



Bend-La Pine Schools School Board Work Session Meeting Agenda

May 23, 2023, 5:30 PM

Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

1.	<u>Call to Order</u>	
	Speaker(s): Chair Barnes Dholakia	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Chair Barnes Dholakia	
3.	<u>Review of Agenda</u>	<u>3</u>
	Speaker(s): Chair Barnes Dholakia	
	Description: Any changes to the Agenda after posting on May 19, 2023, are shown below.	
	Attachments:	
	5.23.23 - Agenda - BORRADOR	3
4.	<u>District Recognitions</u>	
	A. Oregon Natural Resources Education Fund Grant	
	Speaker(s): Wylda Cafferata	
	Description: Grant Award	
5.	<u>Public Hearing</u>	
	Speaker(s): Chair Barnes Dholakia	
	Description: The regular meeting will be adjourned to allow for a Public Hearing on the Annual Budget.	
	Public Comment is accepted via Google Form until 5:00 p.m. on May 22, 2023.	
6.	<u>Work Session</u>	<u>4</u>
	Description: The Board will focus on key Board work and initiatives.	
	Attachments:	
	3-2-1 Note Taking Protocol	4
	Pre-Reading: Creating the Schools Our Children Need Ch 12-13 2018 Wiliam	5
	A. Staff Youth Truth Survey Results	22
	Speaker(s): Dave VanLoo, Director of School Improvement	
	Attachments:	
	Executive Summary Progress Report Board End 3	22
	Presentation: Youth Truth Staff Survey	23
	Presentación: Encuesta del Personal de la Verdad Juvenil	45
7.	<u>Board Comments</u>	
	Description: An opportunity for board members to provide comments or reflections.	
8.	<u>Adjourn</u>	

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for June 20, 2023.



Escuelas de Bend-La Pine

Agenda de Reunión de la Sesión de Trabajo de la Mesa Directiva Escolar - BORRADOR

23 de mayo de 2023, 5:30 P.M.

Ubicación:

Centro de Educación, Sala de Juntas #314
520 NW Wall Street
Bend, OR 97703

1. **Llamada al orden**
Ponente(s): presidenta Barnes Dholakia
2. **Juramento a la bandera**
Ponente(s): presidenta Barnes Dholakia
3. **Revisión de la agenda**
Ponente(s): presidenta Barnes Dholakia
4. **Audiencia pública**
Ponente(s): presidenta Barnes Dholakia
Descripción: se levantará la sesión de la reunión regular para permitir una audiencia pública sobre el presupuesto anual. Se aceptan comentarios públicos a través del formulario de Google hasta las 5:00 p.m. del 22 de mayo de 2023.
5. **Sesión de trabajo**
Descripción: la Mesa Directiva se centrará en el trabajo y las iniciativas clave de la Mesa Directiva.
 - A. Resultados de la Encuesta del personal de Youth Truth
Ponente(s): Dave VanLoo, director de Mejoramiento Escolar
6. **Comentarios de la Mesa Directiva**
Descripción: una oportunidad para que los miembros de la Mesa Directiva proporcionen comentarios o reflexiones.
7. **Levantamiento de la sesión**
Descripción: se levanta la sesión con la próxima reunión regular de la Mesa Directiva Escolar programada para el 20 de junio de 2023.

**Board Reading Assignment:
"3-2-1" Review**

The author James Clear (*Atomic Habits*, 2018) publishes a very popular weekly newsletter. He describes it this way:

The 3-2-1 Newsletter

"The most wisdom per word of any newsletter on the web.

The 3-2-1 Newsletter is one of the most popular newsletters in the world. Every Thursday, the latest issue is sent to over 1,000,000 people. Each message includes 3 short ideas from me, 2 quotes from others, and 1 question for you to ponder."

As you read the selection from "Creating the Schools Our Children Need: Why What We're Doing Now Won't Help Much (And What We Can Do Instead)", channel your inner James Clear by doing the following:

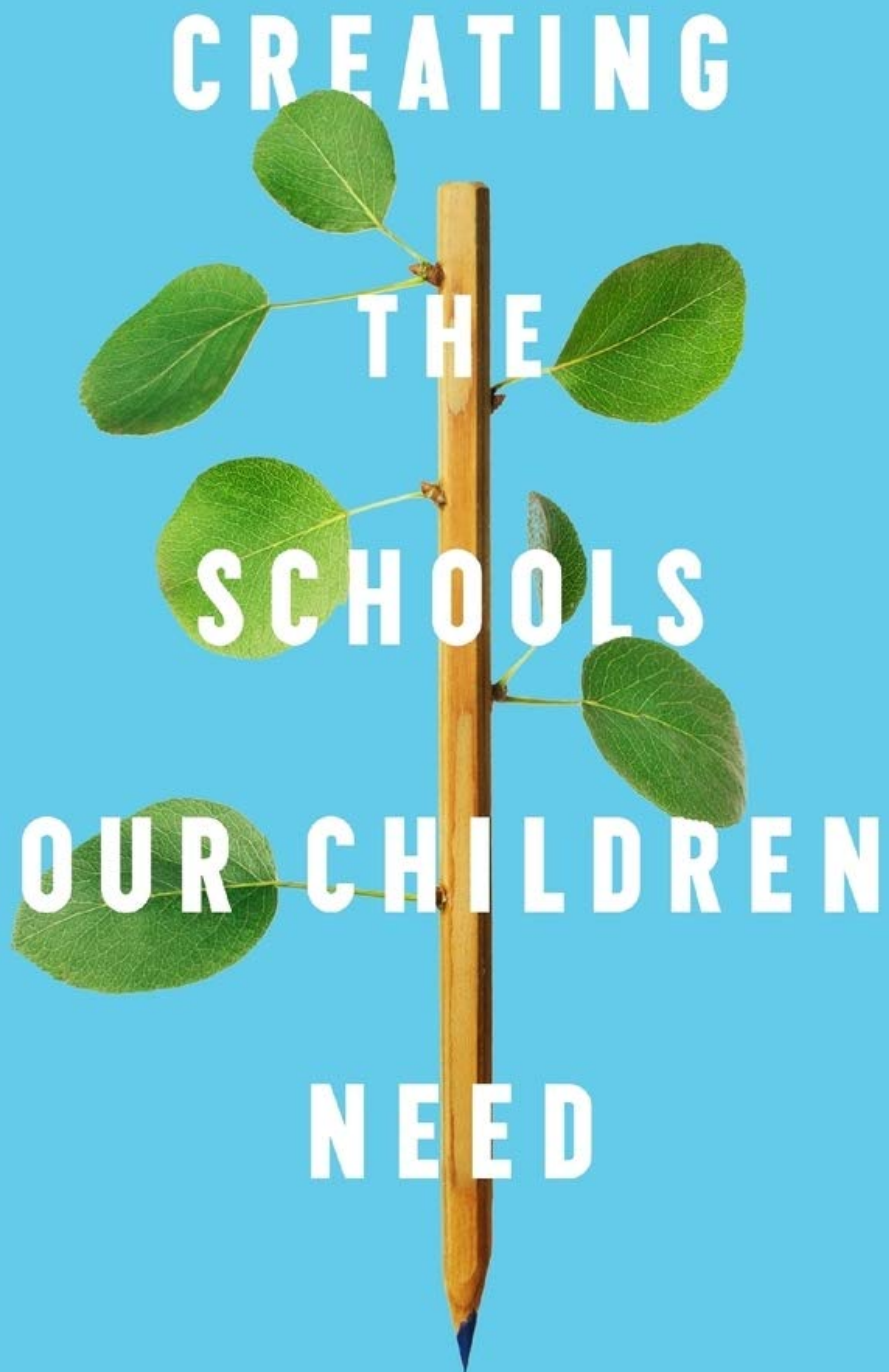
- Identify three important ideas from the text;
- Choose two key quotations or short passages;
- Conclude with a question in response to the ideas and insights presented in the reading

You will refer back to your 3-2-1 during the Board workshop examining staff survey data.

3 Important Ideas –

2 Key Quotations –

1 Question –



CREATING
THE
SCHOOLS
OUR CHILDREN
NEED

Why What We're Doing Now Won't Help Much
(And What We Can Do Instead)

DYLAN WILIAM

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Creating a Learning Environment for Educators

In the previous chapter, we saw that long-cycle formative assessment—regular monitoring of the progress made by students through the use of common formative assessments, followed up with meetings of instructional data teams to look at the data from these assessments—can increase student achievement. We also saw that if, in addition to this long-cycle formative assessment, teachers also increase their use of assessment during regular instruction—short-cycle formative assessment—much greater increases in student achievement are possible.

In the United States, most of the work on formative assessment has focused on long-cycle formative assessment, and therefore, the power of formative assessment to improve student achievement has been only partly realized. The reasons for this are complex, but one of the reasons is undoubtedly because getting teachers to look at data and talk about what to do about those data is much easier than getting teachers to change classroom practice. One of the most important things I have learned in thirty years as a teacher educator is that it is much easier to change what teachers do when students are not present than it is to change what they do when students are present.

This is not because teachers are resistant to change (although some may be). It is because learning how to analyze data and identifying students who need additional support is fundamentally different from changing classroom practice. When one is analyzing data and figuring out which students need extra support and of what kind, one has the luxury of focusing on one thing at a time. The same is not true when one is in the classroom with students.

Lee Shulman, one of America's leading professors of education and former president of the Carnegie Foundation for the Advancement of Teaching, summarizes his experience of studying classroom practice like this:

The more time I spend in classrooms with teachers—talking with them, observing, watching videotapes, talking some more, reflecting on my own teaching—the more I peel off layer upon layer of incredible complexity. After some 30 years of doing such work, I have concluded that classroom teaching—particularly at the elementary and secondary levels—is the most demanding, subtle, nuanced, and frightening activity that our species has ever invented. In fact, when I compared the complexity of teaching with the much more highly rewarded profession, “doing medicine,” I concluded that the only time medicine ever approaches the complexity of an average day for a classroom teacher is in an emergency room during a natural disaster. . . . When 30 patients want your attention at the same time, only then do you approach the complexity of the average classroom on an average day.¹

Because classrooms are such complex places, there really isn't time to think. Teaching involves continually making snap judgments about what to do next. Over time, teachers get better at reacting in ways that help their students, and these patterns of behavior get them through the day. Indeed, this ability to make the right call most of the time is a teacher's greatest asset. But it is also a liability, because the routines that teachers develop in order to do this are hard to change. This was neatly illustrated by a conversation I had with a fifth-grade teacher in New Jersey some years ago.

I had been working with a group of elementary school teachers on a variety of techniques for improving their use of short-cycle formative assessment. One teacher had decided that allowing students to raise their hands to show they had an answer to a question was limiting the information she was getting. She knew that she should call on students who had not raised their hands, but the eagerness of the students with hands raised made that difficult. She decided to ask her students to raise their hands only if they had a question. When the teacher was asking questions, the students would keep their hands down, and the teacher would decide who to call on for a response—*cold calling* as Doug Lemov, author of *Teach like a Champion*, describes it.²

At one of our monthly meetings, she confessed that this wasn't going as well as she had hoped. She said, “Every time I ask a question, I always say, ‘Does anyone . . .?’ or ‘Has anyone . . .?’” With tears in her eyes, she asked, “Why am I finding it so hard to change the way I ask questions?” Although she was asking the students not to raise their hands to indicate they had a response, she was asking questions in a way that encouraged volunteers.

We sat down, and we figured out that she had been teaching just over twenty-two years. I estimated that so far in her teaching career, she had asked well over half a million questions in her classroom. When you've done something one way half a million times, you'll be pretty good at it, but doing it a different way is going to be challenging.

This seems to me the major problem with most of the professional development that teachers in America have been getting since states started requiring teachers to undertake periodic recertification. We seem to have decided that teachers lack knowledge, and if we only give them the knowledge they lack, they will somehow be better teachers. We have, in effect, been treating teacher professional development as a process of knowledge acquisition. With more knowledge, teachers will be more effective.

Now, of course, knowledge is important. You need to understand what you are teaching at a very deep level if you are going to be an effective teacher, and there is no doubt that some teachers do not know enough of the material they are teaching to be effective. For these teachers, gaining more knowledge of their subject is likely to be the best way of improving their students' achievement, but these teachers are in the minority.

Teachers also need to know about teaching techniques, but what is most important is not knowing them, it's actually using them. For example, most teachers know about the research of Mary Budd Rowe, who looked at the "wait time" that teachers allowed at the end of a question—how much time did teachers allow students to respond to a question before providing a hint of some kind, asking another student, or providing the answer themselves? Rowe found that in US middle school science classrooms, the typical teacher wait time was around one second, and if teachers just increased their wait time to three to five seconds, students would learn more.³

The important point here is that all the teachers I have met know that they do not wait long enough after asking a question. They don't need more knowledge. They know what they should be doing. What they need is help in changing what they do in classrooms. In other words, they need help in changing their *habits*.

Helping Teachers Change Classroom Habits

We actually know quite a lot about how to help people change habits, but most of this research comes from health education and medicine. Telling smokers about the harmful effects of smoking has little impact on smoking behaviors because most smokers already know that smoking is harmful to health. They do not need more information. They need help in changing habits. We know that the spread of antibiotic-resistant infections such as VRSA and MRSA would be controlled if we could get medical practitioners to wash their hands at least 90 percent of the time they should, but in many hospitals and clinics, the compliance rate is below 50 percent.⁴ Telling medical practitioners that they need to wash their hands more often does not help much, because they already know what they should be doing. They are just not doing it. Jeffrey Pfeffer's knowing-doing gap again.

Pfeffer points out that most businesses that go bust do not fail because they had the wrong plans. They had the right plans but went out of business because they weren't actually doing what they knew they should be doing.⁵ Fortunately, there is now a great deal of good research on habit change, and this research is very well summarized in Chip and Dan Heath's book *Switch: How to Change Things When Change Is Hard*.⁶

For schools, perhaps the most important first step is creating the right climate for improvement by giving up on trying to figure out who the good teachers are and who the bad teachers are. As we saw in chapters 2, 3, and 4, we can't measure teacher effectiveness with any accuracy. There are certainly some very ineffective teachers, but what we should do with them is not clear. As we saw in chapter 2, the least effective teachers improve more rapidly than other teachers, so the key in determining whether to terminate a teacher is whether they are likely to make sufficient improvements for investment in that teacher to make more sense than replacement. Some teachers may be so far below the bar that they will never be able to reach a satisfactory level of performance, so removal would be appropriate. Others may be reasonably effective, but if they do not think they need to improve, there is also a strong argument for termination, because these teachers are usually a corrosive influence. These are the teachers who always blame the students (or the students' parents!) for low test scores. The most important question for any teacher is "Do you need to get better?" If the answer is "Yes," then he or she is probably worth investing in. If the answer is "No," no matter how good he or she is, there may be an argument for removal. However, as noted in chapter 2, all these decisions need to take into account the availability of replacement teachers. Removing bad teachers in order to replace them with even worse teachers is a guaranteed recipe for lowering student achievement.

Instead, schools and districts need to focus on the idea that all teachers need to get better, not because they're not good enough but because they can be even better. Moving the focus from evaluation to improvement also changes working relationships in a building. Where teachers are in competition, either because they are seeking scarce bonuses or to avoid sanctions, then they are unlikely to help each other. In contrast, when it is expected that all teachers improve, cooperation is encouraged and even expected.

The benefits of teacher collaboration have been convincingly demonstrated by John Papay and Matthew Kraft. They have developed an index of the professional environment in schools by combining several elements that previous research has shown are associated with more successful schools.

- Order and discipline: Do administrators consistently enforce rules to help teachers maintain an orderly classroom?
- Peer collaboration: Do teachers routinely collaborate to improve their teaching practices?

- Principal leadership: Do school leaders address teachers' concerns?
- Professional development: Are teachers given time and other resources to enhance their instructional abilities?
- School culture: Does the school environment feature mutual trust, respect, openness, and a press for student achievement?
- Teacher evaluation: Does teacher evaluation focus on feedback that is focused on improving teachers' instruction?

Using data on all students from third grade to eighth grade in Charlotte-Mecklenburg Schools, North Carolina, from 2001 to 2010, they produced an average measure of the professional environment in each school, ranging from 0 to 100. They then looked to see whether student progress was greater in schools with better professional environments, and they found that it was. In fact, they found that where there was a strong professional environment (equivalent to a score of 75 out of 100), teachers improved their effectiveness by 38 percent more than teachers in an average school over a ten-year period. Another way to think about this is that in schools with a strong professional environment, teachers achieve as if they have three or four more years' experience.⁷ While this may seem a modest increase, in this particular study, no account was taken of the quality of the collaboration. Just creating the right environment for teachers to collaborate improves student achievement.

The second step, as the study by Kraft and Papay shows, is to give teachers time to improve. As we saw in earlier chapters, American teachers spend more time in front of their students than those in just about every other country, so finding time for teachers to meet together to support each other is challenging. Some districts have experimented with late starts or early dismissals, others have non-contact periods, and others pay teachers stipends on top of their regular salaries for attending additional training sessions outside their contracts. How this is done is not particularly important. What is important is that teachers' professional development becomes part of the contract, so that it is an expectation that teachers will meet regularly, and ideally once a month, for at least seventy-five minutes, to hold each other accountable for making improvements in their classroom practice and to get the support of their colleagues.

The third step is what Chip and Dan Heath call *scripting the critical moves*. Left to their own devices, teachers may well engage in professional conversations. However, too often these are not rigorously focused on the things that are likely to have the greatest benefit for students. For the time that teachers spend collaborating to have the maximum benefit for students, their meetings need to be highly structured.

Now, obviously, there are many different meeting structures that could be used, but through an extensive process of rapid prototyping and experimentation with groups of teachers all over the United States, my colleagues and I settled on a meeting structure

with six components. This structure has now been used by well over two thousand teacher groups all over the world, and while the structure might be improved in the future, the fact that the current design has been successful wherever it has been tried suggests that for most US school districts, the model is worth trying out as it stands.

Here are the six parts.

1. Getting started (5 minutes): The teacher responsible for running the meeting outlines the aims for the meeting, including sharing with the participants the learning intentions and criteria for success.
2. Warm-up (5 minutes): Particularly where meetings take place at the end of a working day, teachers may need time to focus on their own learning. Asking teachers to contribute something to a group discussion helps the participants de-pressurize. Possible prompts include asking teachers to share something that a student said that made them smile, something a colleague did to support them, something they are looking forward to in school, and so on. We have also found that in schools in challenging circumstances, it can be therapeutic to give each teacher thirty seconds to sound off about all the things that bug them about their job; getting such issues aired at the start of the meeting makes it less likely that they come up later on and derail the meeting.
3. Feedback (25 minutes): This is the most important phase of the meeting. Each teacher describes what he or she promised to try out in the previous month's meeting and what progress he or she has made putting the idea into practice in the classroom. Even though each teacher has just two minutes, time and again, teachers have told us that it was the fact that they knew that they were going to have to report back to their colleagues that made them prioritize working on improving their classroom practice.
4. New learning about formative assessment (20 minutes): In order to create some variety in each meeting, it is valuable to provide some input for teachers. This could be a book study, where each month the group reads a chapter of a book ahead of time and then in the meeting discusses the relevance for their own teaching. Alternatively, teachers can watch and discuss videos of classroom practice, taken from the internet or produced by teachers at the school. There are commercially produced agendas for such meetings, although many schools have produced their own materials. The important point here is that there is something novel about formative assessment at each meeting, to prevent things from getting stale.
5. Action planning (15 minutes): In this phase of the meeting, each teacher gets time to plan what he or she is going to do over the coming month.

This is essential because given teachers' schedules, most teachers have little time to think. When they are at school, there are colleagues and students making demands on their time, and at home, there is always a family member who needs their time. The purpose of this part of the meeting is to give teachers time to think about how they are going to be a better teacher the following month than they were the previous month.

6. Wrap-up (5 minutes): In the final phase of the meeting, participants review the learning intentions for the meeting, and if they have not been met, they plan what action to take.

In order to keep the agenda on time, it is essential that someone takes responsibility for leading the meeting, but we have found that it is actually more effective if those leading the meetings are not experts. In fact, we have seen teachers in their second year of teaching being outstanding leaders of these groups because they know they do not have the answers. The leader's job is not to be the expert dispensing wisdom but rather the person who creates an environment where like-minded professionals can support each other's growth.

When people learn about this model, they tend to raise two immediate concerns. The first is that having the same structure for each meeting is likely to create boredom. However, when the structure is changed each month, teachers spend the first part of the meeting trying to figure out what they are meant to be doing. When the structure is familiar, teachers arrive at each meeting knowing what is expected of them. As the structure fades into the background, the teachers' own professional learning comes into the foreground.

The second concern is that left to their own devices, teachers will not use their time productively, and that it is therefore better to use external facilitators to run the meetings. Indeed, some academics have gone as far as to claim that external support is essential to school improvement efforts. Now, it is certainly true that many school improvement efforts have been considerably enhanced by the availability of external expertise, and others have failed because such outside support was lacking. However, for the particular purpose of helping teachers improve their classroom practice, our experience has been that teachers really can do it for themselves. Moreover, there are at least three additional advantages of having meetings run by teachers for teachers.

First, many districts in the United States spend a considerable amount of money each year on coaches for their teachers, and there is no doubt that coaching can be an effective way of improving teachers' performance.⁸ However, in many parts of the country, good coaches are hard to find, so districts end up taking good teachers out of the classroom to serve as coaches. Where the coaches are better as coaches than they were as teachers, then obviously things are likely to improve. However, good

teachers are not always effective as coaches, so the net effect is to lower achievement because the gain in student achievement produced through the coaching is less than the loss generated by replacing a good teacher with an average one.

Second, coaching is very vulnerable to changes in funding. Where education funding is dependent on local property taxes, as it is in most US districts, then a sudden drop of tax income leads to a need to cut expenditure quickly. In such circumstances, money for coaches may be one of the first things to get cut. Given the way that education is financed in the United States, any model for school improvement that requires hiring additional personnel is unlikely to be sustainable, especially in less affluent districts.

Third, coaches are often regarded as lacking credibility as practitioners. Even when teachers come from the district, as soon as they stop teaching and become coaches, many teachers regard the coaches as being out of touch with the realities of teaching. Support from others who are teaching the same students, working in the same buildings, supervised by the same administrators is very different from someone telling you how to do your job.

All this may seem too good to be true. It does seem unlikely, at first sight, that giving teachers just seventy-five minutes once a month—to meet with their colleagues, report back on the changes they tried out in their classroom over the previous month, get ideas from those colleagues, and make commitments about what they are going to do the next month—can make a real difference, but the focus on classroom formative assessment is particularly powerful, for a number of reasons.

First, the focus on adapting instruction to meet student needs appears to be especially important. As noted in the previous chapter, the most recent PISA survey found this to be the most important influence on student learning after the socioeconomic status of the child's family, a finding that is supported by hundreds of research studies from all over the world.⁹

Second, skills of classroom assessment can be applied universally. Increasing teachers' subject knowledge in a particular area of the curriculum is likely to improve their ability to teach that area but is unlikely to be useful for teaching other areas. When we develop teachers' ability to use real-time assessment to adapt their instruction to their students' learning needs, those skills can be applied in all their teaching.

Third, focusing on classroom assessment seems to be a smart place to begin the conversation with teachers. Asking teachers to administer common assessments to generate data on student achievement seems, to many teachers, to be serving the agenda of administrators and bureaucrats by making teachers accountable for their students' progress. On the other hand, all teachers in America would probably agree

that it is part of their day job to find out whether students have learned what they have been taught.

Fourth, and perhaps most important, wherever these ideas have been implemented, they have worked. While we do not yet have evidence from randomized-control experiments, schools and districts are finding that using evidence about what students have learned to adapt instruction just works. There is literally nothing else, as far as we know, that can increase student achievement by so much for so little cost.

Conclusion

Previous chapters have shown that many things affect how quickly our children learn. As we saw in chapter 9, there are individual differences in how easy children find it to learn, and some curricula are significantly more effective than others. Smaller classes can help too, especially for younger students, provided the additional teachers recruited are as good as those already working in our schools, and expanding school choice may produce some small improvements in educational achievement. However, as a huge body of research now shows, the quality of the individual teacher is one of the most significant variables in every education system, particularly in the United States, where the best teachers are four times as effective as the least effective.

This is why improving teacher quality is the main focus of most school improvement efforts, but as we saw in chapters 2, 3, and 4, we cannot predict who will be good teachers. Furthermore, we cannot reliably identify good and bad teachers once they are teaching, even if we use classroom observations, student surveys, and standardized test scores, either individually, or in combination. For the foreseeable future, improving teacher quality requires investing in the teachers we already have.

To be most effective, however, that investment must be focused on the things that benefit students most, and that is using assessment to adjust instruction to better meet students' needs. Many schools are already using common assessments to monitor students' progress, and this should be standard operating procedure in every district. But in addition, every district needs also to develop the ability of their teachers to assess their students and adjust their instruction minute-by-minute and day-by-day. Since this involves changing what teachers do in their classrooms, it is best thought of as a process of habit change rather than knowledge acquisition, which is most likely to be achieved through regular meetings where teachers promise to their peers what they are going to try out in their classrooms and are held accountable for making those changes.

As a result of development work in eight states and extensive implementation all around the world, we now know one seventy-five-minute meeting once a month, led by teachers, with a standard agenda, can produce substantial improvements in our

(2018)
- HD school study done.
⊕ Findings at scale
- Follow up study happening in Spring 2023...
2024 results.



teachers' skills and our students' achievements. There is indeed no limit to what our teachers can achieve if we just support them in the right way.

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- 1 Shulman (2004, p. 504).
 - 2 Lemov (2010).
 - 3 Mary Budd Rowe's original research can be found in Rowe (1986). The effect on student achievement of getting teachers to increase their wait time is reported in Tobin (1987).
 - 4 For more on this, see New York surgeon Atul Gawande's excellent book *Better* (Gawande, 2007).
 - 5 Pfeffer (2000).
 - 6 Heath and Heath (2010).
 - 7 Kraft and Papay (2014).
 - 8 A particularly effective distance coaching model has been developed by Robert Pianta and his colleagues at the University of Virginia (J. P. Allen, Pianta, Gregory, Mikami, & Lun, 2011).
 - 9 A comprehensive review of the research in this area can be found in Wiliam (2016a).

Pulling It All Together

In 1998, my colleague Paul Black and I published an article in *Phi Delta Kappan* magazine titled “Inside the Black Box.”¹ The argument we made there was that most educational reforms paid too little attention to what happens inside the black box of the classroom. State and federal agencies measure outputs, such as test scores and graduation rates, and sometimes even inputs, for example, when they try to estimate the value added by teachers, but too often, what actually happens in classrooms gets little attention. While things have improved a little since then, the emphasis is still on grand visions about transforming our schools, which have yielded little or no success.

Despite the aims stated in the 1994 Educate America Act, US schools did not lead the world in math and science by the year 2000. In 2014, to no one’s surprise, there were still students failing to reach proficiency on their state standards, twelve years after the No Child Left Behind Act was signed into law. The 2009 American Recovery and Reinvestment Act funded a number of initiatives such as Race to the Top (\$4.35 billion) and the School Improvement Grants program (\$3 billion) that, as far as the education department’s own evaluations of these programs are able to tell, have had no impact on student achievement.²

Now, this is not to deny the importance of federal and state programs, not least because they usually provide significant additional funds for districts to use to improve the education they provide. However, decisions at the state and federal levels are unlikely to improve education very much because the people who make the decisions know little about what Friedrich von Hayek called “the particular circumstances of time and place.”³ Solutions to the problem of improving education for our children require each school district to make smart decisions about what will make the most difference in their district.

The danger in all this is that while it is right to reject a one-size-fits-all solution for improving education, it is important to not swing to the other extreme and conclude that anything goes. Some courses of action are much less likely to be successful than others, and this is largely predictable as a result of what we do know about schools, teachers, and students.

Expanding school choice may please parents, but currently, charter schools and private schools are, on average, no better than traditional public schools. As states learn more about the characteristics of the most effective charter schools, it may be possible to get to a point where charter schools are consistently better than traditional public schools, but the evidence is they won't be that much better, and there won't be enough of them, to have any appreciable effect on the average achievement of American students. Moreover, in rural areas, the idea of expanding choice is an irrelevance—just getting to the nearest school often requires students to spend hours each day traveling.

Reducing the size of classes does work, particularly for children in the early grades, but the effects depend on the availability of good teachers, and the costs are very high. For many districts, the use of teachers' aides may be more appropriate, especially as new research highlights which classroom roles absolutely require a good teacher and which can be delegated to a well-managed assistant.

We also know that the quality of the teachers in our classrooms is one of the most important determinants of how much children learn in those classrooms, with the very best teachers generating four times as much progress for their students as the least effective. However, it is also clear from the latest high-quality research that we are not able to measure with any accuracy the effectiveness of an individual teacher—at least not in a reasonable period of time. We cannot use observations because good teachers have bad days and bad teachers have good days, and even if we conduct a large number of observations, so that these variations average out, teachers look more effective when they are teaching motivated, high-achieving students. We cannot use test scores, even if we control for the prior achievement, because every teacher builds on the foundations laid by those who taught their students previously.

We can be reasonably sure that a teacher who looks very, very bad is not, in fact, very, very good. And we can be reasonably sure that a teacher who looks very, very good is not, in fact, very, very bad. But that's about it. A teacher who looks very, very good may, in fact, be below average. And one who looks very, very bad may, in fact, be above average. If we rated all teachers on a scale, with 0 being the very worst and 100 being the very best, the margin of error is at least sixty points. While we may, in the future, be able to measure the effectiveness of individual teachers more accurately than this, such a day is a long way off. For the foreseeable future, however implausible

it may seem, we have to accept that no one can reliably identify good teachers. That is why it makes far more sense for districts to focus their efforts on the *love the one you're with* strategy—investing in the teachers already in the district's schools.

As new initiatives come along, the framework provided in chapter 8 should be useful in evaluating their suitability for the district. How much of an impact will the initiative have if it is implemented as designed? How much will it cost to implement it? Will it be possible to implement the initiative in the district? If those proposing initiatives are unable to answer such questions, then this would suggest that adopting the initiative is a risky venture.

Right now, however, the available research suggests there are two particularly powerful levers that districts can use to improve student achievement. The first is to ensure that the curriculum, including whatever textbooks are adopted, is one that is explicitly focused on developing knowledge, because the amount of knowledge in long-term memory determines a student's ability to think. The more knowledge is stored in long-term memory, the more effective the use of short-term memory becomes. This does not refer to rote memorization of facts. Rather, it means ensuring that what students know is richly connected to other knowledge, so that they can solve problems, be creative through making new connections, and have studied areas in enough depth to think critically about them.

The second is to establish, within the district, a culture where all teachers improve, not because they are not good enough, but because they can be even better. Moreover, the focus of each teacher's improvement needs to be what has the greatest benefit for students. Currently, from all the available research, that seems to be short-cycle classroom formative assessment—teachers routinely collecting evidence about student learning in real time so that they can rapidly adjust the instruction to better meet students' needs.

Once these two things are in place, then districts can turn to other initiatives, where the evidence is less clear or where the benefits are smaller or more expensive to secure. Until then, however, the major role of school board members, superintendents, other administrators, parents, and other interested citizens must be to focus the work of the district inside the black box of the classroom—on the things that make the greatest difference to their students.

Today in America, the biggest problem with education is not that it is bad. It is that it is variable. In hundreds of thousands of classrooms in America, students are getting an education that is as good as any in the world. But in hundreds of thousands of others, they are not. By ensuring that every child has access to a high-quality curriculum, we can reduce the differences in student achievement that are due to the students' home backgrounds and help them build the knowledge they will need

to participate effectively in society. And by creating a culture where every teacher improves, we can create a teacher workforce where almost all teachers are as good as the very best we have right now. That is a goal we can actually achieve, and our children deserve nothing less.

-
- 1 Black and Wiliam (1998).
 - 2 Dragoset et al. (2016); Dragoset et al. (2017).
 - 3 Hayek (1945, p. 521).



REPORT: Data on Board End 3: Students, families, and staff experience wellness, inclusion, and belonging.

PRESENTED BY: Dave VanLoo, Ph.D., Director of School Improvement

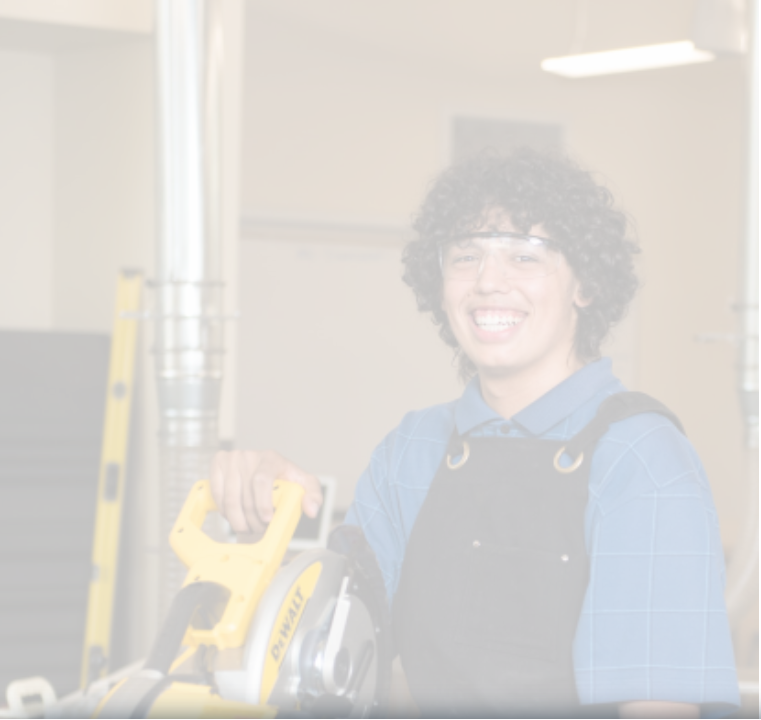
EXECUTIVE SUMMARY:

The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Associated with these Board Ends are data metrics that are intended to provide high quality, systems-level evidence of Bend-La Pine schools' impact on achieving these Ends.

District Board Ends fall broadly into four domains:

1. Students are engaged and develop a **strong academic foundation**.
2. Students have a **passion, purpose, and plan** for their future.
3. Students, families, and staff **experience wellness, inclusion, and belonging** in our schools.
4. Operational systems align and support an academically effective and sustainable organization.

The May 2023 Board workshop will review data relevant to the staff component of Board End #3 (schools that support wellness, inclusion, and belonging among students, families, and staff). Focal data are drawn from three years of staff YouthTruth surveys. Data from Oregon's recently administered educator survey are not yet available and consequently are not included.



YouthTruth Staff Survey 2023

Dave VanLoo, Ph.D.

Board Goal #3

Students, families, and staff **experience wellness, inclusion, and belonging** in our schools as measured by the following, overall and for historically underserved subgroups:

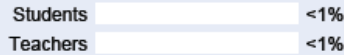
- a. Student, family, and staff experiences of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups
- b. Bias incident data and trends



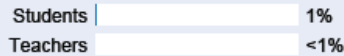
Bend-La Pine Staff 2021-22

DEMOGRAPHICS

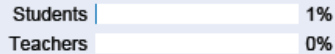
American Indian/Alaska Native



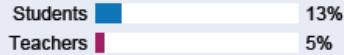
Asian



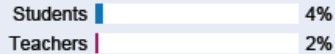
Black/African American



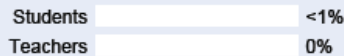
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



Our Staff (rounded FTE)



69

Administrators



916

Teachers



219

Educational assistants



63

Counselors



6

Licensed Librarians



15

Psychologists



87%

% of licensed teachers with more than 3 years of experience



Staff YouthTruth Survey



Staff Survey Themes

Core Survey Themes

Engagement – Describes the degree to which staff feel engaged in their work and empowered to influence their schools.

Relationships – Describes the degree to which staff experience positive relationships in their school based on respect, care, and approachability.

Culture – Describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.

Professional Development & Support – Describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.

School Safety – Describes staff members' level of perceived safety for themselves and students on campus, as well as of the rules and protocols in place to address violence at school.

Add-On Themes

Diversity, Equity, and Inclusion – Assesses staff members' school experiences through the lens of value, representation, and social justice.

Oregon Districts & Number of Schools

Oregon

14-J Jefferson School District	1
Alsea School District (through Linn Benton Lincoln Education Service District)	1
Ashland School District	3
Corbett School District	1
Corvallis School District	9
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Gervais School District (through Willamette Education Service District)	1
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Siuslaw School District (through Linn Benton Lincoln Education Service District)	1
South Lane School District	2
Warrenton-Hammond School District	1
Woodburn School District 103 (through Willamette Education Service District)	4

Selected Respondents

<u>Level</u>	<u>Approximate Totals</u>
EL	600
MS	330
HS	435
All	1365

<u>Level</u>	<u>Female</u>	<u>Male</u>	<u>Prefer Not to Say</u>
EL	427 (73%)	54 (09%)	98 (17%)
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<u>Level</u>	<u>LGBTQ+</u>	<u>Non LGBTQ+</u>	<u>Prefer Not to Say</u>
EL	25 (4%)	457 (80%)	92 (16%)
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Staff: YT Executive Summary (2 Years)

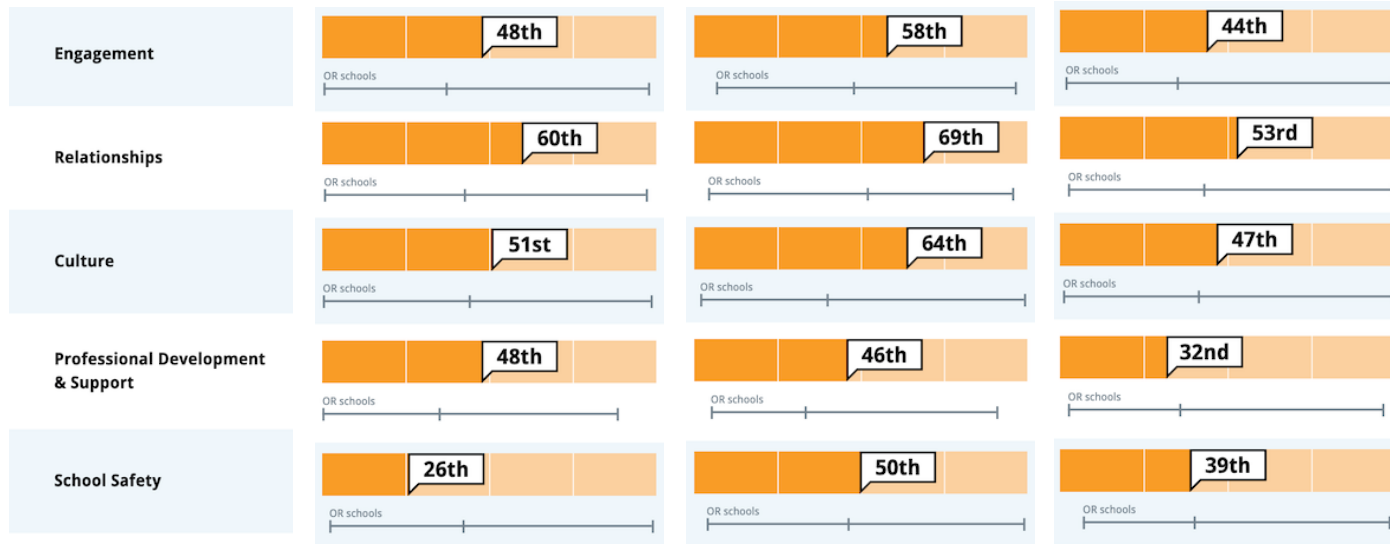
Compared to other participating schools, Bend's **highest rated themes** were:

- EL: Culture (2022, 2023), Relationships (2022, 2023)
- MS: Culture (2022, 2023), Engagement (2022) & Relationships (2023)
- HS: Culture (2023), Engagement (2022), Relationships (2022, 2023)

and the **lowest rated themes** were:

- EL: Engagement (2023), Professional Development (2022), & School Safety (2022, 2023)
- MS: Professional Development (2022, 2023), & School Safety (2022, 2023)
- HS: Professional Development (2022, 2023), & School Safety (2022, 2023)

Overview: Elementary, MS, & HS Staff Percentiles



Additional Topics

[View Subgroup](#)

[View Subgroup](#)

[View Subgroup](#)

Key Measures

Percentile Rank

Percentile Rank

Percentile Rank

Diversity, Equity & Inclusion (DEI)

Degree to which adults value people of different backgrounds.



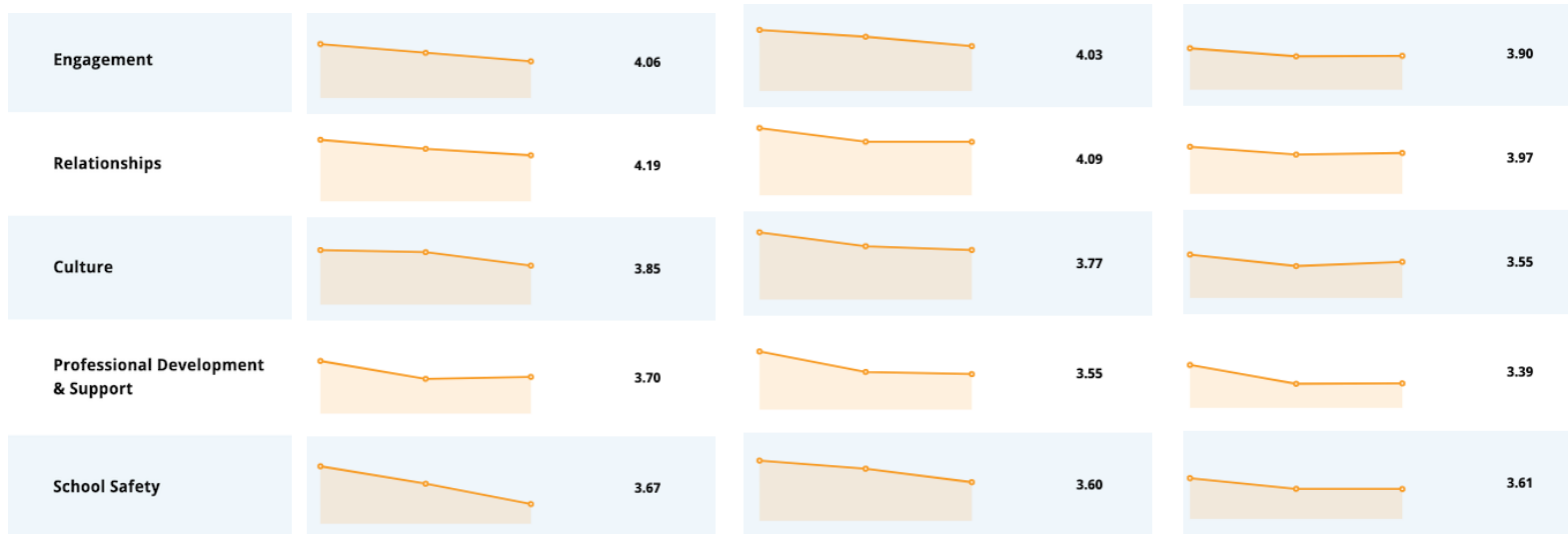
Overview: Percent Positive Ratings

Survey Theme	Elementary Staff		Middle School Staff		High School Staff	
	Percent 4's or 5's	Percent Change	Percent 4's or 5's	Percent Change	Percent 4's or 5's	Percent Change
Engagement	78%	-5	79%	-3	74%	-1
Relationships	89%	-2	89%	2	86%	2
Culture	70%	-9	65%	-6	55%	2
School Safety	63%	-12	54%	-14	61%	-2
Professional Development & Support	66%	6	53%	-4	50%	3

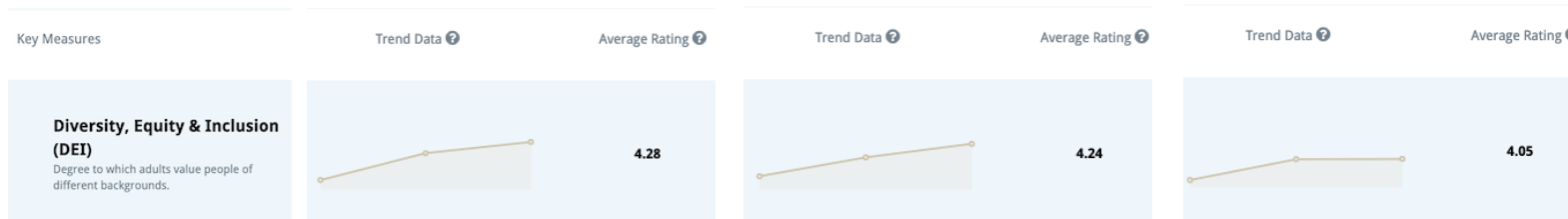
25th-49th

50th-74th

Trends: Elementary, MS, & HS Staff



Additional Topics



What do you like most about your school?

- *My school administrators are friendly and supportive;*
- *My work at this school gives me a feeling of personal accomplishment;*
- *I am treated with respect by school administrators and other staff;*
- *I have access to high-quality professional development opportunities;*
- *My school has great supplies and/or facilities;*
- *Nothing;*
- *Other*

Number and percent of comments identifying each area as a school's greatest strength.

<u>Number of Comments</u> <u>(K-12)</u>	<u>School Strength</u>	<u>Percent of Comments</u>
10	Professional Development	1%
23	Supplies and/or Facilities	2%
376	Individual Empowerment	34%
274	Friendly & Supportive Administration	25%
291	Respectful Relationships	27%
110	Other	10%
7	Nothing	1%
1091	Total	100%

What is one area in which your school could improve?

- *My school administrators could do more to be friendly and supportive;*
- *I would like the work that I do at this school to give me more of a feeling of personal accomplishment;*
- *I would like to be treated with more respect by school administration and other staff;*
- *I would like more access to high-quality professional development opportunities;*
- *My school needs better supplies and/or facilities;*
- *Nothing;*
- *Other*

Number and percent of comments identifying each area as a school's greatest need for improvement.

<u>Number of Comments</u> <u>(K-12)</u>	<u>School Area for Improvement</u>	<u>Percent of Comments</u>
171	Professional Development	16.5%
224	Supplies and/or Facilities	21.6%
74	Individual Empowerment	7.1%
42	Friendly and Supportive Administration	4.0%
65	Respectful Relationships	6.3%
303	Other	29.2%
160	Nothing	15.4%
1039	Total	100.0%

Text-Centered Discussion

-The next slide contains a sampling of staff comments related to professional development from the YouthTruth survey.

-Connect staff comments about PD to important ideas from the text you read on creating a learning environment for educators (use your 3-2-1 document). For example:

- What agreement is there between comments and ideas in the text?
- What comments may be incongruent with ideas in the text?
- How are the concepts of PD as 'knowledge acquisition' or 'habit change' evident in the comments?
- Etc.

Staff Comments on Professional Learning

-I feel we need to have strategies that we implement school-wide across departments, such as literacy strategies and writing across the curriculum.

-A "one size fits all" approach isn't effective when you have a broad range of teaching abilities and knowledge.

-The district provided professional development rarely helps me improve my practice.

-I always want to get better.

-I am a newer teacher, so I think I am just looking for even more opportunities to grow in my teaching practices.

-As an educator and a lifelong learner professional growth is a necessity. Often it seems that the "tyranny of the urgent" gets in the way of time for professional growth and reflection.

-I wish that we had more time to collaborate and learn from each other.

-I would like PD that focuses on different teaching strategies to help keep all students engaged in their learning.

-There are not many opportunities for elective teachers to attend high quality professional development.

-I wish there were more opportunities to attend conferences and trainings outside of the district given SIW's.

-I would love more opportunities to improve my skills in all areas of my work

-I do not think that the district provides enough meaningful professional development to help me improve my teaching. We learn about required curriculum, but I don't feel we get much, if any, PD on teaching strategies to improve engagement and instruction.

-We talk about all the ways we want to be better as a district and school, but the PD is often unrelated. We talk more about problems than what we can actually DO to make them better.

-Not enough opportunities for new professional development and not enough time to integrate practices.

-I don't feel like we have had much choice regarding professional development opportunities.

-I think my district offers a wide variety of PD, but I don't think it's always high-quality PD. I feel most of the PD that I'm required to attend is not very practical and applicable in my classroom.

-I am hungry to learn and to grow as a professional. I would like to learn how to engage students in meaningful classroom discourse and to increase my skills at differentiating learning for students in the same class

-We don't have enough time to do a really good job at PD. Even the highest quality PD experience, two or three times a year is grossly insufficient.

-I don't feel like we've received high-quality professional development from experts in years.

Wrap Up

(and further reading on PD)



2015

THE MIRAGE

Confronting the Hard Truth About Our Quest for Teacher Development

<https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>

The Mirage (TNTP 2015)

“In short, we bombard teachers with help, but most of it is not helpful—to teachers as professionals or to schools seeking better instruction. We are not the first to say this: In the last decade, two federally funded experimental studies of sustained, content-focused and job-embedded professional development have found that these interventions did not result in long-lasting, significant changes in teacher practice or student outcomes.¹⁶ And while countless other studies have been undertaken, researchers summarize the evidence base as weak and the results mixed at best.¹⁷

In spite of this, the notion persists that we know how to help teachers improve and could achieve our goal of great teaching in far more classrooms if we just applied that knowledge more widely. It’s a hopeful and alluring vision, but our findings force us to conclude that it is a mirage. Like a mirage, it is not a hallucination but a refraction of reality: Growth is possible, but our goal of widespread teaching excellence is further out of reach than it seems.”

The Mirage (TNTP 2015)


“Every development strategy, no matter how intensive, seems to be the equivalent of a coin flip: Some teachers will get better and about the same number won’t. What separates them may be a host of highly individualized variables or a combination of many we have not yet pinpointed.”



Embedding Formative Assessment

SSAT

Implementation cost 

Evidence strength 

Impact (months) 



EEF Summary

Evaluation Conclusions

Were the schools in the trial similar to my ...

Could I implement this in my school?

How much v >

 Research Results

Project info

Independent Evaluator



NIESR

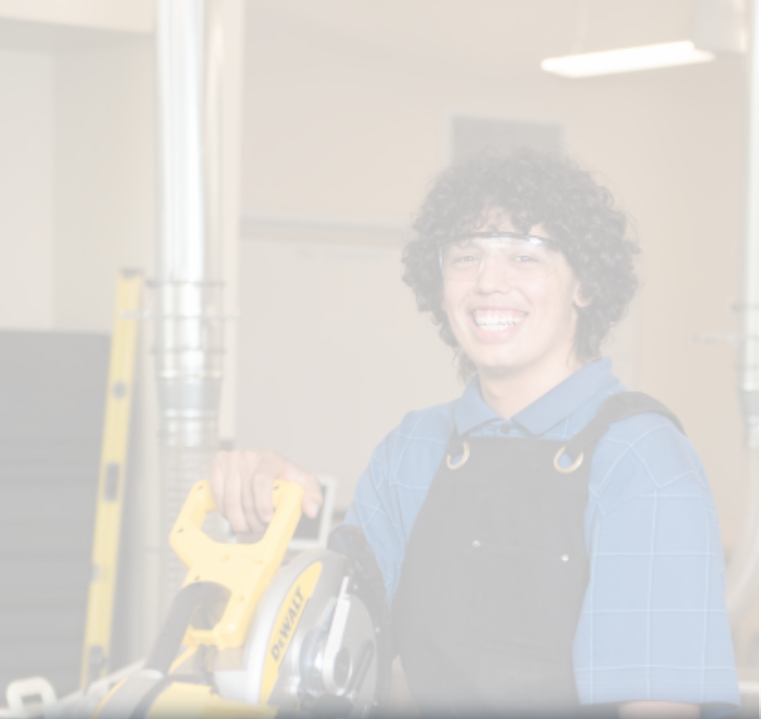
A project to test a professional development programme, which enables schools to embed formative assessment practices.

Pupils: 25000 • Schools: 140 • Grant: £489,602

Key Stage: 4 • Duration: 3 year(s) 3 month(s) • Type of Trial: Effectiveness Trial

Completed July 2018

https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment?utm_source=/projects-and-evaluation/projects/embedding-formative-assessment&utm_medium=search&utm_campaign=site_search&search_term=formative



Encuesta del personal de YouthTruth de 2023

Dave VanLoo, Ph.D.

Meta #3 del Consejo Escolar

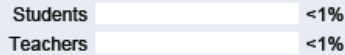
- a. Los estudiantes, las familias y el personal de nuestras escuelas **gozan de un bienestar saludable**, se sienten **incluidos y que pertenecen**, medido por lo siguiente, en general y para los subgrupos históricamente carenciados:
 - a. Los estudiantes, familias y personal experimentan los elementos esenciales de la cultura de la escuela (incluyendo hacerse escuchar, pertenencia y bienestar emocional y psicológico), medido por encuestas y/o grupos de orientación
 - b. Datos sobre incidentes de prejuicios y tendencias



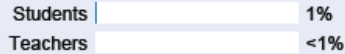
Personal de Bend-La Pine 2021-22

DEMOGRAPHICS

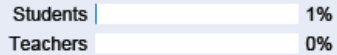
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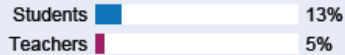
Asian



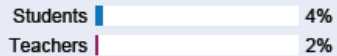
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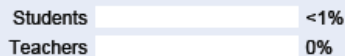
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Native Hawaiian/Pacific Islander



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Our Staff (rounded FTE)



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Administrators



916

Teachers



219

Educational assistants



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Counselors



6

Licensed Librarians



15

Psychologists



87%

% of licensed teachers with more than 3 years of experience



Encuesta del personal de YouthTruth



Temas de la encuesta del personal

Temas centrales de la encuesta

Compromiso – describe el grado en que el personal se siente comprometido con su trabajo y empoderado para influir en sus escuelas.

Relaciones – describe el grado en que el personal experimenta relaciones positivas en su escuela basadas en el respeto, el cuidado y la accesibilidad.

Cultura – describe el grado en que el personal cree que su escuela fomenta una cultura de visión compartida, respeto y comunicación eficaz.

Desarrollo y apoyo profesional – describe el grado en que el personal recibe retroalimentación significativa, tiene oportunidades de crecer profesionalmente y se siente apoyado en su trabajo.

Seguridad escolar – describe el nivel de seguridad percibida por los miembros del personal para ellos y los estudiantes en el campus, así como las reglas y protocolos vigentes para abordar la violencia en la escuela.

Temas adicionales

Diversidad, equidad e inclusión – evalúa las experiencias escolares de los miembros del personal a través de la perspectiva del valor, la representación y la justicia social.

Distritos de Oregón y número de escuelas

Oregon

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Corbett School District	1
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Encuestados seleccionados

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Personal: Resumen ejecutivo de YT (2 años)

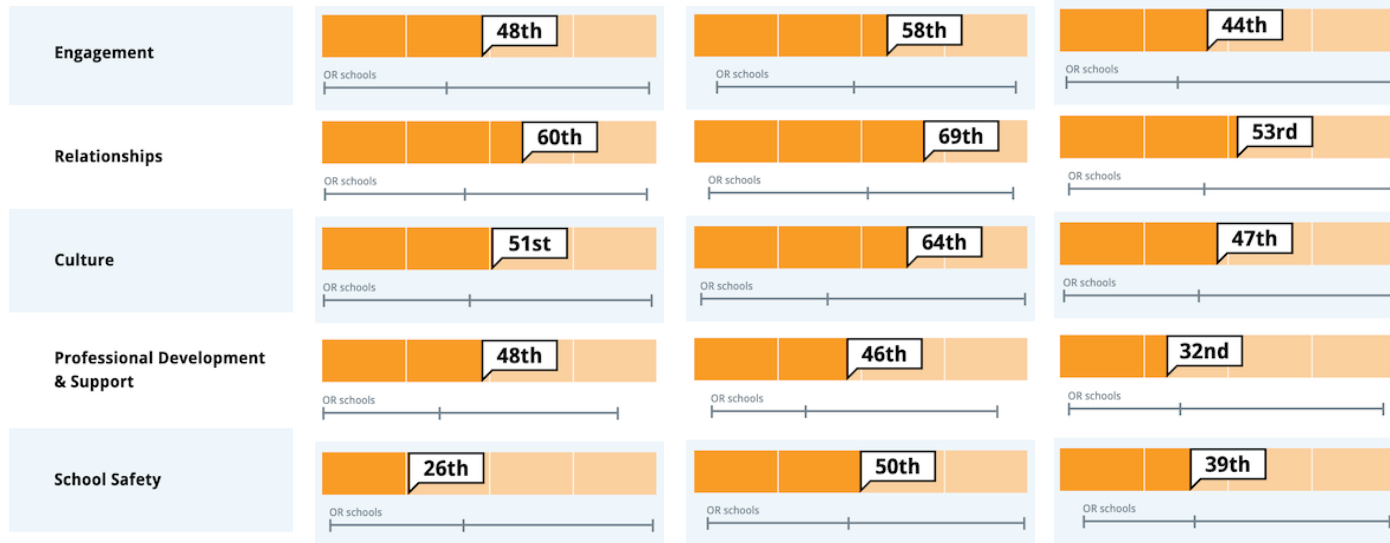
En comparación con otras escuelas participantes, **los temas mejor calificados** de Bend fueron:

- Prim.: Cultura (2022, 2023), Relaciones (2022, 2023)
- Sec.: Cultura (2022, 2023), Compromiso (2022) y Relaciones (2023)
- Prepa.: Cultura (2023), Compromiso (2022), Relaciones (2022, 2023)

y **los temas peor calificados** fueron:

- Prim.: Compromiso (2023), desarrollo profesional (2022) y seguridad escolar (2022, 2023)
- Sec.: desarrollo profesional (2022, 2023) y seguridad escolar (2022, 2023)
- Prepa.: desarrollo profesional (2022, 2023) y seguridad escolar (2022, 2023)

Descripción general: percentiles del personal de primaria, secundaria y preparatoria



Additional Topics

[View Subgroup](#)

[View Subgroup](#)

[View Subgroup](#)

Key Measures

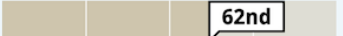
Percentile Rank

Percentile Rank

Percentile Rank

Diversity, Equity & Inclusion (DEI)

Degree to which adults value people of different backgrounds.



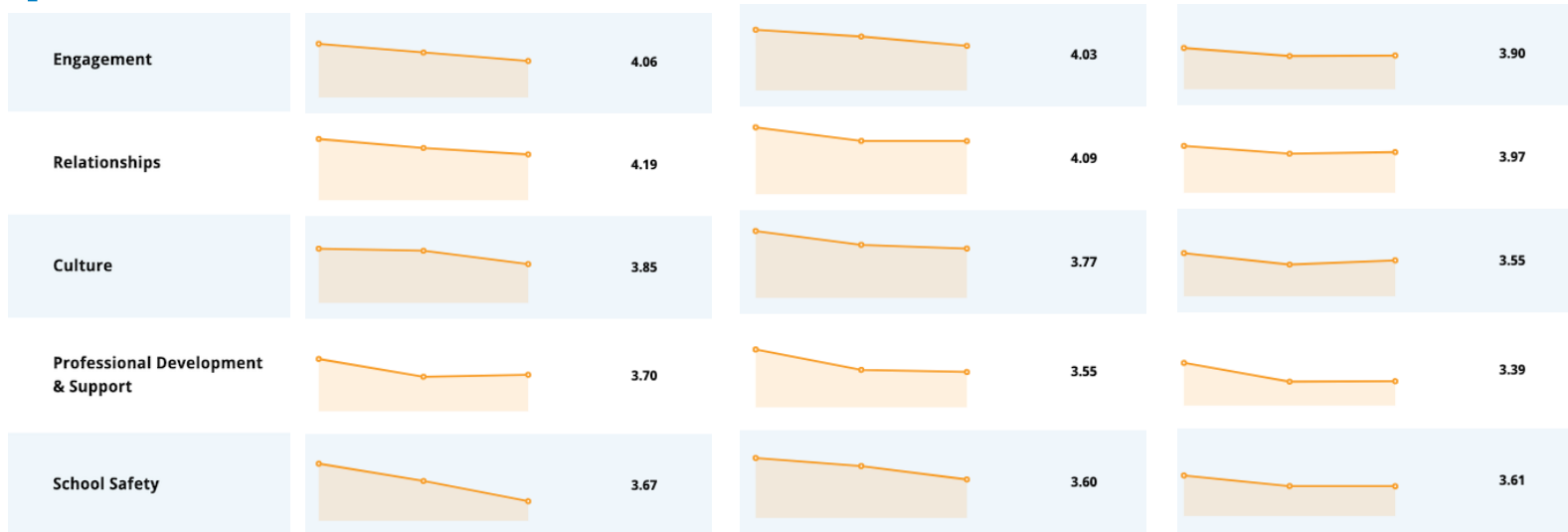
Descripción general: Porcentaje de calificaciones positivas

Tema de la encuesta	Personal de primaria		Personal de la escuela secundaria		Personal de la escuela preparatoria	
	Porcentaje 4s o 5s	Cambio porcentual	Porcentaje 4s o 5s	Cambio porcentual	Porcentaje 4s o 5s	Cambio porcentual
Compromiso	78%	-5	79%	-3	74%	-1
Relaciones	89%	-2	89%	2	86%	2
Cultura	70%	-9	65%	-6	55%	2
Seguridad escolar	63%	-12	54%	-14	61%	-2
Desarrollo profesional y apoyo	66%	6	53%	-4	50%	3

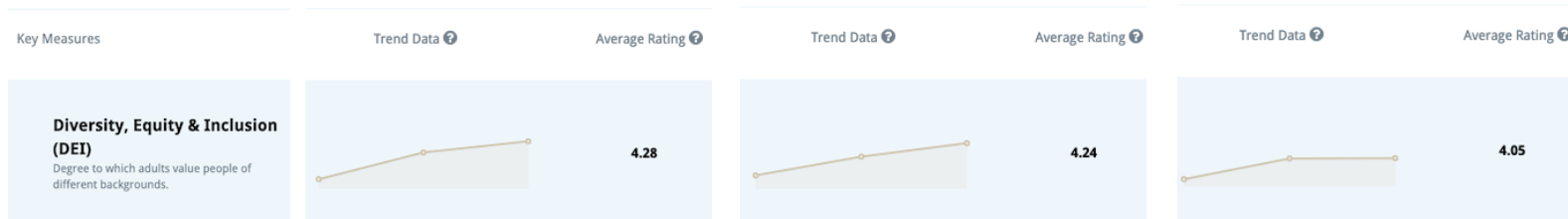
25th-49th

50th-74th

Tendencias: personal de primaria, secundaria y preparatoria



Additional Topics



¿Qué es lo que más te gusta de tu escuela?

- *Los administradores de mi escuela son amables y comprensivos;*
- *Mi trabajo en esta escuela me da un sentimiento de realización personal;*
- *Los administradores de la escuela y el resto del personal me tratan con respeto;*
- *Tengo acceso a oportunidades de desarrollo profesional de alta calidad;*
- *Mi escuela tiene excelentes materiales y/o instalaciones;*
- *Nada;*
- *Otro*

Número y porcentaje de comentarios que identifican cada área como la mayor fortaleza de la escuela.

<u>Número de comentarios (K-12)</u>	<u>Fortaleza escolar</u>	<u>Porcentaje de comentarios</u>
10	Desarrollo profesional	1%
23	Materiales y/o Instalaciones	2%
376	Empoderamiento individual	34%
274	Administración amable y comprensiva	25%
291	Relaciones respetuosas	27%
110	Otro	10%
7	Nada	1%
1091	Total	100%

¿Cuál es un área en la que tu escuela podría mejorar?

- *Los administradores de mi escuela podrían mejorar en ser amables y solidarios;*
- *Me gustaría que el trabajo que hago en esta escuela me diera un mayor sentimiento de realización personal;*
- *Me gustaría ser tratado(a) con más respeto por la administración de la escuela y el resto del personal;*
- *Me gustaría tener más acceso a oportunidades de desarrollo profesional de alta calidad;*
- *Mi escuela necesita mejores materiales y/o instalaciones;*
- *Nada;*
- *Otro*

Número y porcentaje de comentarios que identifican cada área como la mayor necesidad de mejora de la escuela.

<u>Número de comentarios (K-12)</u>	<u>Área de escuela a mejorar</u>	<u>Porcentaje de comentarios</u>
171	Desarrollo profesional	16.5%
224	Materiales y/o Instalaciones	21.6%
74	Empoderamiento individual	7.1%
42	Administración amable y solidaria	4.0%
65	Relaciones respetuosas	6.3%
303	Otro	29.2%
160	Nada	15.4%
1039	Total	100.0%

Discusión centrada en el texto

- La siguiente diapositiva contiene una muestra de los comentarios del personal relacionados con el desarrollo profesional de la encuesta YouthTruth.
- Conecte los comentarios del personal sobre el desarrollo profesional con ideas importantes del texto que leyó sobre la creación de un entorno de aprendizaje para educadores (utilice su documento 3-2-1). Por ejemplo:
 - ¿Qué concordancia hay entre comentarios e ideas en el texto?
 - ¿Qué comentarios pueden ser incongruentes con las ideas del texto?
 - ¿Cómo se evidencian en los comentarios los conceptos de desarrollo profesional como “adquisición de conocimientos” o “cambio de hábitos”?
 - Etc.

Comentarios del personal sobre el aprendizaje profesional

-Siento que necesitamos tener estrategias que implementemos en toda la escuela a través de todos los departamentos, como estrategias de alfabetización y escritura a través de todo el currículo.

-Un enfoque de "modelo único para todos" no es efectivo cuando se tiene una amplia gama de habilidades de enseñanza y conocimientos.

-El desarrollo profesional proporcionado por el distrito rara vez me ayuda a mejorar mi práctica.

-Siempre quiero ser mejor.

-Soy un maestro nuevo, así que creo que solo estoy buscando aún más oportunidades para crecer en mis prácticas docentes.

-Como educador y aprendiz de por vida, el crecimiento profesional es una necesidad. A menudo parece que la "tiranía de lo urgente" impide el tiempo de crecimiento y reflexión profesional.

-Ojalá tuviéramos más tiempo para colaborar y aprender unos de otros.

-Me gustaría un DP que se centre en diferentes estrategias de enseñanza para ayudar a mantener a todos los estudiantes comprometidos con su aprendizaje.

-No hay muchas oportunidades para que los maestros de materias optativas asistan a desarrollo profesional de alta calidad.

-Desearía que hubiera más oportunidades para asistir a conferencias y capacitaciones fuera de las SIWs proporcionadas por el distrito.

-Me encantaría tener más oportunidades para mejorar mis habilidades en todas las áreas de mi trabajo

-No creo que el distrito proporcione suficiente desarrollo profesional significativo para ayudarme a mejorar mi enseñanza. Aprendemos sobre el currículo requerido, pero no creo que obtengamos mucho, si es que lo hacemos, DP sobre estrategias de enseñanza para mejorar el compromiso y la instrucción.

-Hablamos de todas las formas en que queremos ser mejores como distrito y escuela, pero el DP a menudo no tiene relación. Hablamos más de los problemas que de lo que realmente podemos HACER para mejorarlos.

-No hay suficientes oportunidades para desarrollo profesional nuevo y no hay suficiente tiempo para integrar prácticas.

-No siento que hayamos tenido muchas opciones con respecto a las oportunidades de desarrollo profesional.

-Creo que mi distrito ofrece una amplia variedad de DP, pero no creo que siempre sea DP de alta calidad. Siento que la mayor parte del DP al que debo asistir no es muy práctico ni aplicable en mi salón de clases.

-Tengo hambre de aprender y crecer como profesional. Me gustaría aprender cómo involucrar a los estudiantes en un discurso significativo en el aula y aumentar mis habilidades para diferenciar el aprendizaje de los estudiantes en la misma clase.

-No tenemos suficiente tiempo para hacer un buen trabajo en DP. Incluso la experiencia de DP de la más alta calidad, dos o tres veces al año, es extremadamente insuficiente.

-No siento que hayamos recibido desarrollo profesional de alta calidad de parte de expertos en años.

Cierre

(y más lecturas sobre DP)



2015

THE MIRAGE

Confronting the Hard Truth About Our Quest for Teacher Development

<https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>

El espejismo (TNTP 2015)

“En resumen, bombardeamos a los maestros con ayuda, pero la mayor parte no es útil, ni para los maestros como profesionales ni para las escuelas que buscan una mejor instrucción. No somos los primeros en decir esto: en la última década, dos estudios experimentales financiados con fondos federales de desarrollo profesional sostenido, centrado en el contenido e integrado en el trabajo, han encontrado que estas intervenciones no dieron como resultado cambios significativos y duraderos en la práctica docente o resultados de los estudiantes.¹⁶ Y aunque se han realizado innumerables otros estudios, los investigadores resumen la base de evidencia como débil y los resultados mixtos en el mejor de los casos.¹⁷”

A pesar de esto, persiste la noción de que sabemos cómo ayudar a los maestros a mejorar y que podríamos lograr nuestro objetivo de una excelente enseñanza en muchas más aulas si aplicáramos ese conocimiento más ampliamente. Es una visión esperanzadora y seductora, pero nuestros hallazgos nos obligan a concluir que es un espejismo. Como un espejismo, no es una alucinación sino una refracción de la realidad: el crecimiento es posible, pero nuestro objetivo de generalizar la excelencia en la enseñanza está más lejos de lo que parece”.

El espejismo (TNTP 2015)


“Cada estrategia de desarrollo, sin importar qué tan intensiva sea, parece ser el equivalente a lanzar una moneda al aire: algunos maestros mejorarán y la misma cantidad no. Lo que los separa puede ser una serie de variables altamente individualizadas o una combinación de muchas que aún no hemos identificado”.



Embedding Formative Assessment

SSAT

Implementation cost 

Evidence strength 

Impact (months) 



EEF Summary

Evaluation Conclusions

Were the schools in the trial similar to my ...

Could I implement this in my school?

How much v >

 Research Results

Project info

Independent Evaluator



NIESR

A project to test a professional development programme, which enables schools to embed formative assessment practices.

Pupils: 25000 • Schools: 140 • Grant: £489,602

Key Stage: 4 • Duration: 3 year(s) 3 month(s) • Type of Trial: Effectiveness Trial

Completed July 2018

https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment?utm_source=/projects-and-evaluation/projects/embedding-formative-assessment&utm_medium=search&utm_campaign=site_search&search_term=formative