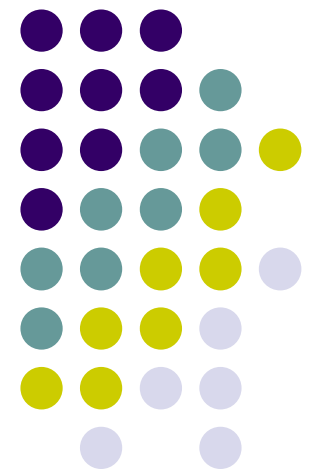


ACCOUNTABILITY AND SCHOOL IMPROVEMENT

RICHARD F. ELMORE
HARVARD GRADUATE SCHOOL OF
EDUCATION
ACHIEVEMENT GAP INITIATIVE
JUNE 2007





HOW ACCOUNTABILITY WORKS

- SCHOOLS DO NOT “BECOME” ACCOUNTABLE BY RESPONDING TO EXTERNAL PRESSURE-- E.G., TESTS AND SANCTIONS
- SCHOOLS RESPOND TO EXTERNAL PRESSURE WITH THE RESOURCES AND CAPACITIES THEY HAVE
- SCHOOLS WITH WEAK INTERNAL CAPACITY FREQUENTLY STAY THE SAME, OR GET WORSE, IN THE FACE OF STRONG EXTERNAL PRESSURE
- WHY?



INTERNAL ACCOUNTABILITY

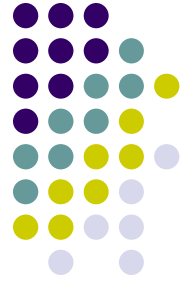
- INTERNAL ACCOUNTABILITY IS THE LEVEL OF AGREEMENT AMONG SCHOOL PERSONNEL ON:
 - WHAT CONSTITUTES GOOD TEACHING
 - WHAT STUDENTS ARE CAPABLE OF LEARNING
 - HOW THE ORGANIZATION HANDLES COMMON PROBLEMS
 - HOW INDIVIDUALS ACCOUNT FOR WHAT THEY DO
- INTERNAL ACCOUNTABILITY IS A FUNCTION OF:
 - STRONG, FOCUSED INSTRUCTIONAL LEADERSHIP
 - WELL-DEVELOPED INTERNAL STRUCTURES FOR COMMON WORK AMONG TEACHERS ON INSTRUCTION
 - TRANSPARENCY OF INSTRUCTIONAL PRACTICE
 - HIGH LEVELS OF EFFICACY AMONG TEACHERS AND STUDENTS

FROM WEAK TO STRONG INTERNAL ACCOUNTABILITY



- GROUP PROBLEM-SOLVING AMONG TEACHERS AROUND CLEARLY-DEFINED INSTRUCTIONAL PROBLEMS
- REPEATED CYCLES: ACT, ANALYZE, REVISE, ACT AGAIN-- PRACTICE, PRACTICE, PRACTICE
- STRONG, EXPLICIT NORMS FOR GROUP WORK-- AMONG TEACHERS, AMONG STUDENTS IN CLASSROOMS
- COMPLETE TRANSPARENCY OF INSTRUCTIONAL PRACTICE
- TEACHERS MODEL THEIR OWN LEARNING FOR STUDENTS

THE ROLE OF PUBLIC ENGAGEMENT



- PARENTS, SIGNIFICANT ADULTS RECEIVE CLEAR STATEMENTS OF THE SCHOOL'S NORMS, EXPECTATIONS
- COURTESY, RESPECT, CLARITY IN RELATIONS AMONG ADULTS, BETWEEN ADULTS AND STUDENTS
- ALL BEHAVIOR AND DISCIPLINE PROBLEMS ARE **EVERYONE'S** PROBLEM, **NOT** THE PROBLEMS OF SELECTED STUDENTS, PARENTS, ETC.
- DISCIPLINE **ONLY** IN THE SERVICE OF LEARNING