

Holding Yourself

**ACCOUNTABLE**



# Holding Accountability Accountable

**Bridget Somekh, Thomas A. Schwandt**



## **Holding Accountability Accountable:**

**Holding Accountability Accountable** Kenneth A. Sirotnik, 2004 Kenneth Sirotnik asserts that however well intentioned past and current accountability practices in public education are miseducative misdirected and misanthropic In this provocative book well respected educators join Sirotnik to provide critical analyses and sophisticated perspectives on prevailing high stakes accountability practices They offer both conceptual and practical foundations for rethinking what it means to act responsibly when it comes to calling our schools school systems educators and students into account

**Holding Accountability Accountable** Carlson, 2021 Own Up! Jennifer T Long, 2022-03-22 Accountability Starts With You Are you a manager who struggles to get accountability right within your organization Have you been faced with the need to hold someone accountable and either bulldozed your way through the encounter or talked yourself out of it with excuses like I've already tried that or It's too risky If you've ever done a poor job of holding others accountable this book can help you feel more comfortable with how you gain ownership from employees Own Up addresses the big myths everyday hesitations and all the other stories we tell ourselves about what it means and how much time and effort it takes to create a culture of responsibility Author Jennifer Thero Long's central insight is that lack of clarity around ownership is responsible for all the drama that accountability conversations done poorly entail It's the drama and not actual accountability that demands our extra attention time and energy To combat misunderstandings and self defeating assumptions she guides readers through a series of practical and immediately implementable steps for achieving accountability in any situation Own Up shows how clarifying ownership of expectations on the one hand and duties on the other is the key activity by which accountability is established and maintained Accountability done well takes very little time and energy and its results include immediate gain in employee performance and execution reduced work and workarounds increased trust between individuals and greater employee reliability

**Rethinking Democratic Accountability** Robert D. Behn, 2004-05-26 Traditionally American government has created detailed formal procedures to ensure that its agencies and employees are accountable for finances and fairness Now in the interest of improved performance we are asking our front line workers to be more responsive we are urging our middle managers to be innovative and we are exhorting our public executives to be entrepreneurial Yet what is the theory of democratic accountability that empowers public employees to exercise such discretion while still ensuring that we remain a government of laws How can government be responsive to the needs of individual citizens and still remain accountable to the entire polity In Rethinking Democratic Accountability Robert D Behn examines the ambiguities contradictions and inadequacies in our current systems of accountability for finances fairness and performance Weaving wry observations with political theory Behn suggests a new model of accountability with compacts of collective mutual responsibility to address new paradigms for public management

**How Did That Happen?** Roger Connors, Tom Smith, 2011-07-26 The New York Times bestseller that provides a simple proven approach to improve

accountability and the bottom line The economy crashes the government misfires businesses fail leaders don't lead managers don't manage and people don't follow through leaving us asking How did that happen Surprises caused by a lack of personal accountability plague almost every organization today from the political arena to large and small businesses How Did That Happen offers a proven way to eliminate these nasty surprises gain an unbeatable competitive edge and enhance performance by holding others accountable the positive principled way As the experts on workplace accountability and the authors of The Oz Principle Roger Connors and Tom Smith tackle the next crucial step everyone can take whether working as a manager supervisor CEO or individual performer creating greater accountability in all the people on whom you depend

**Knowledge Production** Bridget Somekh, Thomas A. Schwandt, 2007 This collection from a highly impressive international group of educational researchers explores epistemological methodological and ethical political issues in the production of knowledge about educational phenomena in contemporary society The book is organized in two sections The first focuses on how the enterprise of knowledge production is being influenced by global discourses of educational accountability evidence based practice and policy and quality assessment The second section features material that focuses more specifically on reconceiving both methodological matters and the kinds of knowledge that demand attention in this climate The book is unique in bringing together chapters by scholars well known internationally for their original contributions to educational theory and research practice Many books in this area are no more than guides on how to do research or text books reiterating rather narrow frameworks of research paradigms this book both breaks new ground and sets the tone for discussions about the future path of educational research in the coming years

**The Active/Ethical Professional** Michael G. Gunzenhauser, 2012-02-23 An innovative ethical framework for educators and school leaders who find their practice constrained by the demands stemming from accountability legislation

**American Public Education and the Responsibility of its Citizens** Sarah M. Stitzlein, 2017-06-01 Public school systems are central to a flourishing democracy where children learn how to solve problems together build shared identities and come to value justice and liberty for all However as citizen support for public schools steadily declines our democratic way of life is increasingly at risk Often we hear about the poor performances of students and teachers in the public school system but as author Sarah M Stitzlein asserts in her compelling new volume the current educational crisis is not about accountability but rather citizen responsibility Now more than ever citizens increasingly do not feel as though public schools are our schools forgetting that we have influence over their outcomes and are responsible for their success In effect accountability becomes more and more about finding failure and casting blame on our school administrators and teachers rather than taking responsibility as citizens for shaping our expectations of the classroom determining the criteria we use to measure its success and supporting our public schools as they nurture our children for the future American Public Education and the Responsibility of its Citizens sheds an important light on recent shifts in the link between education and citizenship helping readers to understand not

only how schools now work but also how citizens can take an active and influential role in shaping them Moving from philosophical critique of these changes to practical suggestions for action Stitzlein provides readers with the tools habits practices and knowledge necessary to support public education Further by sharing examples of citizens and successful communities that are effectively working with their school systems Stitzlein offers a torch of hope to sustain citizens through this difficult work in order to keep our democracy strong

The Importance of Philosophy in Teacher Education Andrew D. Colgan, Bruce Maxwell, 2019-08-29 The Importance of Philosophy in Teacher Education maps the gradual decline of philosophy as a central integrated part of educational studies Chapters consider how this decline has impacted teacher education and practice offering new directions for the reintegration of philosophical thinking in teacher preparation and development Touching on key points in history this valuable collection of chapters accurately appraises the global decline of philosophy of education in teacher education programs and seeks to understand the external and endemic causes of changed attitudes towards a discipline which was once assigned such a central place in teacher education Chapters illustrate how a grounding in the theoretical and ethical dimensions of teaching learning and education systems contribute in meaningful ways to being a good teacher and trace the consequences of a decline in philosophy on individuals professional development and on the evolution of the teaching profession more broadly With this in mind the text focusses on the future of teacher education and considers how we can ensure that philosophy of education feeds into the excellence of teaching today This book will be of great interest to graduate postgraduate students as well as research scholars in the field of educational philosophy and history of education In addition it will be useful for those involved in teacher education and in particular course module and program development

Leadership for Learning , 2008-01-01 The impact of globalization is being felt in numerous spheres of educational policy and practice in rapid growth of information and communication technologies in economic transformation and international market competition all of which conspire to create new demands and place new pressures on school leadership Drawing on examples from 12 countries in different parts of the world The Editors have brought together 28 renowned scholars in Europe Australia North America and Asia Pacific countries to contribute to this book The first six chapters address key themes and provide the framework for the 12 country reports which follow With the aim of increasing international understanding and teasing out issues of transfer and application across cultural and linguistic boundaries we have chosen national reports which cover a range of countries representing a diversity of culture and contextual backgrounds We believe these chapters and the book as a whole can provide important theoretical policy and practical implications that will inform the debate about the future of education and of schooling While each of these country narratives underscore the importance of context at the same time there are insights and values held in common

**Policy, Practice, and Politics in Teacher Education** Marilyn Cochran-Smith, 2006-01-13 Marilyn Cochran Smith s keen insights about the politics and substance of teacher education reform focus like a laser on the central issues of educational equity and

quality in our time Anyone who wants to understand what's happening to teaching in this country and what's at stake should read this book Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University Marilyn Cochran Smith is one of the strongest voices in teacher education today By weighing the evidence challenging orthodoxy and analyzing the policies she has given teacher education a firm footing in the scholarly canon Her leadership is vital to the field's viability Gloria Ladson Billings Kellner Family Chair in Urban Education University of Wisconsin Madison Access the insight and wisdom of one of today's leading educational scholars in one concise volume When it comes to determining the best approach to teacher preparation today's teachers teacher educators and school leaders face an overwhelmingly contentious environment Through her influential essays in the Journal of Teacher Education however Marilyn Cochran Smith has consistently provided educators with a distinguished voice of reason advocacy inspiration and social justice This powerful text organizes all of her editorials for the first time into one concise volume making this an essential guide to teacher preparation at its best

*Creating a Classroom Community of Young Scientists* Jeffrey W. Bloom, 2006-07-20 Creating a Classroom Community of Young Scientists helps teachers both pre service and in service to develop exciting science programs in their classrooms This book provides the groundwork for designing and implementing a science program that takes into account the latest research in teaching and learning It provides an approach that will capture children's imaginations stimulate their curiosity and create a strong foundation for their continued interest in and appreciation of science and the world in which they live The book is designed to be user friendly and offers an approach to teaching science that is exciting for teachers as well This thoroughly revised second edition focuses on making inquiry more explicit both in terms of the process of inquiry and teaching in ways that capitalize on children's curiosity and questions New material has also been added on U S and Canadian science standards as well as professional standards for teachers

**Achieving Equity for Latino Students** Frances E. Contreras, 2015-04-24 Despite their numbers Latinos continue to lack full and equal participation in all facets of American life including education This book provides a critical discussion of the role that select K 12 educational policies have and continue to play in failing Latino students The author draws upon institutional national and statewide data sets as well as interviews among students teachers and college administrators to explore the role that public policies play in educating Latino students The book concludes with specific recommendations that aim to raise achievement college transition rates and success among Latino students across the preschool through college continuum Frances Contreras is an Associate Professor of Higher Education in the area of Leadership and Policy Studies in the College of Education University of Washington in Seattle Prof Frances Contreras is one of the nation's leading authorities on Latino educational problems and on policies that will effectively address these This book presents a unique and incisive analysis of the Latino educational achievement gap and its connections to concomitant gap in educational opportunities for Latinos This very readable book combines rigorous scholarship with clearly stated policy recommendations It should be read by all who

are interested in understanding and addressing one of the most serious problems of our times Jorge Chapa University of Illinois at Urbana Champaign Rich in data and social context Contreras presents a compelling and comprehensive picture for the collective need to invest fully in the education of our Latino youth As important she delineates a bold public policy pathway for Latino student success that encompasses K 12 and higher education James M Montoya Vice President Higher Education The College Board This book offers valuable insights and productive recommendations for addressing a critically important topic how to improve educational equity for Latinos one of our nation s fastest growing but most underserved populations Laura Perna Professor Graduate School of Education University of Pennsylvania

**Leaders in Philosophy of Education** ,2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R S Peters and Paul Hirst at the London Institute of Education analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching learning explanation curriculum aims and objectives freedom and authority equality and liberal education They also examined theoretical issues in educational research and critiqued reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural education globalization and many others In this book 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites

*Education for the Human Brain* Timothy B. Jones,2013-05-22 *Education for the Human Brain A Road Map for Natural Learning in Schools* is an all inclusive book on understanding and implementing a natural and brain compatible instructional strategy from early childhood to adult learners It informs the reader on the science motivates the reader with the evidence and provides a road map for implementing making this book unlike any other available No matter what role you play in education *Education for the Human Brain* can help students within your reach learn faster and remember more all while having fun learning the way that is natural

**Sustaining a Free Society** Roger Soder,2021-08-01 It is difficult to create a free society but even more difficult to sustain that free society over time We want to sustain the essential elements of a free society but at the same time we must recognize that the world is always changing How then to adjust to changes and to improve what we have without losing sight of core values is our focus in *Sustaining A Free Society* The book first outlines in practical real world terms fifteen conditions that must be in place to sustain a free society One critical condition given extended consideration is the need for a long term time perspective Conditions do not exist in the abstract they are

created by people and the choices we make. Thus we need to consider the roles and responsibilities of those involved in a free society: citizens and those they choose as leaders. We are not born knowing our responsibilities as citizens and leaders; these matters have to be learned. Sustaining a Free Society moves to a consideration of the role schools must play in ensuring that future generations know and value a free society and are prepared to in turn assume their responsibilities. *The National Science Foundation's Statewide Systemic Initiatives* United States. Congress. House. Committee on Science. Subcommittee on Basic Research, 1998

Un-Standardizing Curriculum Christine Sleeter, Judith Flores Carmona, 2017 In this Second Edition of her bestseller Christine Sleeter and new co author Judith Flores Carmona show how educators can learn to teach rich academically rigorous multicultural curricula within a standards based environment. The authors have meticulously updated each chapter to address current changes in education policy and practice. New vignettes of classroom practice have been added to illustrate how today's teachers navigate the Common Core State Standards. The book's field tested conceptual framework elaborates on the following elements of curriculum design: ideology, enduring ideas, democratized assessment, transformative intellectual knowledge, students and their communities, intellectual challenges, and curriculum resources. *Un-Standardizing Curriculum* shows teachers what they can do to un-standardize knowledge in their own classrooms while working toward high standards of academic achievement. Book Features: Classroom vignettes to help teachers bridge theory with practice in the context of commonly faced pressures and expectations; Guidance for teachers who want to develop their classroom practice including the possibilities and spaces teachers have within a standardized curriculum; Attention to multiple subject areas and levels of schooling making the book applicable across a wide range of teacher education programs; A critique of the tensions between school reforms and progressive classroom practice. This second edition is a game changer for educators interested in powerful curriculum engineering to support new century students. H. Richard Milner IV, Helen Faison, Endowed Chair of Urban Education, University of Pittsburgh. This text breaks new ground with a timely contribution that provides solid, potentially emancipatory grounding for a new, inclusive, research-based vision of curriculum, assessment, schools, and society. Angela Valenzuela, author. This is a book that teachers, teacher educators, policymakers, and researchers will continue to return to for guidance and inspiration. Dolores Delgado Bernal, University of Utah

**Oxford Studies in Agency and Responsibility Volume 8** Santiago Amaya, David Shoemaker, Manuel Vargas, 2024-01-31 Oxford Studies in Agency and Responsibility is a series of volumes presenting outstanding new work on a set of connected themes investigating such questions as: What does it mean to be an agent? What is the nature of moral responsibility? Of criminal responsibility? What is the relation between moral and criminal responsibility, if any? What is the relation between responsibility and the metaphysical issues of determinism and free will? What do various psychological disorders tell us about agency and responsibility? How do moral agents develop? How does this developmental story bear on questions about the nature of moral judgment and responsibility? What do the results from neuroscience imply, if anything, for our questions about agency and



responsibility OSAR thus straddles the areas of moral philosophy and philosophy of action but also draws from a diverse range of cross disciplinary sources including moral psychology psychology proper including experimental and developmental philosophy of psychology philosophy of law legal theory metaphysics neuroscience neuroethics political philosophy and more It is unified by its focus on who we are as deliberators and inter actors embodied practical agents negotiating sometimes unsuccessfully a world of moral and legal norms Volume 8 focuses on non ideal agency and responsibility School Leadership in a Diverse Society Carlos R. McCray, Floyd D. Beachum, 2014-01-01 The purpose of this work is to broaden the scholarly dialogue in educational leadership and to address the changing role of the American school principal in the twenty first century with regard to increasing diversity in the United States This book seeks to provide theoretical and practical insight into the role of school principals dealing with an ever increasing multicultural student population We cover an array of issues that we believe are critical in order for the twenty first century school principal to be effective and relevant A primary inquiry that needs to be made is Are school leaders taking seriously the increasing social and cultural diversity in their schools It is the school principal who sets the tone for the school culture and who provides the vision as to the direction of the organization We endeavor to help scholars and practitioners have a better understanding of the importance of the diversity of their students and to give them the tools to appropriately lead schools in ways that ensure all students regardless of their life circumstances and status are provided a school climate that promotes high academic achievement and a sense of belonging

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