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