**Step 1: Incentive and Strategies**

**Open Economy Makeover**

1. **New Design Principles and Platforms**
   - New design principles and platforms emerge by reconfiguring value, which is the basis of all economic collaboration. Designing new social principles is now the way to change global markets for the better. Each of these basic principles may bring about a new kind of incentive for action, which we can call “distributed authority.”
   - “By selling a platform for alienated labor, sharing competencies, and creating a new kind of incentive, we can increase productivity and lower the cost of doing business.”

2. **Distributed Authority**
   - Most people want more control over their work. This is true not only in peer-to-peer networks but also in large, complex organizations.
   - “Distributed authority” means that people have the freedom to act autonomously, and be responsible for their work.
   - “Even without new technology, we can create a platform that doesn’t require central management.”

3. **New Incentives and Platforms**
   - New open economy strategies should ultimately lead to new kinds of incentive structures. For example, let’s consider the case of charter schools.
   - “If stakeholders of charter schools can be aggregated to create a new resource not only of innovations but of social capital, we may believe that this open-economy strategy could provide a new incentive for creative strategies and platforms for generating new value in the system.”

**Step 2: New Patterns & Insights**

**Open Economy toolkit**

**New value on personal growth are driving the market.**

1. **New Urban-Wilderness Lifestyles**
   - “New urban-wilderness lifestyles” are restructuring R&D processes using so-called “smart wellness mobs.”
   - “Over the next decade, the open economy will create a platform for district-wide fund-raising competition.”

2. **New Learning Agents**
   - “New learning agents” are emerging in the United Kingdom and the United States. For example, United Kingdom is promoting smart wellness mobs.

3. **Media-Rich Pervasive Learning**
   - “Media-rich pervasive learning” is transforming conventional views of education as a profession.
   - “New learning strategies and practices are being designed for the learning economy, transforming conventional views of education as a profession.”

**Step 3: New Interdependencies & New Assets**

**New interdependencies and new assets**

1. **New Cross-District Strategies**
   - “New cross-district strategies and practices are being designed for the learning economy, transforming conventional views of education as a profession.”

2. **New Social Relationships and New Values**
   - “New social relationships and new values” are emerging from the open-economy strategies. For example, let’s consider the case of charter schools.

**Step 4: New Standards & Processes**

**New standards and processes**

1. **New Cross-District Strategies**
   - “New cross-district strategies and practices are being designed for the learning economy, transforming conventional views of education as a profession.”

2. **New Social Relationships and New Values**
   - “New social relationships and new values” are emerging from the open-economy strategies. For example, let’s consider the case of charter schools.
that the system is rife with complex challenges and has suggested.

lem and listing the responses that have been as a public institution.

the value of their achievement is under debate as many reflect poor system performance. For those students education and learning for all students. Families with public education to provide broad access to quality

Before you stArt

As such, it provides a framework for thinking, envision -

APPlying the oPen economy toolKit:

debate—charter schools. We neither advocate charter

up look at one strategy that has engendered much

Many research studies dem-

The safety net frays.

opportunities for insight in how to

creativity are not shared actively

• Charter schools enable safe local

• Charter schools are able to creatively

COSTS

• short-term benefits of reduced case loads for teachers and

BENEFITS

• Autonomy, innovation,

• Financial savings: Transaction costs are

Drivers AnD BArriers in the conteXt of PuBlic eDucAtion

In the context of public schools, institutional memory could be a barrier to developing new approaches to solv -

Agency, feedback

Navigating resource strategies prevents the public

able local structures and governance frameworks to deal

The limousine surrounding charter schools emerges from the

the limitations surrounding charter schools emerge from the

Students

Teacher satisfaction and opportunity for autonomy and

parents, students, and teachers.

satisfaction and opportunity for autonomy and


to support a sufficient education.

To evaluate the charter schools as a solution to the dilemma of

• Achieve broader and broader public recognition, most

• Charrette workshops and focus groups: local

• Teacher evaluations: the most

• Site Visits: new charter schools

• Personal interviews:

• Documented response: the

• Scholarly research: the

• Data collected from

• Observations: what people

• Literature reviews:

• Interviews: school

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In the case of public K–12 education, we might say that it is extremely polarized and politicized. Various stakeholders—parents, teachers, agencies, and communities—rally around their children’s education, often with specific pedagogical approaches. The K–12 dilemma is a complex one, with a general sense of the problem to be understood, but where the solutions are not obvious.

Before you start:

Debates over education are volatile and controversial. We neither advocate charter schools nor their opponents, but警 the need to consider their potential as part of a broad range of strategies. We focus on the charter school strategy for various reasons:

- It provides a framework for thinking, envisioning, and evaluating alternative strategies to complex situations.
- It offers an opportunity to learn about governance and decision making.
- There are pockets of high achievement, and creating more personal relationships is especially for disadvantaged students or those who may not thrive in the traditional school setting.
- Many research studies demonstrate a link between specific pedagogical approaches and student outcomes.
- By engaging in open experimentation, charter schools can lead to safer local environments for teachers and students, and families' and communities' desires.

As such, it provides a framework for thinking, envisioning, and evaluating alternative strategies to complex situations.

Benefits of charter schools include:

- Local control and accountability.
- Positive results and flexibility to experiment.
- Performance, professional community, and trusted relationships.
- Safety, quality, and trusted peer-to-peer interactions.

To evaluate the charter schools as a solution to the dilemma of K–12 education, we begin by defining the problem. The focus is on developing ideas that are likely to work in the short term and to have long-term benefits as well. Charter schools are a potential solution to the K–12 dilemma, but they are not the only solution or the best solution. Other approaches, whether traditional or alternative, must also be considered in a broader context.

Stakeholders in the charter school strategy are teachers and students, school administrators and those who write charters, organizations that write charters, and the public. The charter school strategy is an attempt to motivate schools to maintain a minimum level of skill and subject-matter achievement. With the “No Child Left Behind Act,” states set standards of achievement, but the design and implementation of this solution is to motivate schools to maintain a minimum level of skill and subject-matter achievement.

The seven levers are: structure, rules, resources, thresholds, identity, memory, and performance. These levers can be tuned to make it easier or more difficult to cross them. The levers are interrelated, and the seven tuning points are applied in different contexts. The levers are not independent of each other, but they can be used to create a system that is more or less open to experimentation.

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The tensions surrounding charter schools include the dilemma of the stakeholders: parents, teachers, administrators, students, charter school staff, and charter school management. The charter school strategy is a potential solution to the K–12 dilemma, but it is not the only solution or the best solution. There are other approaches, whether traditional or alternative, that must be considered in a broader context.

Fences and traps in charter school strategy.

As stakeholders, we can identify and overcome fences and traps in the charter school strategy. Fences are barriers to solving problems, and traps are situations where further work is needed. The fences are:

- Disconnection of the privately chartered schools from the public school district, resulting from a lack of shared goals and resources between public and charter schools. Nor are there shared goals that guide the cooperation of charter schools and public school districts.
- Relegating special needs and “experiments” to schools disconnected from the public school district.
- Loss of “membership” and affiliation for charter schools with local needs. These, in turn, appeal to teachers’ desires for professional creativity and control, and to families’ and communities’ desires for personal relationships. School administrators, charters, and government at all levels seek solutions.

The fences are barriers to solving problems, and traps are situations where further work is needed. The fences are barriers to solving problems, and traps are situations where further work is needed. The fences are barriers to solving problems, and traps are situations where further work is needed. The fences are barriers to solving problems, and traps are situations where further work is needed. The fences are barriers to solving problems, and traps are situations where further work is needed. The fences are barriers to solving problems, and traps are situations where further work is needed. The fences are barriers to solving problems, and traps are situations where further work is needed.
Before you start.

To resolve tensions in seemingly intractable dilemmas, IFTF's Open Economy Toolkit is a six-step process for applying open economy principles.

1. **Step 1: Stakeholders & Interests**
   - **Charters**
     - Autonomy, innovation, and accountability
   - **Local public schools**
     - Flexibility to experiment, performance, control
   - **Students**
     - Personal environments for students
   - **Parents and charter school staff and charter company management**
     - Positive results and discovery, peers
   - **Teachers**
     - Autonomy, innovation, and accountability
   - **Communities**
     - Equity, safety, and social cohesion

2. **Step 2: Drivers & Barriers**
   - **Charters**
     - Providing local schools with little latitude to experiment and change rules to support new approaches, such as providing local schools with little latitude to experiment and change rules to support new approaches
   - **Local public schools**
     - Knowledge resources developed in charter schools, for example, are not shared with local needs. These, in turn, appeal to teachers' desires
   - **Students**
     - Flexibility to experiment, performance, control
   - **Parents and charter school staff and charter company management**
     - Positive results and discovery, peers
   - **Teachers**
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   - **Teachers**
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   - **Communities**
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4. **Step 4: Drivers & Barriers**
   - **Charters**
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   - **Local public schools**
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   - **Students**
     - Flexibility to experiment, performance, control
   - **Parents and charter school staff and charter company management**
     - Positive results and discovery, peers
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5. **Step 5: Drivers & Barriers**
   - **Charters**
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     - Positive results and discovery, peers
   - **Teachers**
     - Autonomy, innovation, and accountability
   - **Communities**
     - Equity, safety, and social cohesion

6. **Step 6: Drivers & Barriers**
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**Iterative Loop:**

- **Step 1:** Review the drivers and barriers and consider if any are missed.
- **Step 2:** Evaluate the relevance and importance of each driver and barrier.
- **Step 3:** Identify the drivers and barriers that are most important to address.
- **Step 4:** Develop strategies to address the drivers and barriers.
- **Step 5:** Implement the strategies.
- **Step 6:** Evaluate the effectiveness of the strategies.
- **Step 7:** Adjust the strategies as necessary.

**Data:**

- **Step 1:** Collect data on the drivers and barriers.
- **Step 2:** Analyze the data.
- **Step 3:** Interpret the data.
- **Step 4:** Use the data to inform the development of strategies.

**Conclusion:**

By taking this longer view of both costs and benefits, we see more clearly the kinds of problems that need solutions. The next step is to develop strategies that address the drivers and barriers.

**Appendix:**

- **Step 1:** Review the drivers and barriers and consider if any are missed.
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- **Step 5:** Implement the strategies.
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- **Step 7:** Adjust the strategies as necessary.

**Additional Resources:**

- **Step 1:** Review the drivers and barriers and consider if any are missed.
- **Step 2:** Evaluate the relevance and importance of each driver and barrier.
- **Step 3:** Identify the drivers and barriers that are most important to address.
- **Step 4:** Develop strategies to address the drivers and barriers.
- **Step 5:** Implement the strategies.
- **Step 6:** Evaluate the effectiveness of the strategies.
- **Step 7:** Adjust the strategies as necessary.

**Appendix:**

- **Step 1:** Review the drivers and barriers and consider if any are missed.
- **Step 2:** Evaluate the relevance and importance of each driver and barrier.
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- **Step 5:** Implement the strategies.
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- **Step 7:** Adjust the strategies as necessary.
provides a way to evaluate each of these initiatives.

Economic means are increasingly opting out of public education to provide broad access to quality schools. While there are pockets of high achievement, overall high dropout rates for students and teachers in public schools. Before you start thinking about the kinds of problems that need solutions, it is important to understand the fundamental strengths and weaknesses of public schools.

The public has lost much of its faith in the ability of public schools to deliver high-quality education, especially for disadvantaged students or those with special needs. The public is particularly angry with school districts from gaining new knowledge and insight to meet the needs of local communities. However, charter schools suffer from the lack of alignment and collaboration with local needs. These, in turn, appeal to teachers' desires for professional creativity and control, and to families' and students' support for the school system.

The shortcomings of the Coleman Report, which suggested that a substantial improvement in education could be achieved by increasing resources and equitably distributing them among communities, have been identified by a number of studies. The report has been criticized for not addressing the root causes of educational inequality, which are systemic and structural, such as poverty, discrimination, and lack of access to resources.

We also discover traps that make charters look very appealing in the short run, but fail potential long-term. The traps include:

1. Autonomous, small charter schools
2. Teachers gain more control over pedagogy and organizational approaches for dealing with special needs and distinct populations, such as special-needs students, or with local needs. These, in turn, appeal to teachers' desires
3. Teachers are not isolated, but working closely with local neighborhoods and communities.
4. Teachers are supported by local community members. A sense of community is the reason for their involvement in charter schools, and by teachers themselves.

In the form of legacy or bureaucracy, institutional memory may be holding weak and may not be a powerful motivator for cooperative learning and innovation with charter schools. However, charter schools are meeting the needs of both local and national communities.

The four areas—personal relationships, trusted peer-to-peer interactions, performance, and accountability—are focal points for stakeholders. Step 2 applies the Open Economy tool-kit: applying the Open Economy tool-kit: 

1. Fences and Traps
2. RESULTS FROM INNOVATION AND EXPERIMENT WITH CHARTERS
3. Autonomous, small charter schools
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New design principles and platforms require buy-in and often new approaches of sharing and cross-district collaboration. Entrepreneurs from charter schools and charter schools are introducing in Step 3. Without changing the actual motivations of stakeholders from a core set of design principles from the open economy can provide guidelines and new approaches of sharing and cross-district collaboration. Entrepreneurs from charter schools and charter schools are introducing in Step 3. Without changing the actual motivations of stakeholders can provide guidelines and new approaches of sharing and cross-district collaboration. Entrepreneurs from charter schools and charter schools are introducing in Step 3. Without changing the actual motivations of stakeholders can provide guidelines and new approaches of sharing and cross-district collaboration. Entrepreneurs from charter schools and charter schools are introducing in Step 3. 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New design principles and platforms emerge to fill in the voids of traditional or dominant approaches. Developing new design principles has ripple effects on key these design principles themselves. Each principle can affect the outcomes for a variety of actors and stakeholders. Each principle must be designed around the needs of users and the context in which they operate. This means that new design principles should be adaptable and scalable to fit different contexts and user needs. They must also be inclusive and accessible to all users, regardless of their background or abilities.

By adopting a platform for aligned and distributed control, we can prevent teachers and administrators from being overwhelmed by the demands of their roles. This platform enables individuals and groups to act in their own best interests and contribute to the whole. The platform provides a means for people to come together, share resources, and create value for all.

What to focus on:

- How can hidden value be revealed?
- What is the value of sharing those resources?
- What value would those resources have for contributing to the whole?

Incentive Profiles for Strategic Design

In step 5, incentives and strategies are designed to help us achieve our goals. Each of these incentive structures may be linked to one or more design principles.

For example, if we focus on the principles of distributed authority and peer-to-peer design, we can leverage diverse and distributed expertise through carefully designed aggregation processes. For instance, the creation of charter schools can be a way to aggregate different kinds of distributed monitor and control, enabling individuals and groups to act in their own best interests and contribute to the whole. The platform provides a means for people to come together, share resources, and create value for all.

What common-pool resources are at work here?

What kind of distributed monitor and control is needed?

Where are there synergies in self-interest that can contribute to all local public schools and other boundaries?

The open economy will intensify the democratization of education in the United States. New open-economy strategies should ultimately lead to new commons, new urban-wilderness lifestyles, and new forms of social relationships. The learning economy, social experimentation, and social relationships will all benefit from the emergence of new commons.

Where do we need to redesign our schools, and what needs to be redesigned in the new urban-wilderness lifestyles?

Where do we need to redesign our schools, and what needs to be redesigned in the new commons?

Where do we need to redesign our schools, and what needs to be redesigned in the new learning environment?

Where do we need to redesign our schools, and what needs to be redesigned in the new social relationships?

Where do we need to redesign our schools, and what needs to be redesigned in the new economic environment?

The open economy will intensify the democratization of education in the United States. New open-economy strategies should ultimately lead to new commons, new urban-wilderness lifestyles, and new forms of social relationships. The learning economy, social experimentation, and social relationships will all benefit from the emergence of new commons.
New design principles and platforms require us to envision and experiment with new thinking about what education is. Designing new educational solutions thus requires us to test these design principles in different contexts and for different groups. Such a co-design approach allows for more deliberate action. The Districts, the Charter Schools, and the Private Sector can work in a coordinated way to resolve these tensions. Each of these three sectors may take different approaches to these problems, and each will have a different set of constraints that it faces. Thus, the three sectors may be able to learn directly from each other as they test these ideas in practice. This framework provides a design for educational innovation in the public sector, which is facilitated by the Districts. A critical question facing these diverse actors is: What are they already creating?

**What to focus on:**

- How can hidden value be revealed?
- What value do free riders add to the system?
- What kinds of individual actions might create value for the whole?
- What is the value of sharing those resources?
- What decisions can be made or actions taken at the edges of the network?
- Who are contributors?

*Source: Institute for the Future*