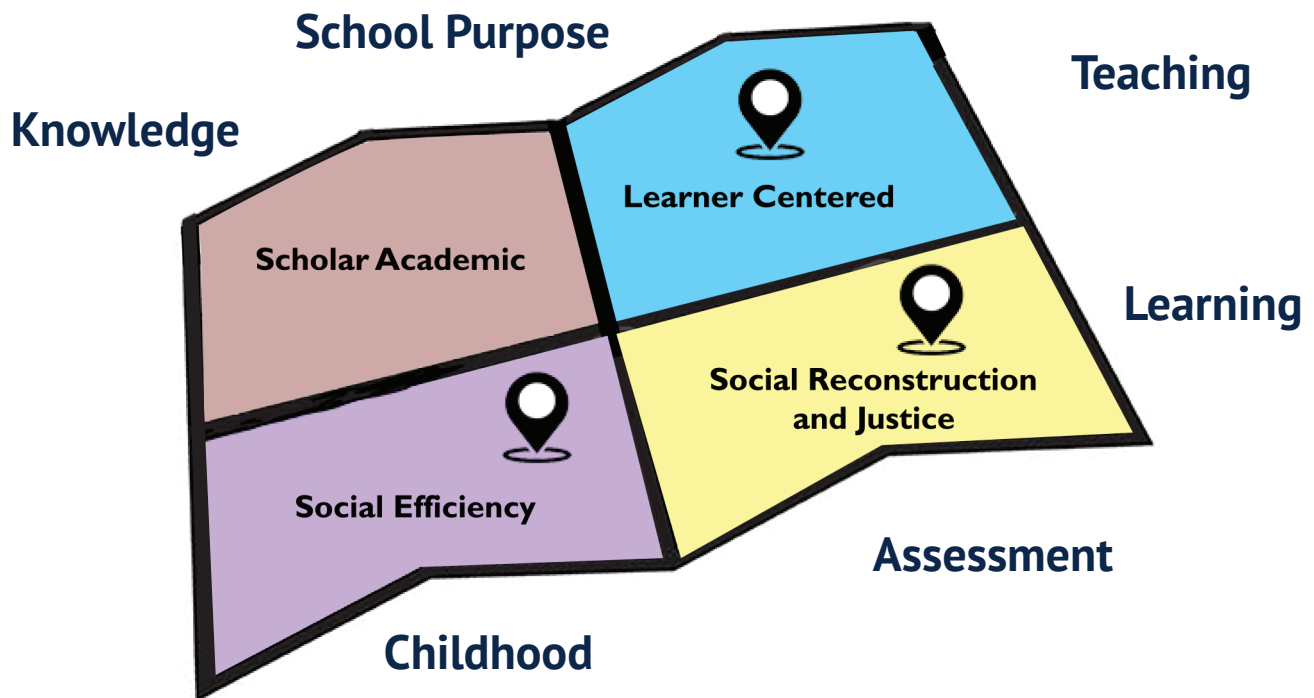




The Leading Network for Innovation at Independent Schools

OESIS Independent School Teacher Survey Report 2022

Charting What Independent School Teachers Believe



By Sanje Ratnavale,
President, OESIS Network
OESIS Research Department



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Intrepid Ed News Job Board	Unlimited Postings	Up to 3 job Postings	\$49 per job posting
Department Listserves	May post job openings in all listserves	May post job opening on department listserve	
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Boston, Baltimore & L.A. Conferences	35% Discount	20% Discount for Teachers in Department	
Normed Climate Survey	\$4,000 includes two surveys 24 months apart		\$6,000 includes two surveys 24 months apart
PD Consulting	\$150 an hour for PD Customization	\$150 an hour for PD Customization	\$250 an hour for PD Customization

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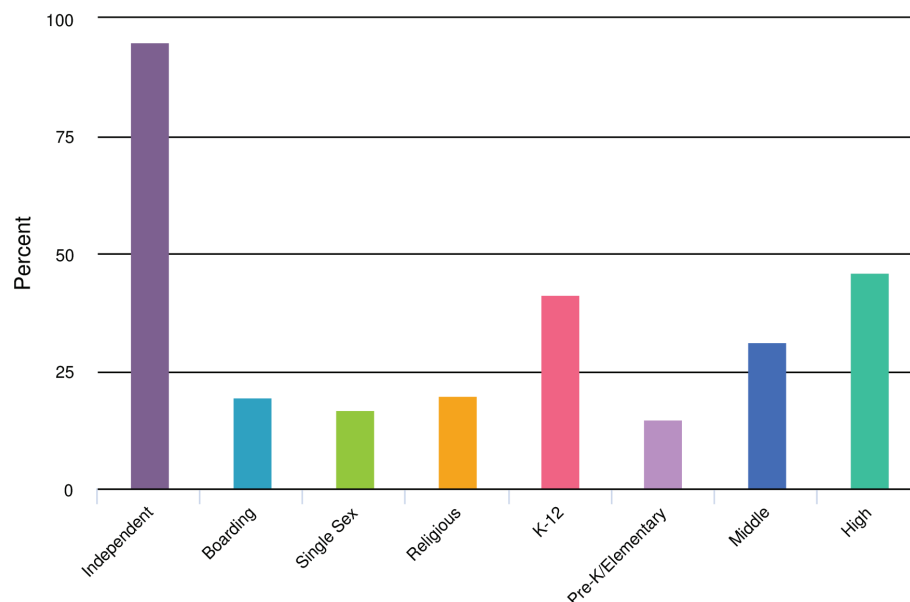
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






I. Survey Respondent Demographics

The OESIS National Independent School Teacher Survey collected data in June 2022 from 343 teachers. We verified their identity as teachers by checking their email addresses and sending each one of them a copy of their survey choices. Here are some of the demographic highlights of the sample profiled in the charts below:

- 207 total schools from 29 states were represented by these teachers although they were representing their own beliefs, not necessarily those of the school.
- Over 130 schools had between 1–4 respondents.
- 95% were independent schools, 20% religious, 20% boarding, and 17% single sex: this represents a good reflection of schools in the OESIS Network of 600 top independent schools.
- Teachers across all divisions responded, representing PreK/Elementary, Middle and High Schools.

Please click all the characteristics of the school you work at?



Value		Percent	Responses
Independent		95.0%	326
Boarding		19.5%	67
Single Sex		16.9%	58
Religious		19.8%	68
K-12		41.4%	142
Pre-K/Elementary		14.6%	50
Middle		31.2%	107
High		46.1%	158

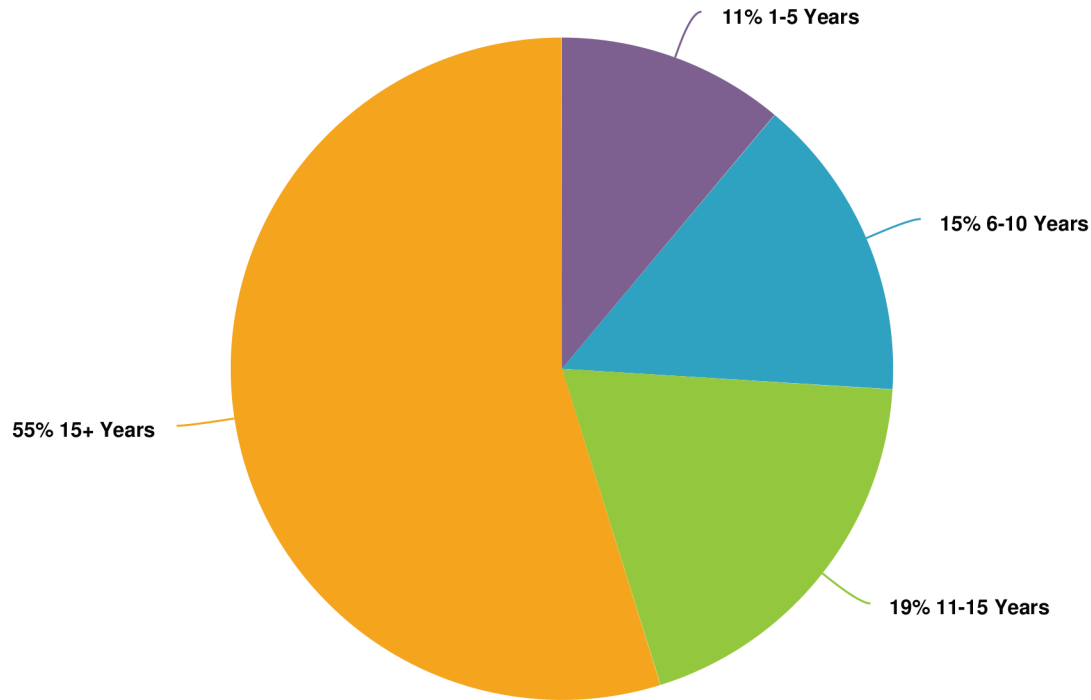
Names of schools (by website domain) where teacher survey respondents work

abingtonfriends.net	ethelwalker.org	misshalls.org	stab.org
adsrcm.org	fa.org	missporters.org	stalbansschool.org
agnesirwin.org	fairfieldcountryday.org	mitti.com	stcva.org
altavistaschool.org	fredericksburgacademy.org	mrpk.edu	stevensonschool.org
andover.edu	frenchamericansf.org	mvschool.com	stgeorges.edu
aquinas-sta.org	friendsbalt.org	ndapa.org	stlukesct.org
archmereacademy.com	friendscentral.org	ndhsb.org	stmarksschool.org
ashleyhall.com	gfacademy.org	newarka.edu	stpatdsc.org
athensacademy.org	gilman.edu	newroads.org	stuartschool.org
avonoldfarms.com	gonzaga.org	newschoolva.org	suffieldacademy.org
baldwinschool.org	gps.edu	newtonsh.org	syvfamilyschool.org
bayschoolsf.org	greenwichacademy.org	norfolkcollegiate.org	taftschool.org
bbns.org	groton.org	oakhillschool.net	tarbut.com
bcdschool.org	hamdenhall.org	olgchs.org	tatnall.org
bentleyschool.org	hargrave.edu	oratoryprep.org	thayer.org
bergencatholic.org	harker.org	ovs.org	thecambridgeschool.org
berkshireschool.org	haverford.org	oxfordacademy.net	thecollegeschool.org
bethanycs.net	hewittschool.org	packer.edu	theellischool.org
blair.edu	holyangels.org	pds.org	thehillsschool.org
brimmer.org	horacemann.org	pennington.org	thehudsonschool.org
brooksschool.org	houstonchristian.org	perkiomen.org	thepegasusschool.org
brynmawrschool.org	hra.org	pingry.org	tncs.org
burkeschool.org	interlochen.org	polyprep.org	towerhill.org
caedmonschool.org	kdbb.org	polytechnic.org	townschool.com
campbellhall.org	kentplace.org	portledge.org	trevor.org
capehenry.org	keysschool.org	prairieschool.com	trinityes.org
careyschool.org	khanlabsschool.org	prismsus.org	trinityschoolnyc.org
castilleja.org	kingschoolct.org	prospectsierra.org	trinityvalleyschool.org
chadwickschool.org	kingswoodoxford.org	putneyschool.org	ursuline.org
chapin.edu	kiski.org	riverdale.edu	usmk12.org
chathamhall.org	lagunablanca.org	RMA.edu	vanguardschool.org
choate.edu	lancastercountryday.org	rutgersprep.org	vermontacademy.org
christchurchschool.org	langleschool.org	ryecountryday.org	vjmhs.org
college-prep.org	lawrenceville.org	sacreds.org	waterfordschool.org
commschool.org	lcds.org	saintannsny.org	westmarksschool.org
craneschool.org	lhsoc.org	saintgertrude.org	westminster-school.org
cristoreybalt.org	ljcds.org	salisburyschool.org	westoverschool.org
csht.org	lovet.org	sandomenico.org	westridge.org
cshnyc.org	lrei.org	saslions.com	westtown.edu
csw.org	lwhs.org	sch.org	whschool.org
curtisschool.org	macduffie.org	scmoq.org	williamsschool.org
dalton.org	manhattancountyschool.org	seacrestschool.org	windwardschool.org
dccs.org	marlborough.org	severnschool.com	winsor.edu
delbarton.org	marymountnyc.org	sewickley.org	wna.org
devonprep.com	mastersny.org	sfbbrandeis.org	wns-la.org
doaneacademy.org	mbs.net	sfd.org	wnsk8.com
dths.org	mcdonogh.org	sffriendsschool.org	worcesteracademy.org
dublinschool.org	mcds.org	shipleyschool.org	wyomingseminary.org
dwright.edu	meadschool.org	sinaiakiba.org	xrds.org
episcopalacademy.org	mfriends.org	spenceschool.org	ycds.org
episcopalhighschool.org	mhs-la.org	ssfs.org	york.org
es-la.com	milton.edu	sssas.org	

Survey Respondent Demographics

- 188 Teachers representing 55% of the sample have more than 15 years teaching experience and 45% less.

How many years of teaching experience do you have?



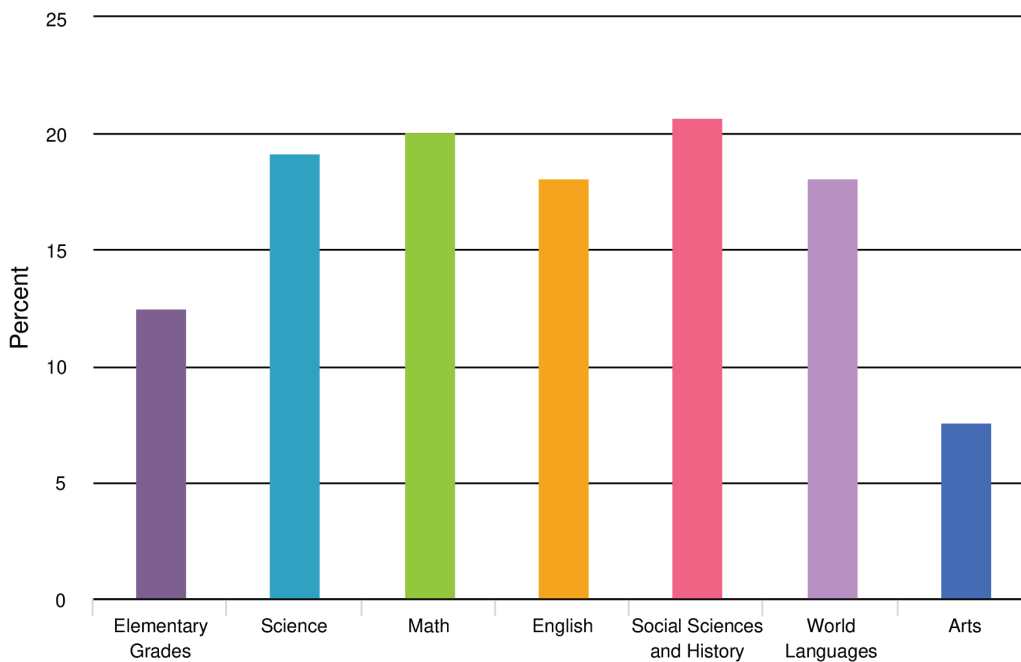
Value		Percent	Responses
1-5 Years	<div><div></div></div>	11.1%	38
6-10 Years	<div><div></div></div>	14.9%	51
11-15 Years	<div><div></div></div>	19.2%	66
15+ Years	<div><div></div></div>	54.8%	188

Totals: 343

Survey Respondent Demographics

- We achieved a very broad distribution of teachers by subject with typically 60-70 in each subject except the Arts and in the Elementary Grades.
- Since over 40% of the respondents checked K-12 and 15% checked pre-K and elementary, we believe that many of the conclusions apply across the K-12 spectrum.

What do you currently teach?

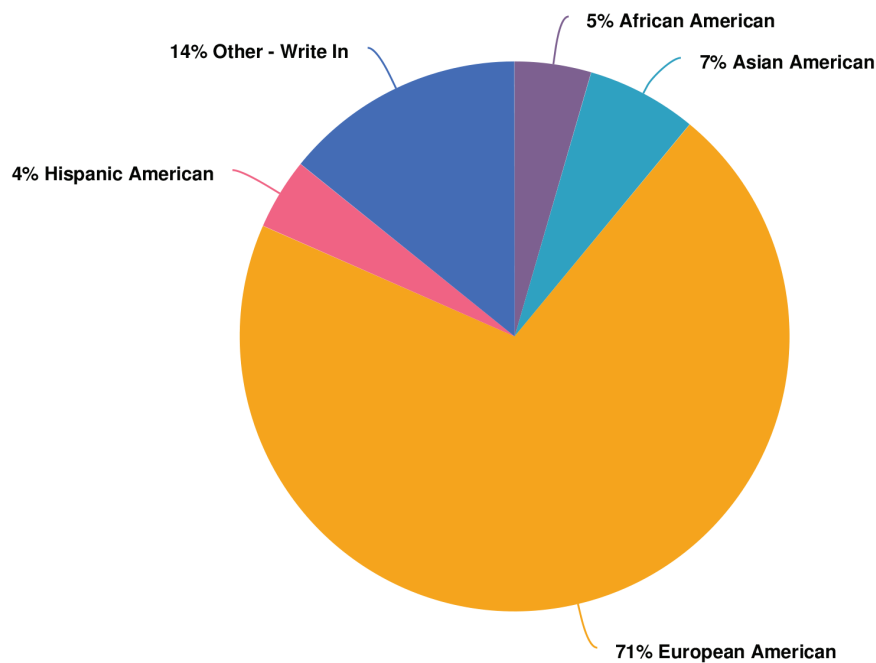


Value		Percent	Responses
Elementary Grades		12.5%	43
Science		19.2%	66
Math		20.1%	69
English		18.1%	62
Social Sciences and History		20.7%	71
World Languages		18.1%	62
Arts		7.6%	26

Survey Respondent Demographics

- The question on ethnicity was optional and answered by 98% of the total sample.
- 11% of the sample was non-white (including Asians, Hispanics, African Americans, and Bi-racial).

9. Please share your ethnicity, if you are comfortable doing so. This is a slice we are keen to analyze.

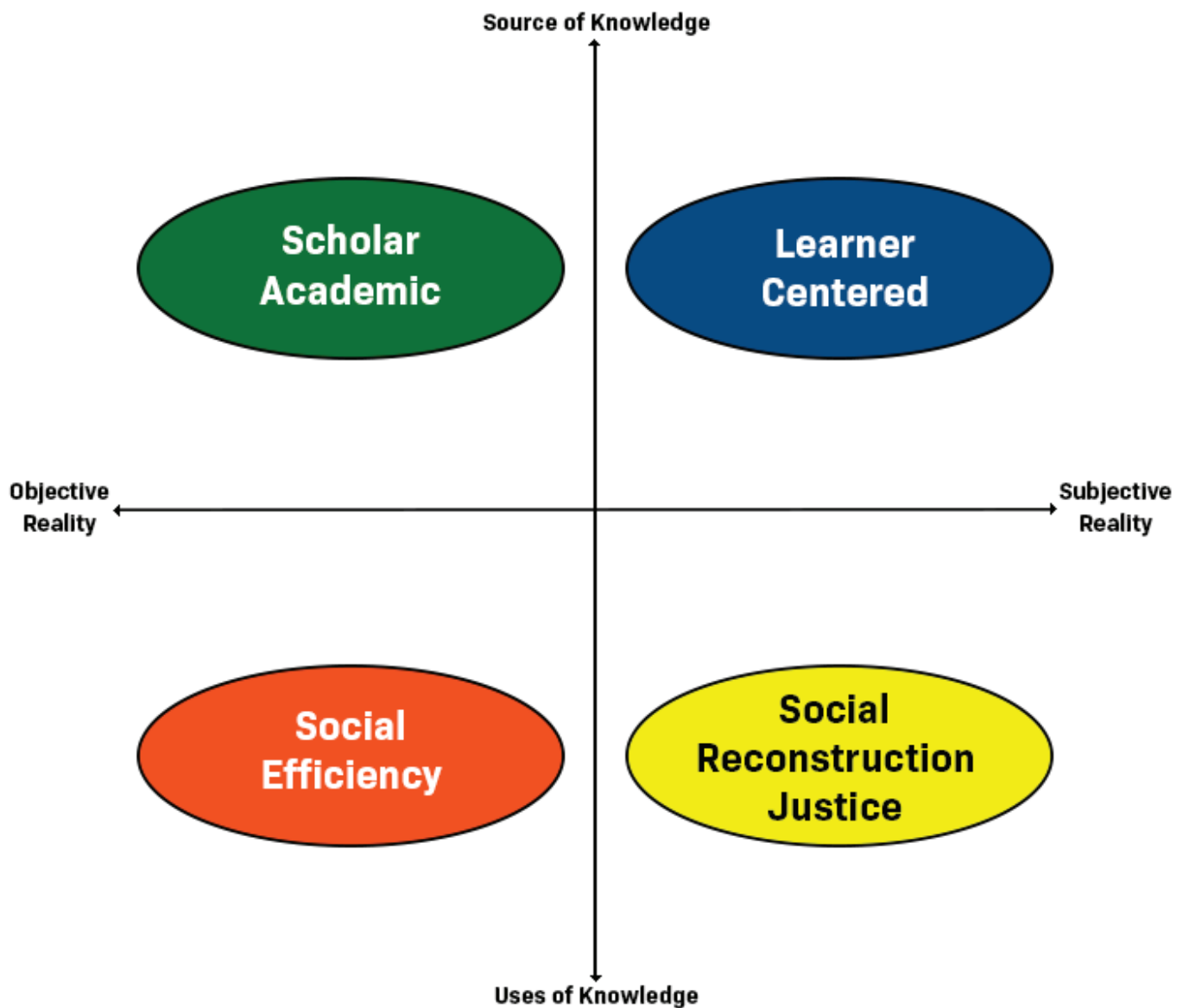


Value		Percent	Responses
African American	<div><div></div></div>	4.5%	15
Asian American	<div><div></div></div>	6.5%	22
European American	<div><div></div></div>	70.6%	238
Hispanic American	<div><div></div></div>	4.2%	14
Other - Write In	<div><div></div></div>	14.2%	48

Totals: 337

II. Survey Design and Purpose

Designed to obtain information about the core beliefs of teachers, this survey clarifies attitudes regarding the purposes of childhood and school, beliefs about student assessment and knowledge, and gets to the heart of teaching and learning. **The respondents did not know which question related to which ideology.** The survey was only 6 core questions and responses to 4 choices. These choices relate to the core education ideologies outlined below.



Source: Michael Stephen Schiro, *Curriculum Theory, Conflicting Visions & Enduring Concerns*: Sage Publications, 2013.

Survey Design and Purpose

This survey is based on the work of Michael Stephen Schiro, author of *Curriculum Theory, Conflicting Visions & Enduring Concerns* (2nd Edition, Sage Publications). Given the growing diversity of viewpoints across schools, we believe his statements represent a very good parsing of the spectrum. Dr. Shiro, retired Boston College Professor of Education, specialized in curriculum theory, multicultural education, mathematics, and literacy at elementary, middle, and high schools. The questions were developed by Professor Schiro as a way of identifying the views of teachers and relating them to the 4 broad ideologies that have led American education in the last 150 years:

- **The Scholar Academic ideology** focuses on knowledge and truth within the disciplines. In essence, the Scholar Academic ideology prevails at many elite independent schools, and assumes knowledge is accumulated and validated through college education, passed on by teachers, and internalized or absorbed intellectually by the student. on knowledge and truth within the disciplines.
- **The Social Efficiency ideology** focuses on preparing students with the skills and knowledge to serve useful, productive, and prosperous lives as adults. The Social Efficiency ideology sees knowledge as more normative than objective since the curriculum formulated is consumed with developmentally appropriate skills that result in useful and actionable capacity (behavior): being normative it has both subjective and objective elements.
- **The Learner-Centered ideology** focuses on the growth and self-actualization of the individual through experience and the meanings they are able to construct from their environments. The Learner-Centered ideology sees knowledge as individually subjective and emotionally validated; students actively create meaning by interacting with the learning environment. It is naturally more subjective and more diverse, so less susceptible to developmental sequence or objective assessment.
- **The Social Reconstruction (Social Justice) ideology** focuses on using education to build a fairer and more just society with a focus on social values rather than personal, normative, or objective values.

Survey Design and Purpose

Table 1: Distillation of Schiro survey of Curriculum Ideologies

Ideology >>	Scholar Academic	Social Efficiency	Learner-Centered	Social-Reconstruction
Advocates	The Colleges, E.D. Hirsch	NCLB, Bobbitt, Gagne, Behavioral psychologists	Rousseau, Froebel, Dewey, Francis Parker, Steiner, Montessori	George Counts, Derrick Bell, Crenshaw, Kendi
Purpose	Transfer of accumulated cultural knowledge to advance the disciplines.	Preparation for productive lives and the needs of a functioning society and economy.	Releasing the unique capacities of the individual to grow by experience and knowledge construction.	Releasing the potential of society to grow through better understanding of what is and should be.
Teaching	Transmitting	Managing	Facilitating	Collegially Participating
Learning	Transferred, developmentally modularized and intellectually internalized.	Transferred, developmentally modularized and externalized through prescribed skills and behaviors.	Received, experienced as a whole, and self-actualized into attitudes, skills, and behaviors.	Received, contextualized, experienced as a whole, and self-actualized into attitudes, skills, and behaviors that change social behaviors.
Knowledge	Objective reality from the disciplines	Normative reality through societal skills	Subjective meaning through experience	Social constructs with actionable imperatives
Childhood	In need of filling with norms related to disciplines	In need of filling with norms related to current societal needs	Having capacities they can discover in larger contexts	Having capacities to develop norms related to future societal needs
Assessment	Objective ranking for discipline content/skills	Objective ranking for criterion skill standards	Subjective diagnosing of personal growth	Subjective measurement of criteria of societal value



III. Executive Summary

Written in Partnership with the Research Department of Intrepid Ed News



A Lighthouse for Educators and Parents

The OESIS National Independent School Teacher Survey collected data in June 2022 from 343 teachers: 207 total schools from 29 states were represented by these teachers; 95% were independent schools, 20% had religious affiliations, 20% were boarding and 17% were single sex. A broad distribution of teachers by discipline was represented with typically 60-70 in each subject except the Arts and in the Elementary Grades.

This survey was designed to obtain information about the core beliefs of teachers at independent schools. Designed to obtain information about the core beliefs of teachers, this survey clarifies attitudes regarding the purposes of childhood and school, beliefs about student assessment and knowledge, and gets to the heart of teaching and learning. **The respondents did not know which question related to which ideology.** This survey was designed by Michael Stephen Schiro, author of *Curriculum Theory, Conflicting Visions & Enduring Concerns* (2nd Edition, Sage Publications). The questions were developed by Professor Schiro as a way of identifying the views of teachers and relating them to the 4 broad ideologies that have dominated American education in the last 150 years:

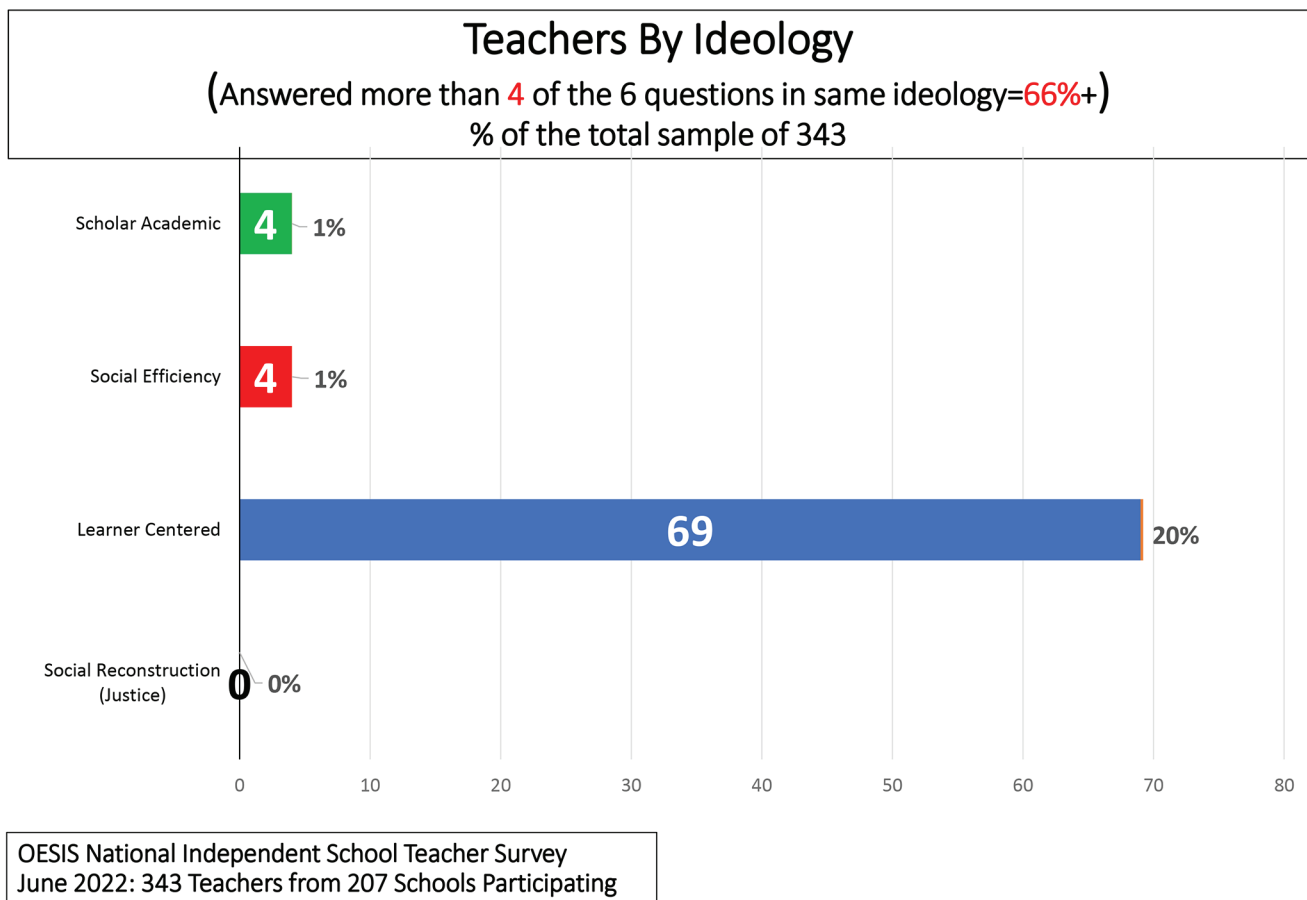
- **The Scholar Academic ideology** focuses on the cultural transmission of knowledge and truth within the disciplines.
- **The Social Efficiency ideology** focuses on preparing students with the skills and knowledge to serve useful, productive, and prosperous lives as adults.
- **The Learner-Centered ideology** focuses on the growth and self-actualization of the individual through experience and the meanings they are able to construct from their environments.
- **The Social Reconstruction (Social Justice) ideology** focuses on using education to build a fairer and more just society with a focus on social values rather than personal, normative, or objective values.

Executive Summary

Here are the key findings of the Report:

I. Dominant Ideologies

Among the teachers surveyed, Learner-Centered is the leading belief system regarding educational practice (see chart below.) However, the data suggests that only 20% of responding teachers have fully embraced the Learner-Centered ideology although another 20% are moving in that direction. Interestingly 46% of those teachers whose beliefs strongly correlated with Learner-Centered beliefs (36% of our total sample) came from just two states: California and New York. For schools developing a strategic plan for teacher recruitment, this is important data. Also interesting is that literally no teacher in our sample picked 5 or 6 questions that aligned with Social Regeneration/Justice), which counters the narrative circulating in some journalistic circles that the independent school teacher base has gone “woke” and pushing a social agenda.



Partner with us for Faculty Recruitment

OESIS established a national faculty placement team to help member schools recruit qualified teachers.

We represent the best teachers. Let us help with your search.



A Placement Team with over 140 years experience teaching at independent schools.

INTREPID NEWS

A Lighthouse for Educators and Parents

Intrepid Ed News Advertising Partnership

We initiated an **Intrepid Ed News Advertising Partnership**, enabling member schools to target recruitment ads geographically.

- Launched during the pandemic to enable international thought leaders to collaborate about strategies to transform education, Intrepid Ed News has reached more than 84K active readers, including 63k in the U.S.
- These readers can be targeted by geographic state clusters (see our regional breakdown of readers) for teacher job advertising. With each reader often reading two articles per visit, giving typically 6-8 ad opportunities per visit, this very large ad inventory spacing is modeled on major news digital platforms like the NY Times.
- We are able to provide stats by views and clicks monthly and ad design services if needed. Preference for the first cohort of 100 schools will be for OESIS member schools and non-member schools pay 30% more.

Source: Google Analytics		
Active users by Region		
Active users		
84,430 +64,139 (↑ 316.1%)		
Jan 25, 2021 – Aug 23		
vs. Jan 25, 2020 – Aug 23, 2021		
1	California	7,370 +5,170 (↑ 235.0%)
2	New York	4,935 +3,945 (↑ 398.48%)
3	Texas	4,837 +3,968 (↑ 456.62%)
4	Massachusetts	4,567 +3,447 (↑ 307.77%)
5	Virginia	4,314 +3,588 (↑ 494.21%)
6	Connecticut	3,530 +3,121 (↑ 763.08%)
7	Washington	3,489 +3,145 (↑ 914.24%)
8	(not set)	2,836 +2,094 (↑ 282.21%)
9	New Jersey	2,165 +1,618 (↑ 295.8%)
10	Florida	2,077 +1,482 (↑ 249.08%)

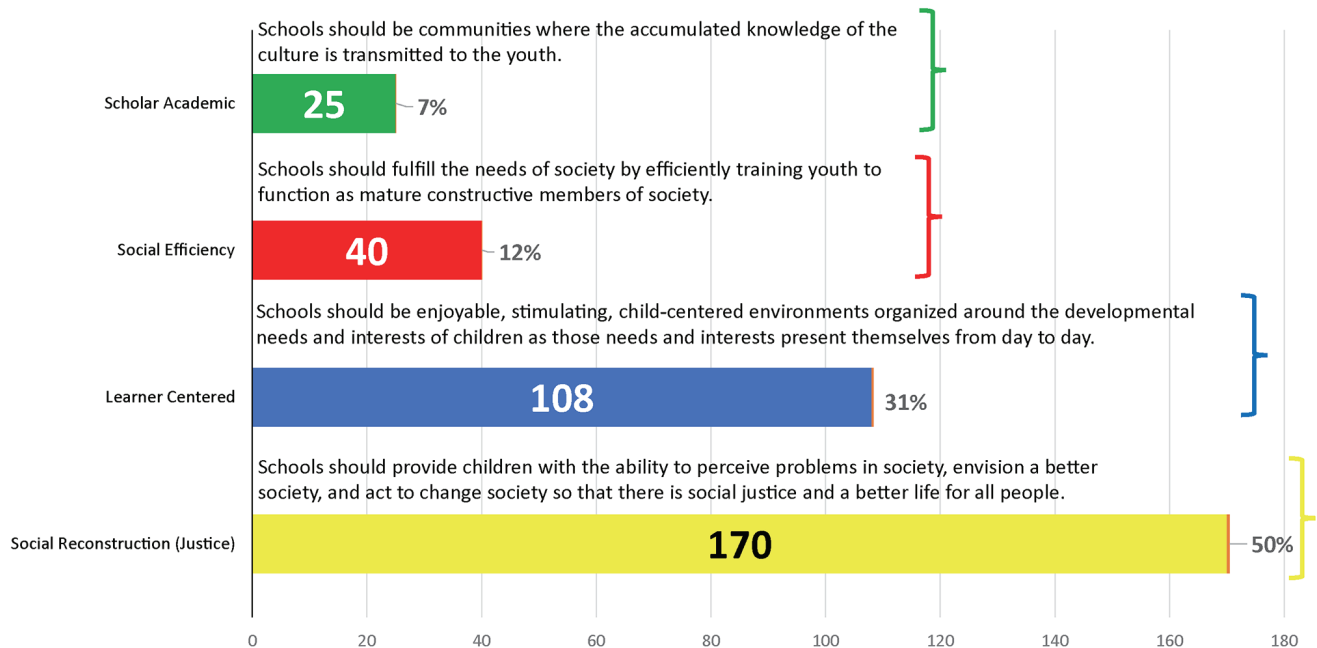
**Learn more about OESIS Network
and Intrepid Ed News partnership opportunities**

Executive Summary

2. Purpose of Schools

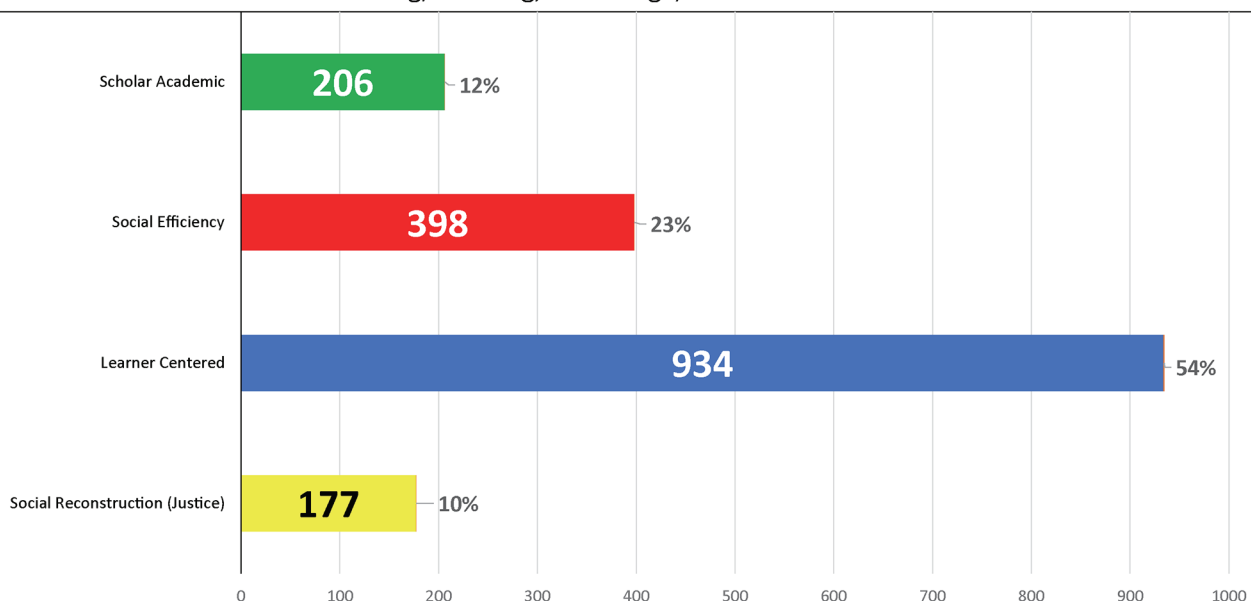
There was a clear misalignment of the responses between what teachers viewed as the purpose of schools and the goals of teaching, learning, knowledge construction, childhood, and assessment. The first chart below for the first question on School Purpose shows a significant adherence to Social Reconstruction (Justice) but the second chart that aggregates all the first choice responses in the other 5 questions/topics shows that this does not translate into actual teaching practice.

QUESTION 1: ON PURPOSE OF SCHOOLS (1st Choice)



TOTAL 1st CHOICE RANKINGS WITHOUT PURPOSE OF SCHOOLS

Questions on Teaching, Learning, Knowledge, Childhood & Assessment ONLY



Executive Summary

For anyone who is a teacher or knows independent school teachers, this divergence is no surprise. Teachers see their craft as very separate from the overall school experience for which they are responsible (emphasizing their independence). All the rest of the programmatic elements that revolve around schooling from advisories, assemblies, community events, field trips, athletics, and the like are often seen as less important but must be accommodated in the totality of the school experience. School initiatives centering on diversity, equity, inclusion, and justice have traditionally played in the extracurricular areas, even though course content has shifted to some extent. As [we have written about extensively](#), this is a governance alignment issue because it means that the classroom experience is not always in sync with the school's mission and goals. This misalignment is part of our concerns about the 50-year governance ethos around the dominance of mission propagated by management gurus like Jim Collins, Peter Drucker, NAIS, ICAISA, and accreditation organizations.

Similarly, for the parents who are concerned that schools are going down a woke path, these results would suggest that a large element of the delivery mechanism of a school—the teachers—are not seeing DEIJ as the highest priority. They are quite possibly paying lip service to the policies that are assumed to be creating a more DEIJ-based environment or they have always considered inclusion, equity, and justice as embedded curricular issues that have simply been amplified by a wave of new awareness. Their focus is on what they have always considered the real stuff: teaching and learning within the core curriculum.

We have learned the lesson of substandard or failed programs over the years and our recommendation to schools undertaking any initiative is to find a capacity-building, rather than a programmatic, strategy that truly aligns with what the school values—whether that's called a mission or something else). That capacity building is an emotional and social construct that aligns with teaching and learning beliefs in the form of student and teacher competencies. OESIS Baltimore and our partnership with Six Seconds on emotional intelligence are centered on this approach. This data, then, was actually reassuring for our position.

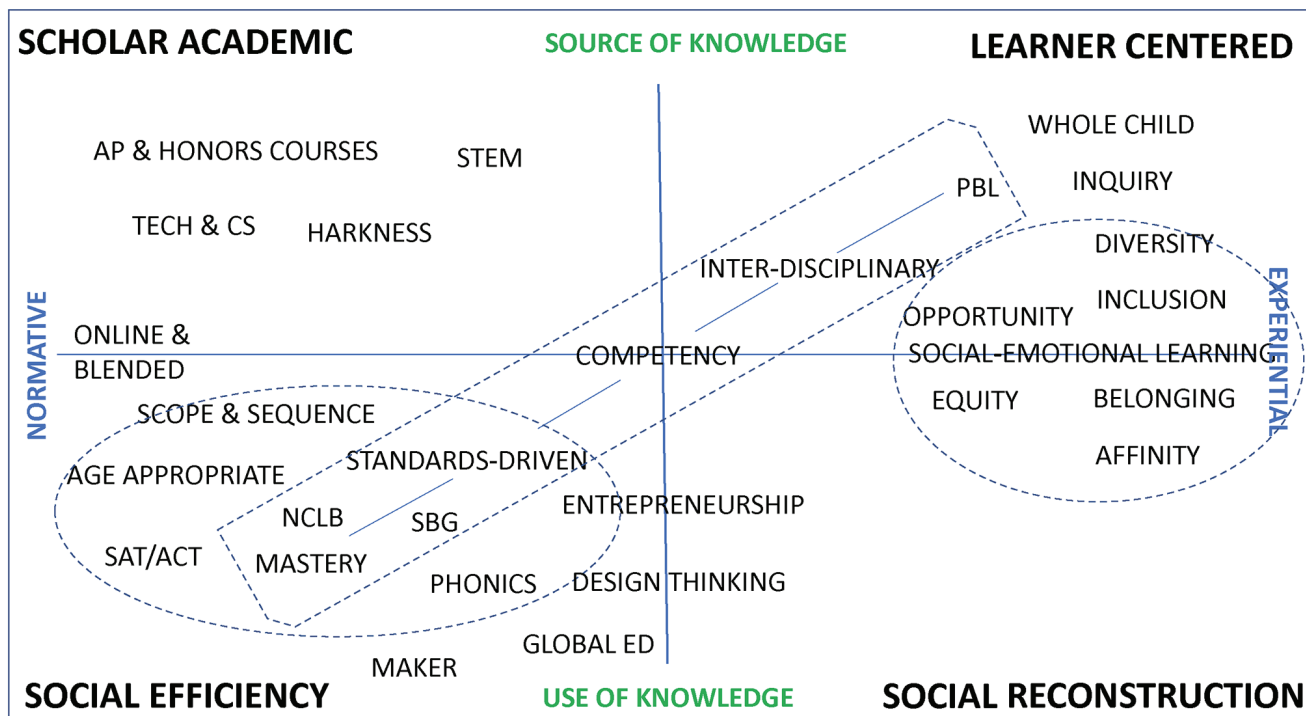
Executive Summary

3. Trajectories of Innovation

The Full Report further details all the survey data around teaching & learning, attitudes regarding childhood, learning, and assessment, and provides a picture of the likely trajectories of innovation.

The current education system is firmly on the left side of the quadrants—Scholar Academic and Social Efficiency, serving as they do the needs and expectations of colleges. Many of the innovations have predominated in the Social Efficiency quadrant. The rankings in this survey would indicate that the likely trajectory will not take place by movement first into Social Reconstruction/Justice but into Learner-Centered. The teacher base is getting ready albeit slowly for such a transition, hampered by the embedded barriers of Social Efficiency innovation in the form of, inter alia, tight scope and sequence.

OESIS EDUCATIONAL INNOVATIONS BY IDEOLOGY OVER LAST 120 YEARS

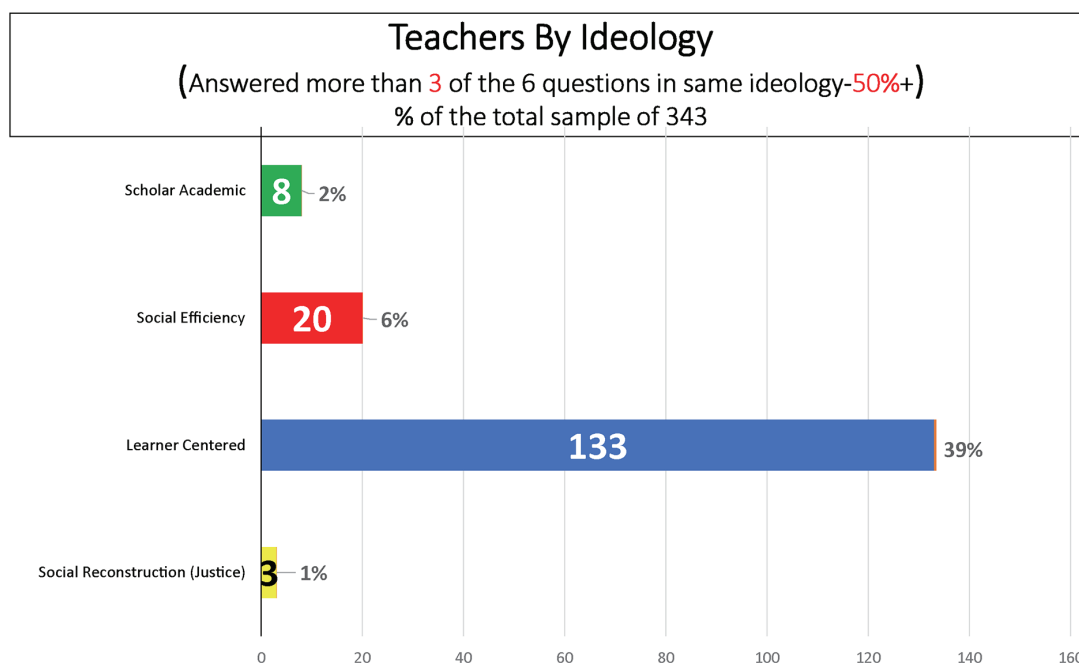
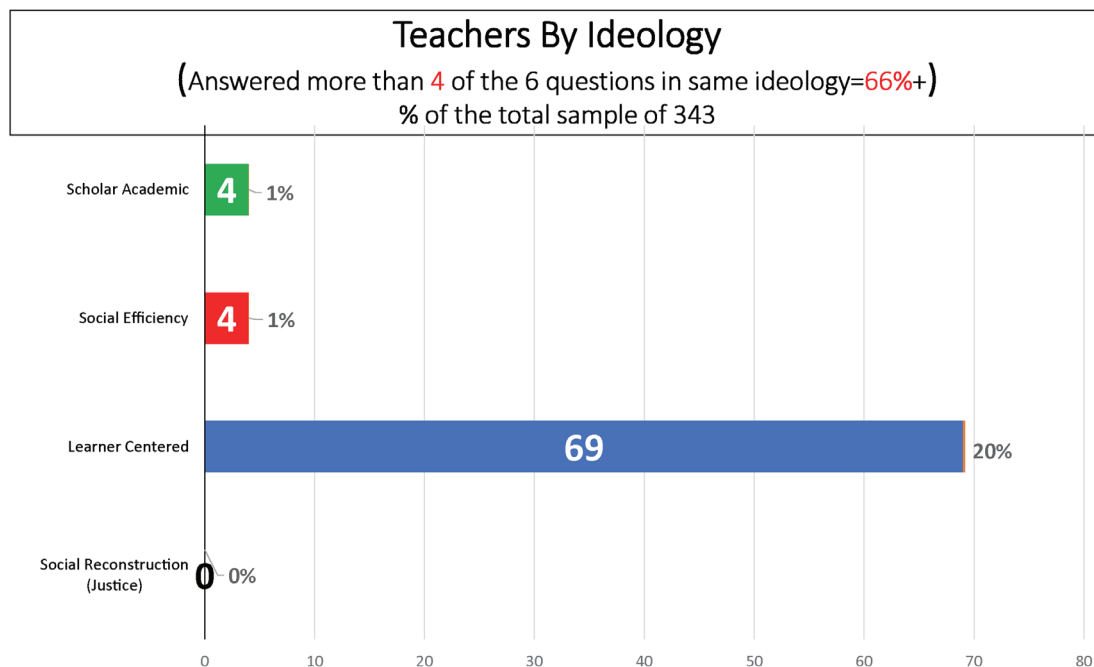


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IV. Dominant Ideologies

DOMINANT IDEOLOGIES

Each of the questions we posed in the 6 areas (the purpose of schools, the role of teachers, the best conditions for learning, the knowledge of most worth, the nature of childhood, and the aims of assessment) related to one of the 4 ideologies (Scholar Academic, Social Efficiency, Learner-Centered or Social Reconstruction/Justice). The respondents did not know which questions related to which ideologies. In the charts below we looked at how many teachers were answering most of their questions in line with any of the ideologies. This would give us a sense of how embedded their beliefs are, and thereby likely to translate to their practices.



Dominant Ideologies

Learner-Centered is the leading belief system regarding educational practice (see Table above in 2. Survey Design for characteristics). The charts above would nevertheless suggest that only around 20% of teachers at independent schools have fully embraced the Learner-Centered ideology. Most of the other respondents chose a mix of questions encompassing the remaining three ideologies. It is also very clear that despite the curriculum at most independent schools being focused on the Scholar Academic ideology, the core delivery mechanism (teachers) has moved away from the disciplines in some ways—we explore those ways below, but they center on a shift away from the nature of knowledge and purpose of assessment that prevails in Scholar Academic contexts.

The narrative circulating in some journalistic circles, in particular, that the independent school teacher base has gone “woke” and is pushing Social Reconstruction ideology is not borne out by these results. Literally no teacher in our whole sample picked 5 or 6 questions that aligned with Social Regeneration/Justice. If anything, there is rising progressivism around Learner-Centered and this is pushing down not only the main curricular ideology in place over the last 100 years but any attempts at social justice programming. For DEI teams this is something to note that we have written about before: [*Why DEI is Desperately Seeking a Curriculum Date*](#). If teachers are Learner-Centered they are unlikely to be impacted by any professional development programming that they do not align with emotionally and intellectually: the failure of project-based learning, implicit bias training, and the “this too shall pass initiative” of the academic year provides ample evidence.

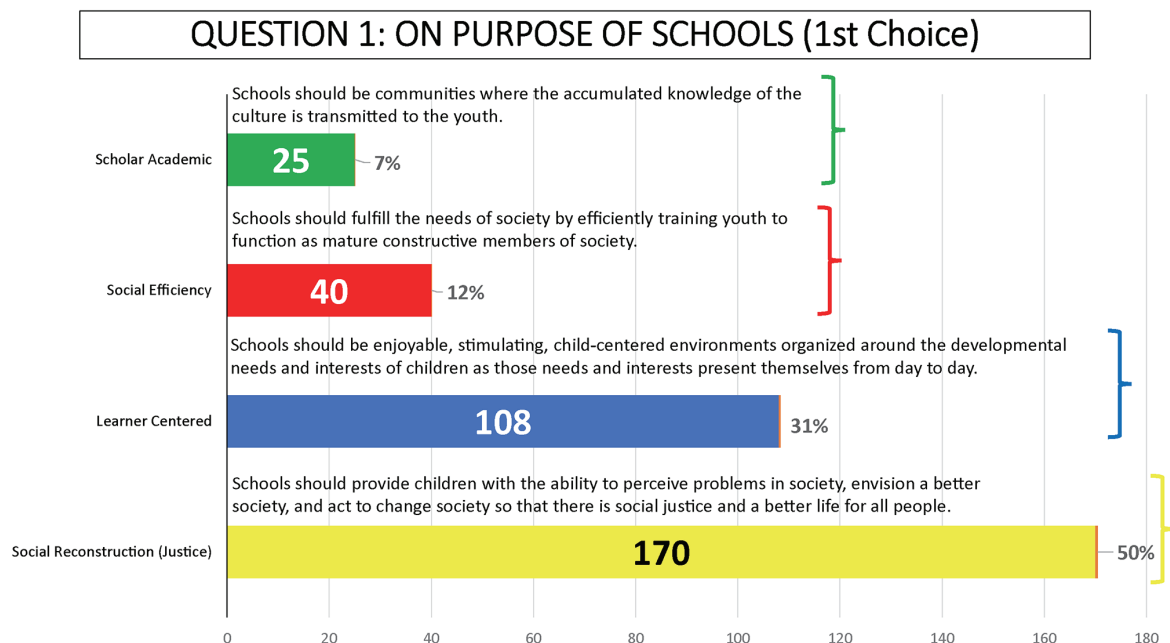
OESIS
The Leading Network for Innovation at Independent Schools
**Submissions open for
Classes of the Future**
Alexander Dawson School
at Rainbow Mountain (NV)



V. Purpose of Schools

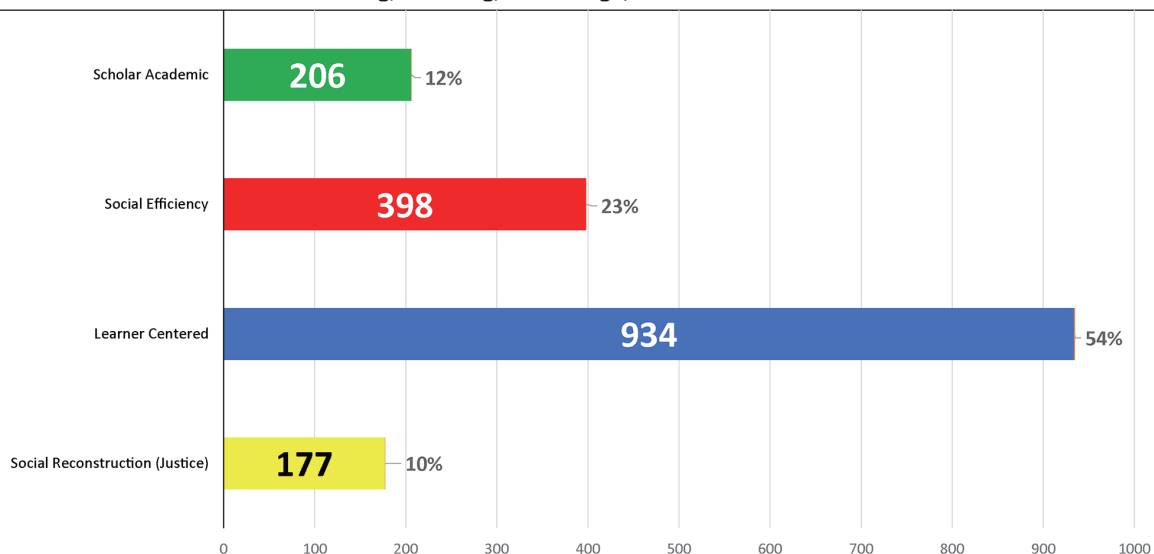
PURPOSE OF SCHOOLS

The survey started with a question related to the purpose of schools. On the surface, the results in the first chart below with 50% of the teachers picking Social Reconstruction/Justice would seem to contradict the findings above but as we will explain, this is very much in keeping with the mindset of teachers regarding the difference between schooling and learning. The second chart looked at all the No. 1 rankings in the other 5 questions aggregated (without the question on Purpose of Schools) and the result was a very different picture with Social Reconstruction/Justice scoring less than 20% of Learner-Centered. This lack of alignment demands an explanation.



TOTAL 1st CHOICE RANKINGS WITHOUT PURPOSE OF SCHOOLS

Questions on Teaching, Learning, Knowledge, Childhood & Assessment ONLY



Purpose of Schools

For anyone who is a teacher or knows teachers, this divergence is no surprise. Teachers see their craft and student learning as a very separate part of the schooling experience for which they are responsible. That independence is particularly prized at “independent” schools by teachers who for decades have been hired to be independent.

All the rest of the programmatic elements that revolve around schooling from advisories, assemblies, community events, field trips, and the like are often seen as distractions or impediments that must be accommodated for the totality of the school experience. School initiatives like DEIJ have traditionally played in the extracurricular areas even though course content has shifted to some extent. As we have written about extensively, this is a governance alignment issue because it undercuts the 50-year governance ethos around mission propagated by management gurus like Jim Collins, Peter Drucker, NAIS, ICAISA, and accreditation organizations.

Similarly, for the parents who are concerned that schools are going down a “woke” path, these results would suggest that a large element of the delivery mechanism of a school—the teachers—are not seeing DEIJ as the highest priority. They are quite possibly paying lip service to the policies that are assumed to be creating a more DEIJ-based environment or they have always considered inclusion, equity, and justice as embedded curricular issues that have simply been amplified by a wave of new awareness. Their focus is on what they have always considered the real stuff: teaching and learning within the core curriculum.

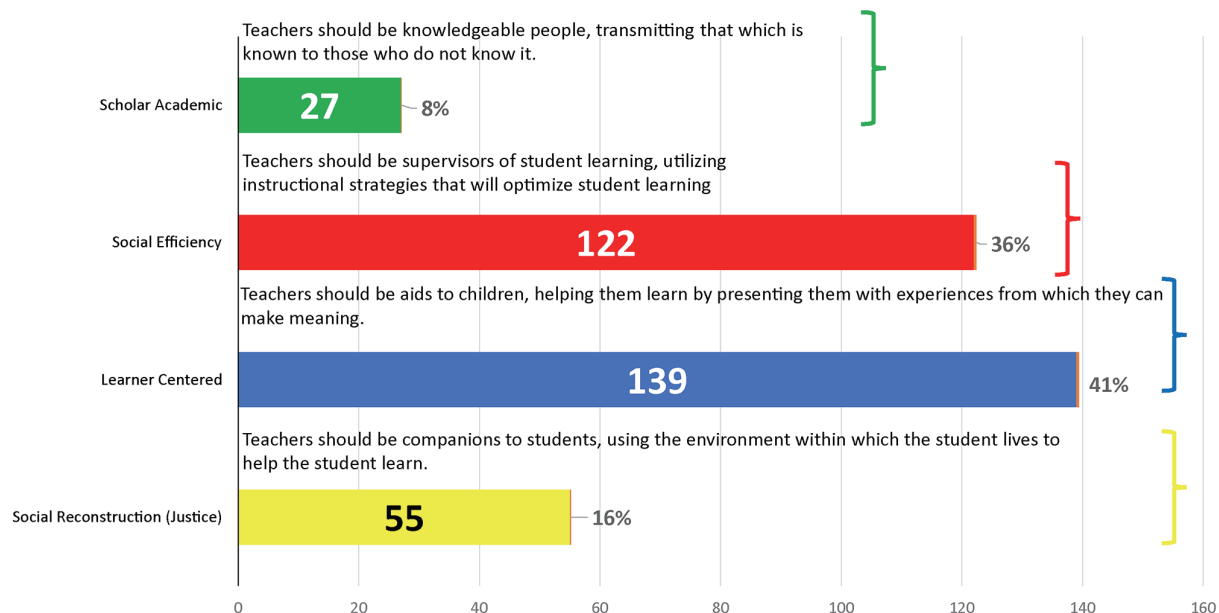
We have learned the lesson of substandard or failed programs over the years and our recommendation to schools undertaking any initiative is to find a capacity-building (rather than programmatic) strategy that truly aligns with what the school values (whether it’s called a mission or something else). That capacity building is an emotional and social construct that aligns with teaching and learning beliefs in the form of student and teacher competencies. OESIS Baltimore and our partnership with Six Seconds on emotional intelligence are centered on this approach. This data, then, was actually reassuring for us.

VI. Teaching & Learning

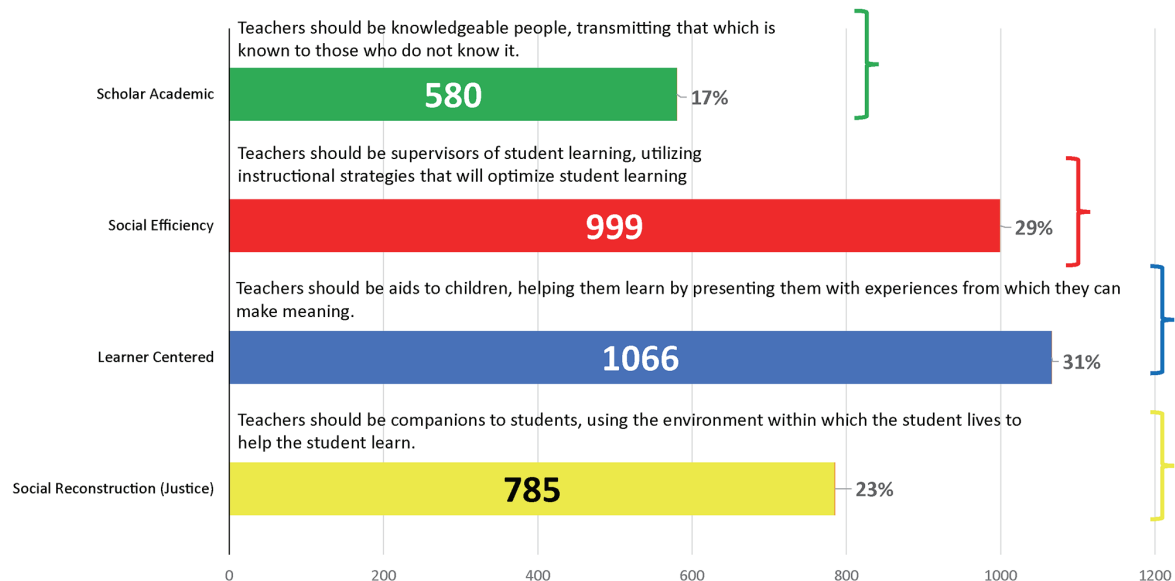
TEACHING & LEARNING

The first chart below on the role of teachers at schools provides a mixed picture. The low ranking of Scholar Academic shows a move away from knowledge as objective truth and content that can be transmitted passively in a traditional classroom. Although this move away from the “sage on the stage” power structure is clear, the significant ranking under Social Efficiency indicates that the supervisory role of a teacher is still very much in the comfort zone. Learner-Centered in the weighted ranking is essentially on a par with Social Efficiency suggesting a teacher base that is still a far cry from the experienced designer Learner-Centered approach. This is likely a function of the curriculum scope and sequence needs.

QUESTION 2: ON TEACHERS AT SCHOOLS (1st Choice)

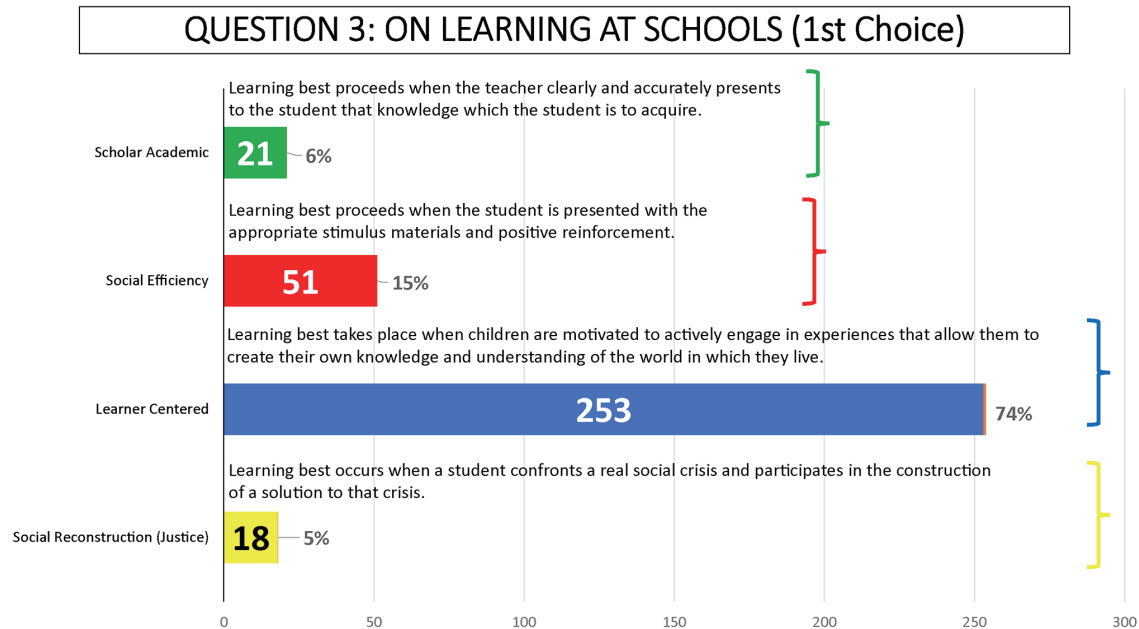


QUESTION 2: ON TEACHERS AT SCHOOLS (weighted rank out of 4)

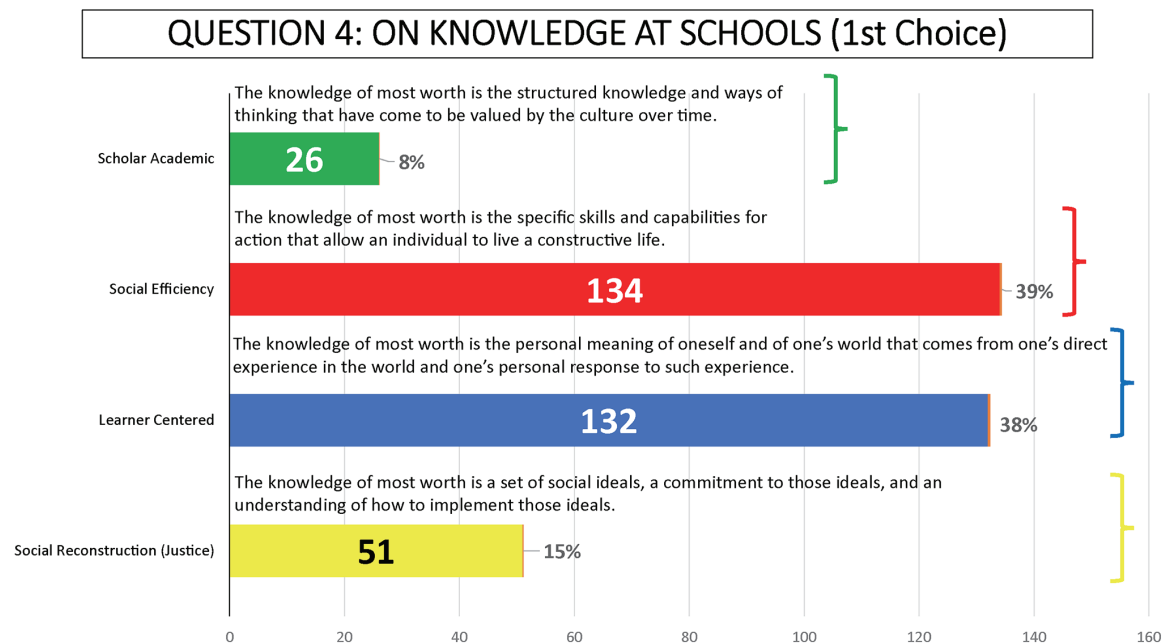


Teaching & Learning

The next question on ideal conditions for learning, however, suggests that the trajectory of teacher beliefs is clearly pointing to an “experience curator” as opposed to a “content curator” and chief communicator.



This slide paints a mixed picture of the kind of knowledge that should be of most value. You would expect the Social Efficiency ranking to be similar to its levels on learning in the above chart but it actually marginally leads Learner-Centered. This is surely sending us a message about the creation and utility of knowledge. Social Efficiency and Learner-Centered ideologies offer us an active notion of knowledge: it is created, not passed down; and results in utility that comes from individual capacity to apply that knowledge. The knowledge in Social Efficiency might be more normative and less personal or subjective than Learner-Centered, but they both gravitate towards skills that are enabled in the knowledge creation process.

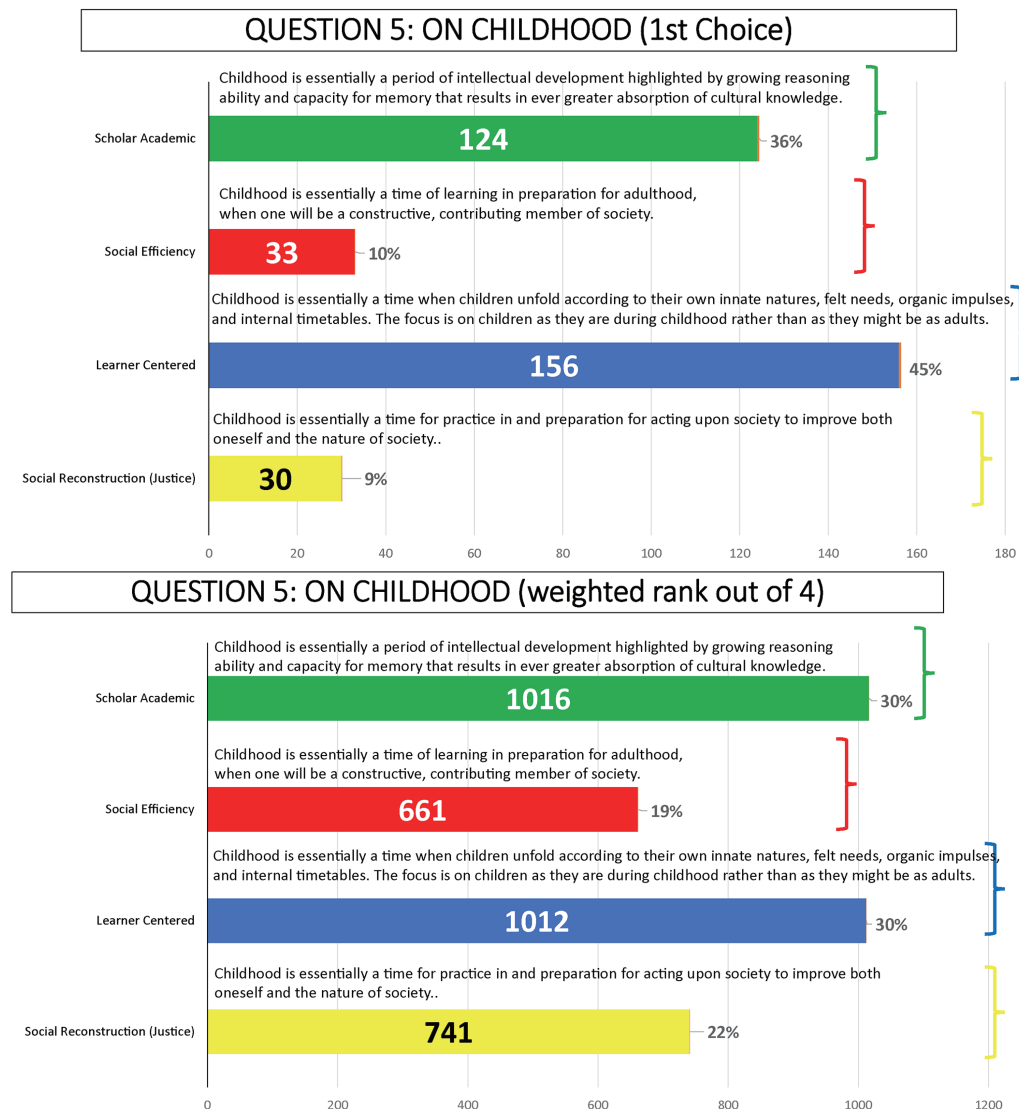


VII. Attitudes about Childhood

ATTITUDES ABOUT CHILDHOOD

We have seen a clear movement in the above charts away from knowledge as objective or passive, so it is very interesting to see a major gain for Scholar Academic rankings in the question on perspectives regarding childhood (equal with Learner-Centered in the weighted rankings in the second chart above). Also, we again see very low participation for Social Efficiency and Social Reconstruction.

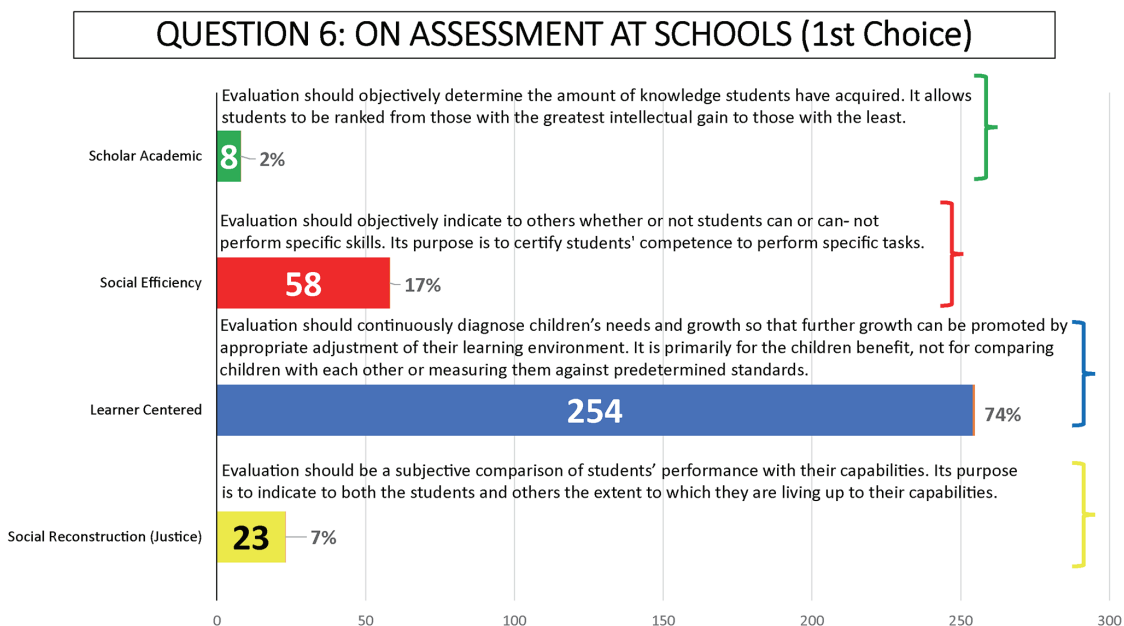
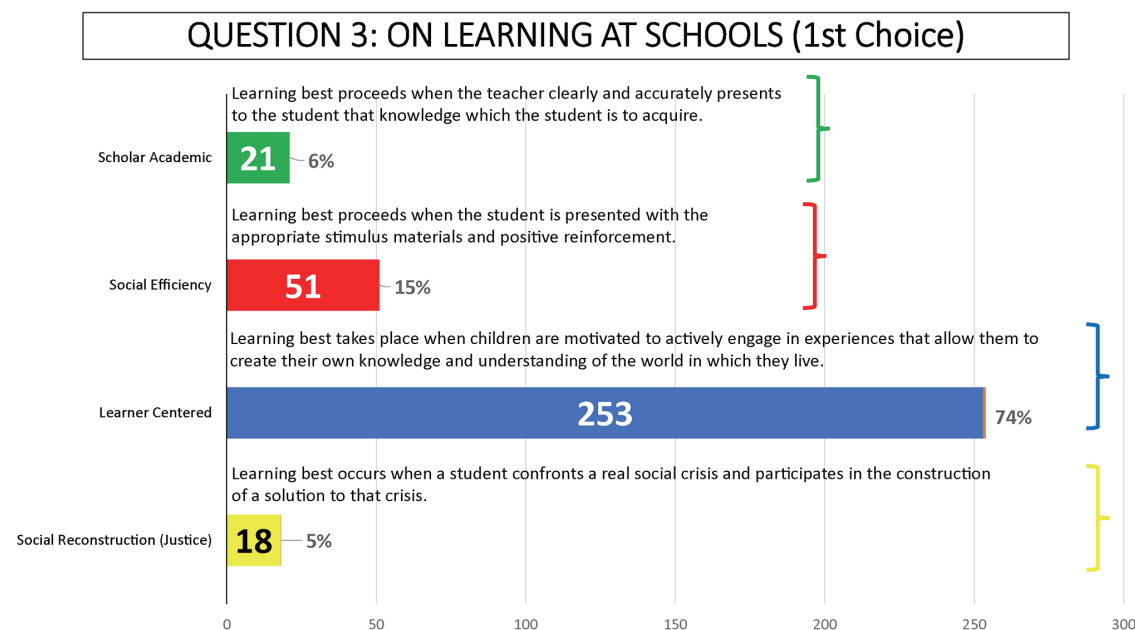
This is an acknowledgment of the importance of critical thinking and reasoning under Scholar Academic: the question is carefully worded to encompass intellectual development, reasoning, memory, and cultural knowledge but we speculate that the reasoning elements were what enabled this level of unusual participation. If this is true, then clearly teachers are seeing critical thinking as separated from the traditional norms of objective content and more related to constructed active knowledge. The low levels of Social Efficiency would seem to indicate a movement away from normative knowledge and a recognition of greater diversity in children.



VIII. Learning & Student Assessment

LEARNING & STUDENT ASSESSMENT

The two questions with the greatest ranking alignment were Learning and Assessment. These charts would seem to suggest a major endorsement for formative rather than summative assessment, and so for evaluation to be more in the nature of feedback than for achievement validation. There has been much work done on grading equity strategies at independent schools and so this would make sense. Having said that, we still live in a world with grades and plenty of summative assessments. Schools spend an inordinate amount of time ensuring coordinated test calendars and testing difficulty equivalence. Scope and sequence still rule, while beliefs have moved on, suggesting again a breakdown in alignment.

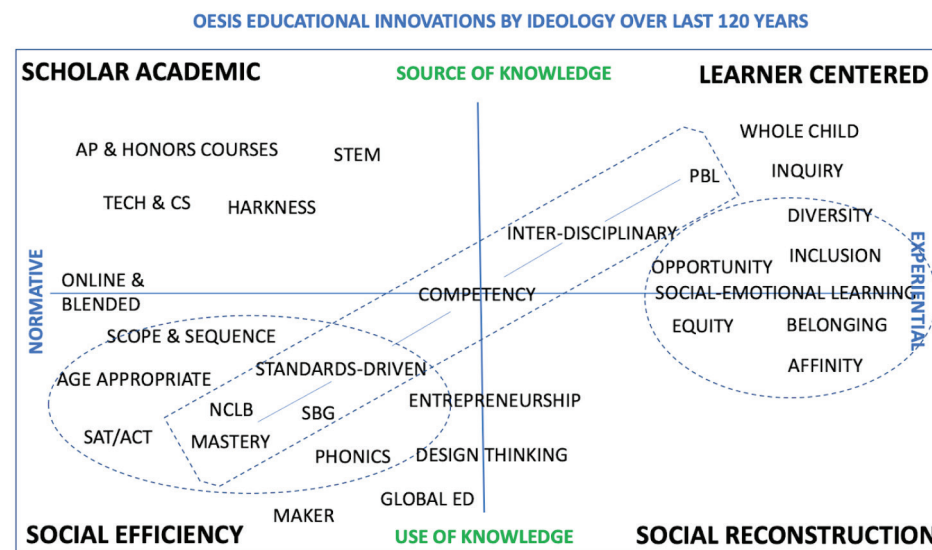


OESIS National Independent School Teacher Survey
June 2022: 343 Teachers from 207 Schools Participating

IX. Trajectories of Innovation

TRAJECTORIES OF INNOVATION

How does this help us? In the chart below we took a stab at mapping the many pedagogical and curricular innovations over the last 100 years, and providing some constellations where they fit together. The current education system is firmly on the left side of the quadrants—Scholar Academic and Social Efficiency, serving as they do the needs and expectations of colleges. Many of the innovations have predominated in the Social Efficiency quadrant. The rankings in this survey would indicate that the likely trajectory will not take place by movement first into Social Reconstruction/Justice, but into Learner-Centered. The teacher base is getting ready, albeit slowly, for such a transition, hampered by the embedded barriers of Social Efficiency innovation in the form of, inter alia, tight scope and sequence driven by higher education. Independent schools, however, seem to be on a different trajectory, a direct move to the Social Reconstruction quadrant. What they are finding out, if they have not already, is that the space in that quadrant is only in the “Banishment Zone”—the programs outside of the core teaching and learning. The future lies in the Learner-Centered domain, a domain with easier pathways into Social Reconstruction once capacity has been built and the value system is in place.



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The Leading Network for Innovation at Independent Schools

OESIS Las Vegas Classes of the Future and Career Fair, Feb. 24 and 25, 2023

OESIS Las Vegas brings back the popular OESIS pre-pandemic format featuring Classes of the Future. Sessions will be sorted by innovation attributes in 30-minute quick-fire sessions with 10 classes going simultaneously. We are particularly emphasizing DEI, SEL, PBL and Cross-Curricular Competency-Based Classes at our 2023 regional conferences.

A separate OESIS Faculty Placement Career Fair will take place at the same time on both days for OESIS Faculty Placement Member Schools. Registered OESIS Faculty Placement Candidates may attend the Classes of the Future conference for **free**.

The Conference will be held over two days at the Alexander Dawson School at Rainbow Mountain campus just off the Strip.

Buses will circulate to and from Caesars Palace and the Strip. Buses will be available from L.A. leaving at 4 p.m. on Thursday, Feb. 23, and Friday, Feb. 24, returning on Feb. 25.