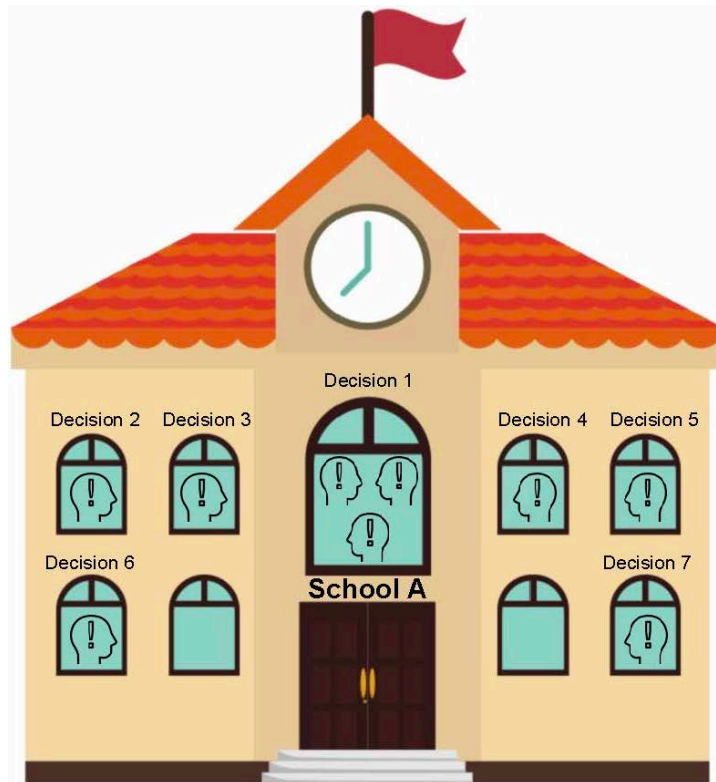


The *Survey of Evidence in Education* (SEE-S) includes a two-part open-ended item which asks practitioners to describe a recent organizational decision that took place in their school, and the problem that led to that decision. Preliminary analyses of these data have revealed a wide range of decisions being made in schools. Even when looking at decisions from a single school, bounded by a two-year time frame, we notice that multiple different decisions are being described. Further, in the few instances where respondents do describe the same decision, they often provide considerably different understandings of the problem that motivated that decision.



For example, in School A, nine educators provided usable responses to the item of interest, and a total of seven unique decisions were described. Three respondents described the same decision, to adopt a reading program. Interestingly, these respondents offered three different problems motivating that decision. One respondent indicated that the new program was adopted to align with core standards, one stated this program was being adopted as a supplement to an existing reading program, and the third respondent stated the new program was adopted to help students engage “more deeply” with text and “carry that into their writing.” While the of theory of action regarding how the decisions being made will address the problems being experienced may or may not be clear, it is clear that individuals from the same school describing the same organizational decision may have completely different understandings of why the decision was made. What does this say about how school-based decisions are made and how teachers are included in that process? How might these different understandings of the reason behind a decision impact the success of the solution? What are the potential implications of this apparent lack of a collective understanding of the problem?

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