

Accountability, Assessment, and Teacher Commitment

Lessons from Kentucky's Reform Efforts



*Edited by
Betty Lou Whitford and Ken Jones*

Accountability Assessment And Teacher Commitment Lessons

**Nina Bascia, Alister Cumming, Amanda
Datnow, Kenneth Leithwood, David
Livingstone**

Accountability Assessment And Teacher Commitment Lessons:

Accountability, Assessment, and Teacher Commitment Betty Lou Whitford, Ken Jones, 2000-01-06 This book provides the basis for thoughtful reflection and discussion of school accountability by critically examining Kentucky's groundbreaking educational reform strategy of statewide student assessment and teacher accountability

International Handbook of Educational Policy Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David Livingstone, 2008-05-14 Nina Bascia Alister Cumming Amanda Datnow Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them The serendipity within chapters with respect to jurisdictional particularities and contrasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy

Accountability, Assessment, and Teacher Commitment, Features a brief description and review of the book *Accountability Assessment and Teacher Commitment* edited by Betty Lou Whitford and Ken Jones published by the State University of New York Press States that the book discusses the consequences both good and bad of the Kentucky Education Reform Act KERA Notes the hardcover ISBN 0 7914 4409 0 and the paperback ISBN 0 7914 4410 4

How to Create World Class Teacher Compensation Allan Odden, 2008 This presentation is based on the following principles 1 The key accountability for schools is to improve student performance 2 Teachers in the classroom including those in hard to staff fields such as math and special education and their instructional practice are the single most important factors that will lead to improved student performance 3 Teacher compensation is the single biggest part of the education budget often more than 60% 4 Therefore linking pay to teacher performance instructional practice that produces student learning gains is the best way to expend money in a way that ultimately improves student performance This book shows how the connections among those principles are playing Web ed

Paying Teachers for What They Know and Do Allan Odden, Carolyn Kelley, 2002 Updated Edition of Best Seller Odden and Kelley demonstrate in this edition of *Paying Teachers for What They Know and Do* why they are the

primary source for reliable information dealing with teacher compensation Bob Chase President National Education Association Every community developing a strategy to improve schools will want to use this book as a guide It tells you everything you want to know about new teacher compensation strategies that affect all aspects of teaching and learning Yvonne Chan Principal Vaughn Next Century Learning Center San Fernando CA The second edition of *Paying Teachers for What They Know and Do* advances the ongoing discussion of how to create compensation systems that reward teachers for developing the skills and knowledge needed to deliver standards based instruction As Odden and Kelley write We are still at the beginning of the learning curve in understanding which systems are viable and effective and therefore should monitor the development of new teacher compensation systems carefully Sandra Feldman President American Federation of Teachers The demand for more innovative more competitive and more motivating compensation plans for teachers is growing every day and now Allan Odden and Carolyn Kelley have updated their classic book on teacher compensation to give district and site based administrators all the new information and insight they need to start moving in the right direction The second edition of *Paying Teachers for What They Know and Do* describes various pay and compensation initiatives currently in use across the country including signing bonuses upgrades in teacher pensions higher salaries to those who are willing to work in more challenging schools and other approaches It also explores the different types of compensation plans used in the private sector as well as systems based on the continued acquisition of skills knowledge and experience Then Odden and Kelley take the next step and describe exactly how these plans can be applied successfully in districts of any size Topics include The current status of teacher compensation Three approaches to compensating teachers The relationship between pay and motivation Knowledge based and skills based pay Group based performance awards Gain sharing programs Ways to design and implement alternative teacher compensation This valuable book also provides vital information on how these programs can be funded and how school districts can design effective compensation programs that answer the needs of their existing teacher base An essential tool for administrators at every level who want and need to keep the very best teachers and pay them what they re worth *Teachers Learning in Community* Betty Lou Whitford, Diane R. Wood, 2012-02-01 This book raises provocative questions about the efficacy viability and sustainability of professional learning communities given the present political and structural realities of public schools The culmination of six years of research in five states it explores real world efforts to establish learning communities as a strategy for professional development and school improvement The contributors look at the realities of these communities in public schools revealing power struggles logistical dilemmas cultural conflicts and communication problems all forces that threaten to dismantle the effectiveness of learning communities And yet through robust and powerful descriptions of particularly effective learning communities the authors hold out promise that they might indeed make a difference Anyone persuaded that learning communities are the new magic bullet to fix schools needs to read this book including teacher educators educational leaders and practitioners professional developers

and educational leadership faculty Handbook of Research in Social Studies Education Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field **Controversies in Education** Helen Proctor, Patrick Brownlee, Peter Freebody, 2014-09-09 This book is the outcome of a colloquium series organized by The University of Sydney in which leading and emerging researchers were invited to name what they took to be the deep flaws at the heart of contemporary educational and policy and practice in Australia and globally to voice their potentially heretical views on what most urgently needs to be done The chapters in this collection are paired to offer two takes on each topic from supplementing to critiquing to countering and most points in between The issues addressed in this volume include the place of education in national and international marketplaces mass testing and standardisation the future of multiculturalism in schools the public funding of private schools the complicated relationship between evidence and policy and the shifting politics of inequality This book is based on the idea that recognising deep disagreements on big issues is a necessary accompaniment to imagining and developing productive ways forward Contemporary Issues in Educational Policy and School Outcomes Wayne K. Hoy, Cecil G. Miskel, 2006-03-01 This fifth book in a research series advances understanding of schools through empirical study and theoretical analysis It features contributions from both new and established scholars with 14 authors providing 9 related analyses The series encourages young scholars to publish original work offering a mix of perspectives **From the Capital to the Classroom: Standards-based Reform in the States** ,2001 **From Proficiency to Authenticity** Patricia K. Kubow, Robert DeBard, 2002 From Proficiency to Authenticity A Holistic School Development Assessment Plan *Promises and Realities of Standards-based Reform* Maria Chesley Fisk, 2002 *Uses and Misuses of Data for Educational Accountability and Improvement* Joan L. Herman, Edward Haertel, 2005 The National Society for the Study of Education is an organization of education scholars professional educators and policymakers dedicated to the improvement of

education research policy and practice Founded in 1901 by a small group of distinguished educators including John Dewey Nicholas Murray Butler and Charles Hubbard Judd NSSE is the oldest national educational research organization in the United States The mission of the National Society for the Study of Education is to investigate enduring and contemporary problems disseminate the findings of its investigations and engage members of the education community in study and discourse around those findings for the improvements of research policy and practice One important way the Society accomplishes this mission is through the publications of its two volume yearbooks now in their 104th year Each volume of a yearbook deals with a separate topic of current concern to educators With knowledgeable scholars and practitioners as contributing authors the yearbooks are reliable and authoritative sources of information on timely educational topics Some yearbooks have become landmark publications in the field with which they deal As the Society moved into its second century it acknowledges its indebtedness to the numerous authors and editors whose work has made the yearbooks significant contributions to the study of education during the past century NSSE looks ahead to fostering stronger relationships between researchers educators and policymakers with the goal of improving education for the nation s childrens and youth through continued collaborative study of educational problems Membership in the Society is open to all individuals who desire to receive the Yearbooks regularly Members include teachers administrators researchers other educational personnel and policymakers at all levels of education in the United States Canada and overseas

Educational Reform Jordan T. Ville,2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to use a map This bibliography provides access via Title Author and Subject Indexes Contents Educational Accountability Educational Change Educational Equalisation Educational Leadership Educational Planning Educational Indicates

The Impact of ISTEP+ and Accountability Policies on Teachers in a Title I School Christine A. Hunt,2007 *Teacher Assemblage* P. Taylor Webb,2009 This book situates learning communities in living systems and ecological perspectives The fundamental premise is that all of human life and human activity is part of a deep planetary ecology of which mutuality and interdependence are cornerstone properties learning and renewal are key processes and emergent networks are foundational structures

Elementary Change Patricia J. Kannapel,Lola Aagaard,Pamelia Coe,Cynthia A. Reeves,2000 From 1990 to 2000 a qualitative study of the implementation of the Kentucky Education Reform Act KERA was conducted in four small rural school districts in Kentucky KERA reflects key components of what would later be termed systemic reform a unifying set of goals that all students must attain a coherent system of instructional guidance and a restructured governance system In addition KERA has other components such as the ungraded primary program This book presents findings from the second phase of the 10 year study focusing on the effects of KERA on curriculum instruction and student learning in six elementary schools in the four districts

In all six schools student achievement improved but in five schools teachers focused more on improving whole school performance on achievement measures than on improving the learning of each student and had difficulty raising their expectations for low income and minority children KERA reforms increased classroom writing the variety of instructional strategies integration of subject matter classroom computer use and open ended response and portfolio items for classroom assessment However teachers had difficulty moving beyond a teacher directed approach and only a few integrated technology effectively into the curriculum Testing for accountability became the focus of the assessment system and the KERA goal of continuous performance based student evaluation was neglected School based decision making councils did not make most key decisions as intended by KERA The findings also note the importance of school leadership accountability goals and the need for more time for teachers in meeting school professional development Ten appendices present KERA goals dissemination efforts data collection and research questions for both phases of the study interview protocols and characteristics of parents students and community members interviewed Contains 151 references TD *Stories of the Courage to Teach* Sam M. Intrator,2002-04-11 Presents a collection of true stories by teachers seeking to reconnect with their vocation *Raising Standards Or Raising Barriers?* Gary Orfield,Mindy L. Kornhaber,2001 More and more states require students to pass large scale tests as a condition of promotion or graduation What forces have pushed high stakes testing to the forefront of educational policy Are such tests the best way to gauge educational attainment This book examines the economic and educational assumptions underlying the call for high stakes tests **The Louis L. Redding Civil Rights Symposium** ,2002

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