



The Accountabili-TEA podcast

Redesigning Accountability

Lani Florian



Redesigning Accountability:

Redesigning Accountability Systems for Education Susan H. Fuhrman, Richard F. Elmore, William A. Firestone, Beth D. Bader, 1992-01-01 *Redesigning Teaching* provides concrete case studies of school districts implementing teacher reforms. The cases describe the changes, give the history and dynamics of each project, examine how teachers respond to new policies and procedures, and tell how state policy affects local efforts to change teaching. The book also suggests that while short-term improvements can be accomplished through bureaucracy, serious reform requires professionalization. The authors identify challenges that state governments, school administrators, and teachers' associations must face if they really want to professionalize teaching. Redesigning Schools for Success Charles E. Rueblich, 2006

Who's in Charge Here? Noel Epstein, 2004-09-27 Few Americans are aware that their nation long ago created a separate government for education supposedly to shield it from political interference. Some experts believe that at the heart of today's school debates is a push to put the larger government—presidents, governors, mayors—in the driver's seat or even to dump democratic school governance entirely. The results are mixed. One clear result, however, is a vexing tangle of authority and accountability. *Whos in Charge Here* untangles it all. **Redesigning Accountability Systems for Education. CPRE Policy Briefs. RB-38** Susan H. Fuhrman, 2003 To assist in the redesign of accountability systems, the Consortium for Policy Research in Education (CPRE) and the Center for Research on Evaluation, Student Standards, and Testing (CRESST) sought to assemble knowledge from new research on emerging accountability systems. A book, *Redesigning Accountability Systems for Education*, edited by Susan H. Fuhrman and Richard F. Elmore, Teachers College Press, in press, contains chapters by leading accountability researchers. This issue of CPRE Policy Briefs summarizes the book by focusing on four questions the authors of the book address: 1. How valid are new accountability systems? 2. How fair are new accountability systems? 3. What are the effects of new accountability systems? and 4. What is necessary to improve the functioning of accountability systems? This Policy Brief reviews the many issues that states are confronting as they implement accountability systems and provides guidance for states looking to fine-tune or redesign accountability systems to help meet policies as they were intended. Specifically, this Brief offers recommendations for improving accountability systems by enhancing the use of expert technical advice by improving the collection and interpretation of system data and by investing in capacity building to ensure that both students and educators have the necessary means to effectively respond to accountability systems. Contains 1 footnote.

International Handbook of School Effectiveness and Improvement Tony Townsend, 2007-09-21 This book reviews the development, implementation, and practice of the disciplines of school effectiveness and school improvement. Seven main topics are addressed: History of the school effectiveness movement over the last 25 years; Changes in accountability and standards; Leadership in school effectiveness; Changes in teacher education; Impact of diverse populations; Education funding and its impact; and Best Practice Case Studies. The contributors are active in school effectiveness research worldwide.

Using Data to Improve Student Learning Graham S. Maxwell, 2021-04-21 This book offers a coherent research based overview and analysis of theories and practices in using data to improve student learning It clarifies what use of data means and differentiates the different levels of decision making in education relating to the system district school classroom or individual student The relationship between data and decision making is considered and various movements in the use of data to improve student learning are analysed especially from the perspective of their assumptions and effects This leads to a focus on effective educational decision making as a social process requiring collaboration among all relevant participants It also requires a clear understanding of educational aims and these are seen to transcend what can be assessed by standardised tests The consequences of this analysis for decision processes are explored and conclusions are drawn about what principles might best guide educational practice as well as what ambiguities remain Throughout the focus is on what existing research says about each of the issues explored

Handbook of Positive Behavior Support Wayne Sailor, Glen Dunlap, George Sugai, Rob Horner, 2008-12-02 A revolution in working with difficult students began during the 1980s with a dramatic shift away from dependence on simply punishing bad behavior to reinforcing desired positive behaviors of children in the classroom With its foundation in applied behavior analysis ABA positive behavior support PBS is a social ecology approach that continues to play an increasingly integral role in public education as well as mental health and social services nationwide The Handbook of Positive Behavior Support gathers into one concise volume the many elements of this burgeoning field and organizes them into a powerful dynamic knowledge base theory research and applications Within its chapters leading experts including the primary developers and researchers of PBS 1 Review the origins history and ethical foundations of positive behavior support 2 Report on applications of PBS in early childhood and family contexts from Head Start to foster care to mental health settings to autism treatment programs 3 Examine school based PBS used to benefit all students regardless of ability or conduct 4 Relate schoolwide PBS to wraparound mental health services and the RTI response to intervention movement 5 Provide data and discussion on a variety of topics salient to PBS including parenting issues personnel training high school use poorly functioning schools and more This volume is an essential resource for school based practitioners as well as clinicians and researchers in clinical child school and educational psychology

The SAGE Handbook of Special Education Lani Florian, 2006-11-16 This book provides an excellent overview of special education which will be a valuable resource for teachers school managers and administrators parents and indeed anyone with an interest in the development of provision for pupils with special educational needs It is also likely to be an invaluable source book for researchers and postgraduate students alike REACH The Handbook offers a range of views on how to empower all learners to transcend their current performance and go beyond the limits Journal of Cognitive Education and Psychology This text makes an important contribution to special education Perhaps more significantly it makes an important contribution to inclusive education and possibly even more widely to education in general it is a book that has significance for all of us who

wish to move education towards a more equitable democratic humane and dignified system for our young people Education in the North In recent years there has been increasingly vigorous debate about the nature and purpose of special education and what might be considered the appropriate responses to pupils who experience difficulties in learning This Handbook brings together the most up to date knowledge of this area and will serve as the major source book of authoritative information and ideas about current and future directions for special education It examines the intricate relation between theory research and practice and places a particular emphasis on what has been learned about providing for students who experience difficulties in learning how these understandings can contribute to new conceptualisations of special education and the development of more inclusive schools This comprehensive research based work brings together scholarship on an international level and covers topics that transcend national boundaries It will become essential reading for all professionals and academics with any interest in this important and dynamic field

Assessment in Education Shelleyann Scott,Donald E. Scott,Charles F. Webber,2015-10-20 This book provides key insights into how educational leaders can successfully navigate the turbulence of political debate surrounding leading student assessment and professionalised practice Given the highly politicised nature of assessment it addresses leaders and aspiring leaders who are open to being challenged willing to explore controversy and capable of engaging in informed critical discourse The book presents the macro concepts that these audiences must have to guide optimal assessment policy and practice Collectively the chapters highlight important assessment purposes and models including intended and unintended effects of assessment in a globalised context The book provides opportunities to explore cultural similarities and particularities It invites readers to challenge taken for granted assumptions about ourselves and colleagues in other settings The chapters highlight the cultural clashes that may occur when cross cultural borrowing of assessment strategies policies and tools takes place However authors also encourage sophisticated critical analyses of potential lessons that may be drawn from other contexts and systems Readers will encounter challenges from authors to deconstruct their assessment values beliefs and preconceptions Indeed one purpose of the book is to destabilise certainties about assessment that prevail and to embrace the assessment possibilities that can emerge from cognitive dissonance

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