all children to be at their grade reading level, awarding more opportunities and educational supports for students that need it and are behind, especially for ESL learners.	<ul style="list-style-type: none"> • Support for ESL students • Focus on kids being a grade level in reading 	Current Participant
	At the high school level, some basic courses on vocational training. Not just a seminar, but an entire course about technological skills, resume building, job hunting, interviewing, collaboration, etc.	<ul style="list-style-type: none"> • Courses devoted to post-secondary job readiness (tech, resume, interviewing) 	Current Participant
	Tech for everyone, and enough other resources (TAs, more sped teachers, smaller classes, etc.)	<ul style="list-style-type: none"> • Adequate resources • Universal technology 	Current Participant
	Taking police out of schools. Bring in social welfare officers, guidance counselors, etc.	<ul style="list-style-type: none"> • Removing police from schools • All schools having counselors and social workers 	Alum
	First, I believe that educational success, in [redacted] and America at large, would be significantly augmented if other structural reforms are made in healthcare, housing, policing, and other sectors. I do not believe that education can reform society's ills, but instead reflects disparities. (I have become more deeply entrenched in this belief the longer I have been an educator. David Larabee gives a more detailed description of the process of "educationalization," in which social reforms are foisted upon the American educational system and simultaneously, the education system is used as a scapegoat for "society's failures in the absence of those reforms" in his paper "THE WINNING WAYS OF A LOSING STRATEGY: EDUCATIONALIZING SOCIAL PROBLEMS IN THE UNITED STATES) It is becoming more commonplace to refer to disparities in education as the "opportunity gap" rather than the "achievement gap." I agree with this shift in language- if we continue to measure students in [redacted] and their success by the metrics of standardized tests, we will not make progress. (I am also interested in QuantCrit, which posits that data driven efforts- including those we use in education- are racialized to keep black and brown students behind.) Instead, we need to work on providing better opportunities to students in the form of rigorous classes and a robust curriculum. I teach at the high school level and so I think expanding access to dual credit/enrollment and AP and/or IB courses is a great way to infuse rigor (while making sure to train and sustain the professional development of these teachers so they are supported in delivering these courses to students). I want to be clear that while infusing rigor with these challenging classes, the emphasis should be completely taken off of any corresponding tests.	<ul style="list-style-type: none"> • Shift measurement of success away from standardized test scores • More opportunities for IB/AP courses • Development for teachers to teach advanced courses (IB/AP) • Education ills are a reflection of the other systems not the cause • More opportunities for kids in electives outside of ELA and Math 	Alum

	While taking these advance placement tests could confer college credit on students, research into students' post-secondary persistence is a far more compelling reason for the expansion of these courses. Students of color and students from a low socio-economic background who have taken an AP course, for example, are shown to persist in college more than those who did not take an AP course- regardless of their score on the exam. A similar effect has been demonstrated by research at the University of Chicago on IB programs. The fact that when students simply take these rigorous courses, they fare better in their post-secondary endeavors is a supremely compelling argument for increasing rigor in order to attain enhanced educational success. Further, a robust curriculum that offers varied electives in the arts, humanities, vocational/technical education, JROTC, STEM, and other fields I have probably overlooked is critical to helping students engage in school and seeing the relevance of a high school education.		
	Every child graduates from high school able to read and do math on grade level and has at least one option beyond entry-level employment to pursue after graduation	<ul style="list-style-type: none"> • Grade level proficiency in reading and math • All students have on post high school option to pursue beyond immediate entry into the job market. 	Staff Member
	Educational success in [REDACTED] would focus on several things. First all students would have equal access to technology across all schools as well as access to 21st century classes. Next the schools would work to increase the connection between the school (administrators and teachers) and the parents so that parents would need to be involved at certain levels with their child's education. Hold them accountable. Being realistic not all parents or guardians can or will participate so systems would be in place to support those kids who don't get this support. This is critical to educational success. In addition, the whole educational community would be fully funded to provide teachers the tools needed to combat the student academic problems brought on by the economic disparity of the communities.	<ul style="list-style-type: none"> • Equal access to technology • Strengthen home and school relationships • Support in place for families who are unable to adequately support their children with the work • Fully funded the educational institutions 	Community Member
	Creative, individualized learning, grounded in history, context and culture, preparing students to be thinkers, creators and leaders.	<ul style="list-style-type: none"> • Emphasis on thinking, humanities, history and differentiated learning 	Staff Member
	Educational success in Memphis would look like every student, regardless of zip code, race, income status, or school setting, having the opportunity and resources to successfully pursue and complete college or to obtain the 21st century skills needed to enter the workforce upon high school graduation.	<ul style="list-style-type: none"> • Equality of resources and post-secondary career opportunities 	Staff Member
	Parents would have access to, and utilize supports that exist, to ensure that students have safe, structured, and academically supportive homes where their children can thrive. Students would then be better positioned to attend school, healthy, properly nourished and primed to learn. They would be met with teachers who are well trained in their content and execute thoughtful and responsive lessons. Through those lessons, students would learn more than how to answer a specifically presented sort of question, but rather, how to apply deep knowledge to dissect problems regardless of the modes of presentation. Students would consistently connect that knowledge to real life experiences and have exposure and access to high quality higher learning experiences.	<ul style="list-style-type: none"> • Transferrable skills • Complex thinking skills • Basic needs met • Supportive home environment 	Community Member

How could [redacted] support the city and its students in reaching that vision?

Concept	Quotes	Semantic Analysis Coding	Stakeholder Group
Authenticity & Organizational Prestige	<p>[redacted] has taken steps to improve its own diversity of its corps and train its corps/staff in DEI. However, I still believe some of the systems within [redacted] that perpetuate inequity (for example, the revolving door of teacher talent, novice teachers overusing disciplinary systems that disproportionately target black male students, novice teachers lacking content knowledge, etc.) So, I think that means that [redacted] diversifies its [redacted] even more-- would it be radical to envision a corps that is 80-90% BIPOC if we are serving communities that are 80-90% BIPOC? Also, [redacted] has to grapple with its theory of change. For example, what if corps members who don't want to stay in the classroom, serve in other areas? Maybe they are embedded for two years in school operations, school districts, politics, etc. Those corps members who want to stay in the classroom are prioritized in school placements. That might be too out-of-the box, but we know there is value in veteran teachers...how can we ensure that classrooms are full of teachers who know their content and know their students for a long time?</p>	<ul style="list-style-type: none"> Eliminate inequitable discipline practices Increase teacher depth of knowledge Increase diversity of teachers to match % of students taught Provide pipeline for alums to move into other high impact areas. Encourage teachers to stay in the classroom longer 	Alum
	<p>[redacted] can request schools that we partner with to be aligned with our vision of liberating oppressed students. If we continue to partner with schools that have shown resistance in 21st century education; we will work in direct opposition to our beliefs. [redacted] has to support the city of [redacted] by being involved in the communities we serve; most [redacted] residents are unaware of [redacted], our beliefs, or that we're serving their children.</p>	<ul style="list-style-type: none"> Partner with schools that are aligned with the 21st century preparedness as placement schools 	Staff Member
	<p>By reaching out to education non-profits that do this kind of work (if any.)</p>	<ul style="list-style-type: none"> Establish partnerships with nonprofits that support 21st century readiness 	Current Participant
	<p>Grant writing and looking for money available from foundations and such in order to increase technological access to students of all ages by providing laptops to some schools and such. Finding good internet resources for teachers and students and training teachers on these resources during institute.</p>	<ul style="list-style-type: none"> Applying for grants to increase tech access or developing partnerships to supply technology 	Current Participant
	<p>Maybe help with providing tech to families in need?</p>	<ul style="list-style-type: none"> Provide technology to families that need it 	Current Participant
	<p>Get their teachers to stay and recruit from the community</p>	<ul style="list-style-type: none"> Increase teacher tenure Recruit more from the local community 	Alum
	<p>[redacted] could be a voice to the community that advocates for policies that better the lives of their students and families to improve public education. [redacted] could also help access rigorous training for CMs from third party organizations like the AP/College Board, Texas Instruments, and other organizations that would improve the content knowledge and pedagogical strategies of their teachers. (These two organizations are two groups I have personally received high quality PD from, so I named them explicitly. I am sure there are other groups that would be wonderful, too.)</p>	<ul style="list-style-type: none"> Strategic partnerships for teacher development that is aligned to 21st century readiness (i.e. Texas Instruments & the AP/College Board) 	Alum
	<p>Setting and strategically planning to meet goals around the number of teachers who 1) pursue full certification after their two-year commitment and 2) persist in teaching in [redacted] K-12 schools for at least five years.</p>	<ul style="list-style-type: none"> Get more teachers to pursue their full certification Get teachers to commit to staying in the classroom longer at least 5 years in the district 	Staff Member

	<p>██████████ can join in all City government and school board conversations that have an impact on student educational progress. Some people in the community feel that since ██████████ is not of the community that it does not understand its problems but sometimes it takes someone from the outside looking in to actually see the problems and offer solutions. ██████████ can join forces with agencies that offer support in different forms to provide resources for the students and family support groups.</p>	<ul style="list-style-type: none"> Teachers establish stronger ties with the local community to gain more credibility and access to resources for students. 	Community Member
	<p>Training and supporting teachers who provide excellent foundational instruction within the current system, learning about the communities and systems in which they work - so that they can act from "inside" the system toward change during their corps years, and from in or outside the system toward change as alumni.</p>	<ul style="list-style-type: none"> Strategies for alums to work inside and outside of education 	Staff Member
	<p>TFA Memphis could support the city and its students in reaching that vision by preparing teachers to expand the minds of our students, opening their eyes and opportunities to the world and all of its opportunities, and to instill in them the belief that they are capable of anything and not limited by others' expectations.</p>	<ul style="list-style-type: none"> Building intrinsic motivation 	Staff Member
	<p>Effective and meaningful social emotional learning is something that should be a consistent point of training and planning for those who serve in these communities. If this is being taught, deeply, all the while, it can become an innate piece of the structures that new teachers create to implement in their practices. Additionally, teaching students grade level material is important...getting students to grade level is equally as important. Many new teachers don't have tools in their bucket for when students are grade levels behind.</p>	<ul style="list-style-type: none"> Strong SEL programming Reach struggling students 	Community Member

How might [redacted] need to evolve to meet this vision? (Think about financial, staffing, training, and/or program structures)

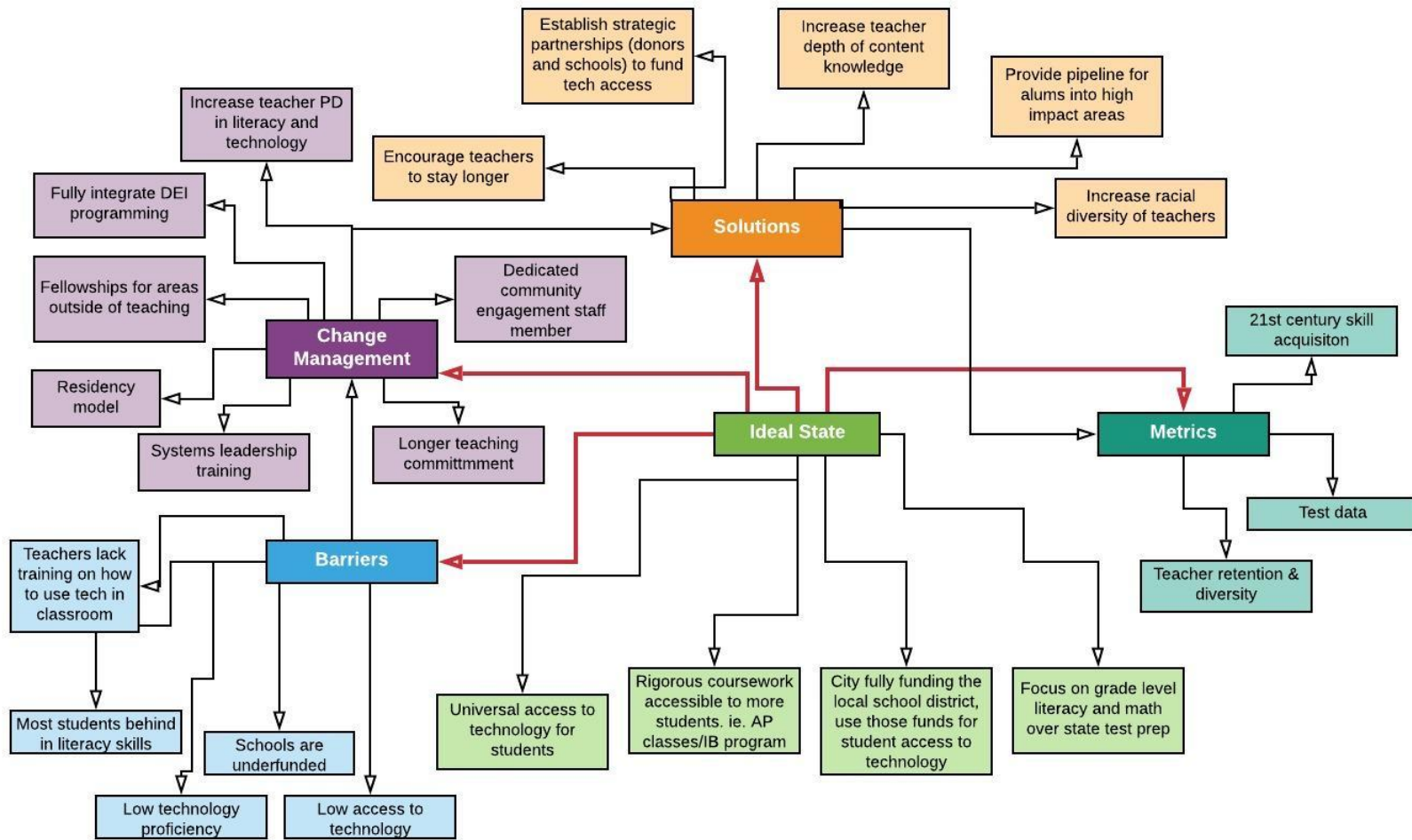
Concept	Quotes	Semantic Analysis Coding	Stakeholder Group
Organizational Identity & Change Management	<p>I'm more convinced now of a residency model for teachers. I really think most novice teachers need time to be trained under the watchful eye of a mentor teacher. They also need at least a year to gain a deep understanding of their content. They also need ample time to practice their craft in all areas before they get in front of kids. I also think they need a program that's anywhere from three to four years and that develops them over time. This would be a complete rethinking of [redacted] model and theory of change. Why not embed folks in their desired path early on? So, I know some folks may realize they love teaching and end up staying in the profession. You run the risk of losing some of those members. However, I know far more corps members that have no desire to stay in the classroom long term. They'll leave after four years to go into medicine, politics, etc. I do think that we need these leaders in every system and at every level. However, I think we could embed these "fellows" from the start in in these systems from the onset and not put them in classrooms. They could serve their two years in politics, in medicine, in research. And those that want to teach should be in a program that sets them up to teach as a career and not as a launching pad for their own personal, leadership journey. I also think that teachers need to be exposed to culturally responsive resources and training (i.e. Zaretta Hammond, Geneva Gay, Gloria Landson-Billings, Chris Edmin, etc.) and not just for DEI. It needs to be woven into general pedagogy.</p>	<ul style="list-style-type: none"> Residency model approach Work differently with the participants who want to pursue other fields but want to be a member of the program. Get those people fellowships in the other fields from the beginning Utilize DEI training in a fully integrated way, into the general pedagogy 	Alum
	<p>We have to hire a [redacted] who's (sic) sole job is community engagement. We have students that have gone through k-12 in [redacted], graduated from college and could serve as teachers in the city their city. We also need to ensure that a minimum of 50% of our Corps is from the [redacted] tri-state area. [redacted] needs to become a stakeholder if our true desire is to serve and achieve the belief in [redacted]</p>	<ul style="list-style-type: none"> Hire a community engagement staff member Ensure that 50% of participants each year are from the region 	Alum & Staff Member
	<p>It should add more corps member training about how we can help our students who are very behind in their reading level.</p>	<ul style="list-style-type: none"> Support for teachers whose students have significant gaps in reading 	Current Participant
	<p>Training needs to be re-thought as incorporate more training on teaching tech and teaching with tech.</p>	<ul style="list-style-type: none"> Development for teachers on using technology 	Current Participant
	<p>Definitely more money</p>	<ul style="list-style-type: none"> Additional funds 	Current Participant
	<p>Recruiting locally and building relationships</p>	<ul style="list-style-type: none"> Local recruitment Establishing relationships 	Alum
	<p>The biggest hope I have for [redacted] is for them to alter their training structure. The summer institute is insufficient to prepare teachers for the first day of school. My personal institute experience was teaching two students for two weeks. That was it. I also taught a subject I had never even personally taken a class in, and my content knowledge was completely inadequate. The two biggest ways I think [redacted] can meet my vision of more rigorous classes and a more robust curriculum is to require incoming teachers to teach for the full six weeks of institute (as a minimum), and to support the development of content knowledge of their teachers (even those that majored in the subject that they will be teaching). Americans as a whole undermine the importance of deep content knowledge for</p>	<ul style="list-style-type: none"> Require teachers to teach more in the summer Support teachers subject matter development Countries that are outpacing US prioritize deep content expertise in teachers Strong job is done to create a sense of community among teachers. 	Alum

<p>teachers (the refrain "those that can't do, teach" should be an embarrassment to us all). In The Smartest Kids in the World, Amanda Ripley describes the process of becoming a teacher in Finland and underscores the importance of teachers demonstrating a deep mastery of the content they teach. This is absolutely a focus that [REDACTED] must adopt to better serve teachers, and MOST importantly, students. As a side note- something that I think [REDACTED] in particular does well is create a sense of community for their teachers. Through the weekly dinners as well as the continuing education opportunities through various fellowships sponsored by [REDACTED] creates a community and a supportive environment.</p>		
<p>A bridge support program to get teachers from the end of year 2 to year 5. Thinking critically about what it means to "make a home" and an impact in a city and build development around the whole teacher-leader.</p>	<ul style="list-style-type: none"> • Getting teachers to continue to teach for 5 years • Supporting the whole teacher • Think about how to support teachers in establishing roots in the region 	<p>Staff Member</p>
<p>[REDACTED] could work with agencies in the [REDACTED] community and outside when available to supplement resources. Training for incoming teachers should focus on preparation for adjusting to the cultural and economic differences of a majority of the student population. The staff should also undergo training so that they can understand the challenges the teachers are facing. Training should also extend to a knowledge of the specific communities they serve. Most share the same characteristics but they have unique differences.</p>	<ul style="list-style-type: none"> • Diversity training for teachers to better understand the cultural and economic experiences of the students • Training for teachers on understanding the educational landscape for teachers in the region 	<p>Community Member</p>
<p>Deep grounding in community, for ourselves and in programming for corps members -Training in systems-change leadership - what does this look like, what does it take? -More grounded/in-depth partnerships with school partners, to create ecosystems-of-change; and/or with community partners for CMs and alumni to engage in systems-change outside of schools</p>	<ul style="list-style-type: none"> • Community rooted • Systems level change • Partnerships 	<p>Staff Member</p>
<p>[REDACTED] must continue to think about what it means to reimagine learning for the 21st century. Given the state of the world today - facing the twin pandemic of a global health crisis and the pandemic of racism - we cannot go back to the old way of doing things. Before 2020, we knew that we needed to reimagine what schools could look like to prepare students for the 21st century. Now, more than ever, it is imperative that we continue to extend our own minds beyond the current state of what is. This will require renewed investment in our alumni, an ambitious, bold, new vision for our teacher leadership development, and a laser-sharp focus on the mental health of our teachers and the students they serve.</p>	<ul style="list-style-type: none"> • Intentional work with alumni • New vision for teacher development • Mental health for students and teachers 	<p>Staff Member</p>
<p>I don't know enough about the structures to speak to how it should evolve.</p>	<ul style="list-style-type: none"> • Not enough context of program structures 	<p>Community Member</p>

How should [redacted] measure success towards this vision?

Concept	Quotes	Semantic Analysis Coding	Stakeholder Group
Organizational Identity & Change Management	I think success could be measured by the diversity of the corps, the retention of teachers and the qualitative and quantitative impact on communities.	<ul style="list-style-type: none"> Diversity of teachers Retention of teachers Qualitative and quantitative impact 	Alum
	Hire a [redacted] that has the goal of bridging the gap between [redacted] & the community.	<ul style="list-style-type: none"> Staff member to connect organization with community 	Alum & Staff Member
	standardized test score data	<ul style="list-style-type: none"> State test data 	Current Participant
	I'm not sure	<ul style="list-style-type: none"> Unsure 	Current Participant
	Any family helped is a success	<ul style="list-style-type: none"> Family support 	Current Participant
	Teacher retention	<ul style="list-style-type: none"> Teacher retention 	Alum
	I understand that data driven metrics are important for organizations like [redacted] especially since they are constantly trying to recruit donors. However, I do not have any suggestions at this time for how [redacted] can best measure these outcomes.	<ul style="list-style-type: none"> Unsure 	Alum
	See measurable goals for each metric (A bridge support program to get teachers from the end of year 2 to year 5. Thinking critically about what it means to "make a home" and an impact in a city and build development around the whole teacher-leader.)	<ul style="list-style-type: none"> Set goals for continued tenure in classroom Teachers making a home in the region 	Staff Member
	The first measure of course will be academic improvement and success in reaching the 21st century goals. In addition, the progress in community involvement should be measured for sustainability	<ul style="list-style-type: none"> Community involvement Academic improvement including 21st century skills 	Community Member
	For students - 21st century readiness benchmarks + existing/required state academic benchmarks; Within the system - actual alumni impact (I'm much less clear on how to measure this - # served? depth of change? something else entirely?)	<ul style="list-style-type: none"> 21st century readiness State test Alumni impact 	Staff Member
	[redacted] should measure success towards this vision looking beyond year-to-year student achievement data. [redacted] should follow the trajectory of each student served by a [redacted] Memphis corps member and ask: "Are students who were served by one or more [redacted] corps members going to college and/or joining the 21st century workforce?"	<ul style="list-style-type: none"> Long term attainment of past students, job attainment in 21st century market 	Staff Member
	Teachers who are well equipped going into a classroom, are effective in growing students there. Then the teachers feel successful. Then they stay in the profession. I think that retention is a fair measurement.	<ul style="list-style-type: none"> Perceived efficacy Teacher retention 	Community Member

Thematic Analysis Map



Organizational Realignment Survey

Q1 What is your relationship with [REDACTED]

- Current [REDACTED] Member (1)
 - Alum (2)
 - Staff Member (3)
 - Community Member (4)
-

Q2 Are the students that [REDACTED] prepared for the demands of the 21st century workforce?

- Yes (1)
 - No (2)
-

Q3 Explain the response you provided above.

Q4 Describe what educational success in [REDACTED] would look like.

Q5 How could [redacted] support the city and its students in reaching that vision?

Q6 How might [redacted] need to evolve to meet this vision? (*Think about financial, staffing, training, and/or program structures*)

Q7 How should [redacted] measure success towards this vision?
