

# DOWNLOAD PDF STANDARD FIVE : ESTABLISH CURRICULUM EXPECTATIONS, MONITORING AND ACCOUNTABILITY

## Chapter 1 : Standards-based education reform in the United States - Wikipedia

*Standard Five deals with five critical functions administrators perform as they fulfill their role as an instructional leader: (1) setting high expectations, (2) monitoring the curriculum, (3) visiting classrooms, (4) using data to inform decision making, and (5) appraising staff.*

NCLB has been clear about closing achievement gaps between groups of students considered at risk. To ensure that there is an ongoing focus on school improvement, accountability should continue to be rigorous and focused on achievement gaps along with whole school improvement. Clear accountability systems have to be in place at seven different levels to ensure student success now and in the future. Goals, beliefs, values, visions and actions must be aligned similar to what one may find in a balanced scorecard. If these things are not operating in tandem, then the system may be doomed to fail. The seven levels of accountability for student success are: If these states are granted waivers, it is imperative that they have a plan in place so that all educators, parents, students and other stakeholders understand how schools will be monitored and what criteria will be used to determine school improvement. Many of the states that have received No Child Left Behind waivers have developed impressive accountability plans. According to the Kentucky Department of Education, their new accountability model is a more robust “next generation model that holds all schools and school systems accountable for improving student performance and creates four performance classifications that determine consequences and guide interventions and supports. School and system classifications are based on the following measures: What will be the accountability of school systems in states with waivers? The measures should certainly be well aligned to the state accountability plan components that we monitor and hold systems accountable for. In many cases, the new accountability measures growth over a period of time. Superintendents, boards of education and school system leaders will need to be visionary, progressive thinkers who are well versed about what is happening around the country and how to keep their school system on the cutting-edge of transformation. A strong strategic plan that communicates the school system vision, mission, goals, beliefs, values and objectives should be transparent for all to see. The metrics embedded in it should communicate what the system is holding itself accountable for. There has to be a whole school system focus on building a culture of continuous improvement. Curriculum, instruction, assessment and professional learning are critical success indicators for school systems. All levels of system operation have to link back to improvement of student achievement. High expectations must be in place for school system leaders, principals, teachers, students and their parents. Generally, the school improvement plan is the accountability plan for the school. It outlines the same components one would find in a school system strategic plan; it is clear about the actions that will take place to address the question posed earlier. There should be an action plan for improving each content area based on current school realities or baseline data from the most recent school assessments; a professional development plan aligned to the action plans; a technology plan; a plan for improving student attendance and parent involvement; and a plan that outlines how data will be utilized, analyzed and interpreted. Ensuring student success in schools means holding teachers and other staff accountable for quality work directly impacting student achievement. Identification of root causes for lack of student success and aggressive interventions to address areas of weakness must be implemented. Use of research-based practices in all key areas of instruction, leadership and school operation should be evident in schools aiming for high levels of student success. Innovation and creativity are not only encouraged but celebrated. That is only part of what principals should know and be able to do. They also must be change agents, capable of dealing with vast ambiguities; human relations gurus; school culture shapers; savvy budget administrators; and outstanding performance managers. If principals are knowledgeable, courageous and willing to hold everyone accountable for keeping their students at the center of everything they do, success is bound to follow. An effective principal is needed in every school building of a school system striving for excellence in education. These principals understand

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the complexity of their position, perform duties and responsibilities at a high level, and are able to multi-task, fitting all of the interconnected pieces of school life together for the good of their students. They are results-driven and accept no excuses from anyone. Success is the only option and mediocrity is simply not acceptable in a school run by a strong leader. Many states have new leader accountability instruments that will be used to evaluate system and building level leaders. Principals operating at the proficient to exemplary level of these accountability systems will have the most positive impact on student achievement. It can take years of instruction with an effective teacher to turn that damage around. Schools and school systems will need a laser-like focus on building the capacity of teachers through strong induction programs, job-embedded professional learning, support for implementation of the new Common Core Performance Standards with accompanying assessments and teacher evaluation programs linked to student achievement outcomes. Teaching children at a high level of proficiency should be the core work of every teacher. All teachers should continue to be highly qualified to teach the subjects and grade levels they are assigned. Use of varied instructional strategies, effective assessment techniques, data utilization and integration of technology are a given for teachers who want their students to be successful. Teachers should be held accountable; however, their success begins with holding students accountable for learning what is taught. This curriculum has to do with how they spend their time away from school, what they value, the support systems they have in place and how parents involve themselves in the school. What is learned in schools can be easily unlearned if not sufficiently enforced at home, in the community, ingrained in character and properly supported. Parents need the requisite skills to help their children succeed in school. The local school and school systems should provide these skills through parent education workshops, parent involvement meetings, adult education classes and engagement in volunteerism. The chances of children being successful increase when their parents are fully vested in the school community; capable of monitoring school work; communicating effectively with teachers; and able to identify resources to help with social, emotional health issues and other impediments to school success. Personalized learning environments are significant when it comes to establishing schools where students can thrive and be successful. Working with teachers who understand the importance of building relationships cannot be overemphasized. We must remain steadfast in our mission to prepare 21st century students in our country to compete in a global economy. Failing to do so will be detrimental to not only the individual child, but to our future as a nation. Sharon Riley Ordu is director of an early college high school and a practitioner with more than 20 years of experience in the field of education. Ordu has served as a middle school principal, high school principal, central office administrator, consultant and professor. He has presented at many local, national and international conferences on a variety of topics such as educational excellence, student engagement leadership, healthcare administration, management and research. He has been practicing in the field of healthcare and education for over 25 years.

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## Chapter 2 : Learning Standards - Massachusetts Department of Elementary and Secondary Education

*Standards as they appear in curriculum guidelines around the world share some similarities. For one, they are competency-based and concerned with student outcomes. Unfortunately, at this time, the standards vary considerably in quality.*

This course will introduce you the main MEAL concepts and practices. It has been developed for a variety of programme staff, senior management team members and thematic staff within Save the Children, recognizing that learners will have different prior knowledge and focus areas. How to study this course These materials are specifically designed for independent self-directed learning. Whether you have prior experience in the field or are new to the subject areas, the sessions will develop your knowledge, understanding and practical skills. They contain relevant information, practical activities and opportunities to reflect on your own experiences. Before you start, think about how you are going to approach your study. The sessions vary in length and take between one and three hours. We recommend that you complete the shorter sessions in one go. The longer sessions include recommended break times. We recognize some learners may study on their own, while others may do it in groups. It is up to you to decide what works best for you, in your situation. Pacing your studies with a colleague may facilitate exchange of ideas, especially for the activities within the study materials. What the course will cover The course is composed of 18 sessions. Sessions 1 and 2 introduce the course and study methodology and the principle MEAL components. The whole course takes 30 hours to complete. We recommend that you complete Sessions 1 to 12 sequentially, then prioritise the most relevant sessions from Sessions 13 – Save the Children staff should access this course through the Save the Children International OneNet Course learning outcomes This course has two purposes: To provide Save the Children staff and partners with an orientation to the tools and principles that the organisation uses to ensure quality and consistency in its approaches to monitoring, evaluation, accountability and learning. To build skills and capacity in these ways of working. Browse the course now To enrol on this course, sign in and create your free account If this is your first visit to this site, you need to register for a free account, then login on this site and click on the Enrol button for this course. Below is the course content. You can click on any section here and it will take you through to this section of the course.

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## Chapter 3 : Standards “ National Consortium for Health Science Education

*A standards-based system with high expectations and accountability for all students and educators is an ambitious undertaking, and the nation is in the early stages. States and districts vary widely in their implementation of standards-based improvement efforts.*

Outcomes-based education[ edit ] Standards are an evolution of the earlier OBE outcomes-based education [4] which was largely rejected in the United States as unworkable in the s, and is still being implemented by some and abandoned by other governments. In contrast, the more modest "standards" reform has been limited to the core goals of the OBE programs: In the process of establishing standards for each individual curriculum area, such as mathematics and science, many other reforms, such as inquiry-based science may be implemented, but these are not core aspects of the standards program [5]. This credential has since been abandoned by every state which first adopted the concept, including Washington and Oregon and largely replaced by graduation examinations. His organization had contracts with states and districts covering as many as half of all American school children by their own claims, and many states enacted education reform legislation in the early s based on this model, which was also known at the time as "performance-based education" as OBE and the non-OBE progressive reforms co-marketed with it had been too widely attacked to be saleable under that name. Though the standards movement has a stronger backing from conservatives than OBE by adopting a platform of raising higher academic standards, other conservatives believe that it is merely a re-labeling of a failed, unrealistic vision. It is believed to be the educational equivalent of a planned economy which attempts to require all children to perform at world-class levels merely by raising expectations and imposing punishments and sanctions on schools and children who fall short of the new standards. Vision[ edit ] The vision of the standards-based education reform movement [9] is that all teenagers will receive a meaningful high school diploma that serves essentially as a public guarantee that they can read, write, and do basic mathematics typically through first-year algebra at a level which might be useful to an employer. To avoid a surprising failure at the end of high school, standards trickle down through all the lower grades, with regular assessments through a variety of means. No student, by virtue of poverty , age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required material, although it is acknowledged that individual students may learn in different ways and at different rates. Standards are chosen through political discussions that focus on what students will need to learn to be competitive in the job market, instead of by textbook publishers or education professors or tradition. Standards are normally published and freely available to parents and taxpayers as well as professional educators and textbook writers. Standards focus on the goal of a literate and economically competitive workforce [10]. Standards outline what students need to know, understand, and be able to do. Standards should be developmentally appropriate and relevant to future employment and education needs. All students are believed to be capable of learning and of meeting high expectations. Both advanced and struggling students can learn new things in their own ways and at their own rates. Instruction that helps an individual student learn the information and skills listed in the standards is emphasized. Both excellence and equity are valued. Subgroups are carefully measured to identify and reduce systemic racism , bias , and the tyranny of low expectations. Professional teachers are empowered to make the decisions essential for effective learning, rather than having a teaching style prescribed under traditional education models. Social promotion is discouraged. Components[ edit ] Some of the common components of standards-based education reform [12] are: Creation of specific, concrete, measurable standards in an integrated curriculum framework. These standards apply to all schools in a state or country, regardless of race or relative wealth. Criterion-referenced tests based on these standards rather than norm-based relative rankings which compare one student with another. An assertion that the new standards are higher than the pre-reform expectations for middle-class or upper-middle-class students. A requirement that attention be paid to narrowing academic gaps between groups such as races, income, or gender. High school graduation

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examinations , which are a form of high-stakes testing that denies diplomas to students who do not meet the stated standards, such as being able to read at the eighth-grade level or do pre-algebra mathematics. The Regents Examination in New York, first given in , is the oldest high school graduation exam in the U. In most educational systems, students who can not pass the test are given a certificate of attendance instead of a normal diploma [13] [14]. History[ edit ] Standards-based education reform in the United States began with the publication of *A Nation at Risk* in . Bush resulted in the adoption of national education goals for the year ; the goals included content standards. A reauthorization of the Elementary and Secondary Education Act ESEA was passed to ensure that all states had rigorous standards for all subject areas and grade levels. By the National Education Summit, 44 governors and 50 corporate CEOs set the priorities *Achieve*, [18] High academic standards and expectations for all students. Tests that are more rigorous and more challenging, to measure whether students are meeting those standards. Accountability systems that provide incentives and rewards for educators, students, and parents to work together to help students reach these standards. By , almost every state had implemented or was in the process of implementing academic standards for their students in math and reading. Principals and teachers have received bonuses or been fired, students have been promoted or retained in their current grade, and legislation has been passed so that high school students will graduate or be denied a diploma based on whether or not they had met the standards, usually as measured by a criterion-referenced test. Congress in the s. Many of these goals were based on the principles of outcomes-based education , and not all of the goals were attained by the year as was intended. The movement resulted in the No Child Left Behind Act NCLB of , which required that states make yearly progress towards having all students be proficient by , as evidenced by annual standardized testing. In response to growing public disapproval with NCLB as the deadline approached without any state being able to reach this goal, the Obama administration began granting waivers to states exempting them from NCLB testing requirements. The waivers were linked to various reforms, such as the adoption of common standards by a consortium of states, of which the Common Core was the only one. Critics[ edit ] Aspects of standards-based education reform came under scrutiny in the s. Advocates of traditional education believe it is not realistic to expect all students to perform at the same level as the best students, nor to punish students simply because they do not perform as well as the most academically talented.

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### Chapter 4 : Accountability in Mathematics Education. ERIC/SMEAC Mathematics Digest

*Establish an environment (Academic/Learning, Physical/Virtual, Social/Emotional and Community) that supports learner growth Shared Accountability for Establishing an Environment Curriculum Leaders Campus Administrators Instructional Coaches and.*

For example, in casting its votes for school board and state legislative candidates, the public holds elected officials accountable for educational quality. Policy makers, in turn, hold professional educators accountable when they decide under what conditions schools will be funded, how curriculum and instruction will be regulated, and how high performance will be rewarded and low performance sanctioned. The assumption in all these transactions is that a social contract exists between communities and their schools: No matter what type of accountability mechanisms are imposed on schools, information about performance lies at the core. Only with public reporting on performance can policy makers and the public make informed decisions, and only with reliable and useful data do educators have the information necessary to improve their work. Data on school performance are varied and include revenue and expenditure reports, descriptions of school curricula, and student attendance records. But assessments of student achievement are the most significant indicator for accountability purposes. In fact, over the past 20 years, student scores on standardized tests have become synonymous with the notion of educational accountability. The accountability system for general education differs in two major ways from that for special education: In contrast, for special education, accountability is centered on the individualized education program IEP , an essentially private document that structures the educational goals and curriculum of an individual student Page Share Cite Suggested Citation: Educating One and All: Students with Disabilities and Standards-Based Reform. The National Academies Press. The accountability mechanisms for general and special education are not inconsistent with one another and, for students with disabilities, the IEP serves as the major vehicle for defining their participation in the common, aggregated accountability system. Nevertheless, if students with disabilities are to participate in standards-based reform, their individualized educational goals must be reconciled with the requirements of large-scale, highly standardized student assessments. The education standards movement has emphasized assessment as a lever for changing curriculum and instruction, at the same time continuing and even amplifying its accountability purposes. Indeed, assessment has often been the most clearly articulated and well-publicized component of standards-based reform. The appeal of assessment to policy makers who advocate education reform is understandable. Compared with other aspects of education reform, such as finding ways to implement and fund increased instructional time; improve recruitment, professional development, and retention of the most able teachers; and reduce class size, assessments are relatively inexpensive, can be externally mandated and implemented quickly, and provide visible results that can be reported to the press Linn, The preeminent role of assessment in standards-based reform has also attracted considerable controversy. Some observers have cautioned that a heavy reliance on test-based accountability could produce unintended effects on instruction. Indeed, research suggests that raising assessment stakes may produce spurious score gains that are not corroborated by similar increases on other tests and do not reflect actual improvements in classroom achievement Koretz et al. Analysts have also questioned the potential effects of assessment-based accountability on low-achieving students. Will schools choose to focus their efforts on students closest to meeting acceptable performance levels? What happens to students who fail to meet performance standards? Observers have questioned whether the same assessments can fulfill both their intended roles of measuring performance and inducing instructional change. Researchers have also raised concerns about the technical difficulties of designing and implementing new forms of assessment Hambleton et al. These potential effects do not appear to have dampened enthusiasm for assessment as a lever for reform; the basic purposes and uses of assessment in standards-based reform are proceeding unchanged. Many students with disabilities, however, are exempted from taking common assessments for a variety of reasons,

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including confusion about the kinds of testing accommodations that are available or allowable, local concerns about the Page Share Cite Suggested Citation: But regardless of the reason, many students with disabilities who are exempted from assessments are not considered full participants in other aspects of the general curriculum. And if the performance of these students does not count for accountability purposes, then there may be less incentive for educational agencies to try to enhance their educational offerings and improve their performance. Eliminating these assessment barriers is therefore an important component of efforts to include more students with disabilities in standards-based reform. Efforts to increase participation of students with disabilities in assessment programs reflect two distinct goals. One goal is to improve the quality of the educational opportunities afforded students with disabilities. For example, some reformers maintain that holding educators accountable for the assessment scores of students with disabilities will increase their access to the general education curriculum. A second goal is to provide meaningful and useful information about the performance of students with disabilities and about the schools that educate them. Ideally, an assessment program should achieve both goals. With efforts to include increasing numbers of students with disabilities in standards-based reform, questions about assessment remain pivotal. For example, are assessments associated with existing standards-based reform programs appropriate for students with disabilities? If accommodations are provided, what are their effects on the validity of the assessment? Should scores earned when accommodations are provided be so indicated with a special notation in score reports? Many students with disabilities spend part of their school day working on basic skills, reducing their opportunity to learn the content tested by standards-based assessments. Is it fair, then, to hold them to standards of performance comparable to their peers without disabilities? In the remainder of this chapter, we first provide an overview of accountability systems in standards-based reform. We then consider the role of assessment systems in standards-based reform. The next section describes the current participation of students with disabilities in state assessment programs. The fourth, and longest, section focuses on the necessary conditions for increasing their participation in large-scale assessments, with particular attention to reliability and validity considerations, the design of accommodations, test score reporting, the Page Share Cite Suggested Citation: Our focus on the assessment of students with disabilities in the context of standards-based reform has precluded consideration of a number of more general issues concerning assessment of children with disabilities. Examples of key issues that are not addressed include proposed changes in the IQ-achievement discrepancy criterion used to identify students with learning disabilities see Morison et al. In addition, some accountability systems are intended to provide direct or indirect incentives to improve educational outcomes. Assessment results are usually the centerpiece of educational accountability systems. The intended purpose and the design of accountability systems affect the type of assessments that are used, how the assessment data are collected, how they are reported, and the validity standard to which assessment results are held. The different purposes of accountability systems lead to distinctions that result in quite different assessment system designs. The first critical factor is the unit to which accountability is directed. Although some systems are geared to provide state-level accountability, these systems build on data collected about districts, schools, and individuals. Most standards-based reforms rest accountability at the district and school levels. Some systems, such as that of Tennessee, focus on classrooms. In addition, some reform programs seek to provide individual-level accountability by giving parents explicit information about the current status, progress, and relative educational performance of their children. This latter kind of accountability is particularly relevant for students with disabilities. The second important distinction is the relevant comparison group in the accountability system. There are three common alternatives. The most basic system provides information that simply allows comparisons among similar units districts, schools, teachers, or individuals. A more elaborate system also includes comparisons among subgroups, either at the system level or within units. Comparisons could also be made between students with and without disabilities or among types of disabilities. Finally, the appropriate time frame for accountability information is an issue. Variables to be decided include how often single period information is collected, Page Share Cite Suggested Citation: These distinctions yield considerable variation in

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assessment and accountability systems across states. For example, Tennessee has implemented a "value-added" assessment system that measures changes in classroom-level achievement over time. The system also has the unique characteristic of holding teachers accountable not only for the year they teach the students tested, but also for three subsequent years of student performance after students leave their classrooms. Most state accountability systems, however, hold schools responsible for student performance only in the grades in which state assessments are administered, with comparisons made among grade cohorts.

e. According to a recent survey of state assessment programs, nearly every state and many school districts and schools now have some kind of assessment-based accountability framework in place Bond et al. In 1995, 45 states had active statewide assessment programs. Most of the remaining states were in some stage of developing or revising their assessment programs. Two of the states without active assessments Colorado and Massachusetts suspended them while they were being revised. Nebraska is developing its first assessment program. Two states had no plans to implement a statewide assessment program of any kind Iowa and Wyoming. The assessments that form the basis of these statewide accountability programs are extremely diverse in the content covered, the grades assessed, testing format, and purpose. In general, students are assessed most often at grades 4, 8, and 11; five subjects mathematics, language arts, writing, science, and social studies are likely to be assessed. Most states use their assessments for multiple purposes, with the most common based on school- or program-level data: Twenty-three states report that they attach consequences at the school level to assessment results; these consequences include funding gains and losses, loss of accreditation status, warnings, and eventual state takeover of schools. Nonetheless, some common themes are discernible.

Dual Purposes—In standards-based reform, large-scale assessment programs usually have two primary, sometimes competing purposes. First, they are expected to provide a primary basis for measuring the success of schools, educators, and students in meeting performance expectations. In this respect, many current standards-based reforms echo the themes of "measurement-driven instruction" Popham et al. Current assessments differ from those of previous reform movements, however, in their emphasis on higher standards, more complex types of performance, and systemic educational change. Externally Designed and Operated—the assessments that are most central to the standards-based reform movement are external testing programs—that is, they are designed and operated by authorities above the level of individual schools, often by state education agencies. Internal assessments—those designed by individual teachers and school faculties—also play an important role in many standards-based reforms; indeed, one explicit goal of some standards-based reforms is to encourage changes in internal assessments. Use for Individual or Group Accountability—many large-scale external assessments are used for accountability, although the means of doing so vary greatly. An example is the recently announced high school assessments in Maryland, which will be required for graduation. Other assessments impose serious accountability consequences for educators, schools, or districts but not for students. For example, schools that use aggregated student results to show sufficiently improved performance on the Kentucky Instructional Results Information System KIRIS assessments receive cash rewards, and, beginning in 2000, schools that fail to show improvement will be subject to sanctions. In yet other instances, the publicity from school-by-school reporting of assessment results is the sole or primary mechanism for exerting pressure. As we discuss later in this chapter, the method used to enforce accountability—in particular, whether consequences are attached to group performances schools or classrooms or individual students—has important implications for the participation of students with disabilities. Infrequently Administered—in many standards-based systems, the external assessments used for accountability are administered infrequently. In this respect, they differ from course-based examinations, such as the College Board advanced placement tests and the former New York Regents examinations, and they contrast even more sharply with various types of assessments given throughout the school year to assess individual progress. Reporting by Broad Performance Levels—in keeping with the central focus of standards-based reform, these assessments typically employ standards-based rather than normative reporting. That is, student results are reported in terms of how they compare against predetermined standards of what

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constitutes adequate and exemplary performance, rather than how they compare with the performance of other students in the nation or other distributions of performance. Moreover, the systems typically employ only a few performance standards. For example, Kentucky bases rewards and sanctions primarily on the percentages of students in each school reaching four performance standards novice, apprentice, proficient, and distinguished on the KIRIS assessments; Maryland publishes the percentages of students in schools and districts reaching the satisfactory level.

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## Chapter 5 : Using Standards to Integrate the Curriculum

*The National Healthcare Foundation Standards include the Accountability Criteria that serve to better define expectations for meeting the standards, to provide content for curriculum design, and a framework for measurement and certification of achievement.*

Standard One – Mission and Core Themes The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

**B Core Themes**

**1. Standard Two – Resources and Capacity** By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board, as they relate to the institution, are clearly defined, widely communicated, and broadly understood. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair. Its policy regarding continuation in and termination from its educational programs, including its appeals process and readmission policy, are clearly defined, widely published, and administered in a fair and timely manner. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services. It ensures complaints and grievances are addressed in a fair and timely manner. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

**B Human Resources**

**2. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.**

**C Education Resources**

**2. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. Admission and graduation requirements are clearly defined and widely published. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation**

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agreements between the institutions. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty 30 semester credits or forty-five 45 quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession. D Student Support Resources 2. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies. Institutional mission and core themes; Entrance requirements and procedures; Grading policy; Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; Rules, regulations for conduct, rights, and responsibilities; Tuition, fees, and other program costs; Refund policies and procedures for students who withdraw from enrollment; Opportunities and requirements for financial aid; and j Academic calendar. The institution publishes and follows established policies for confidentiality and release of student records. Information regarding the categories of financial assistance such as scholarships, grants, and loans is published and made available to prospective and enrolled students. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students. Students, faculty, staff, and administrators have opportunities for input regarding these services. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process. E Library and Information Resources 2. F Financial Resources 2. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization. The

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institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. A Institutional Planning 3. Its plans are implemented and made available to appropriate constituencies. B Core Theme Planning 3. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement. Faculty have a primary role in the evaluation of educational programs and services. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes. Results of student learning assessments are made available to appropriate constituencies in a timely manner. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability. A Mission Fulfillment 5. B Adaptation and Sustainability 5. It uses the results of its evaluation to make changes, as necessary, for improvement. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

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## Chapter 6 : NWCCU Standards - NWCCU

*The Elementary and Secondary Education Act (ESEA) supports State efforts to establish challenging standards, develop aligned assessments, and build accountability systems for districts and schools that are based on educational results.*

Drake and Rebecca C. Burns Table of Contents Chapter 4. Using Standards to Integrate the Curriculum Alignment is a fundamental principle of the backward design process and is central to a successful curriculum. However, what does alignment mean? Alignment means that the curriculum is coherent: Alignment We believe two types of alignment are necessary: External Alignment External alignment occurs when the curriculum aligns with mandated standards and testing objectives. First, the written and taught curricula reflect the concepts and skills required in the standards. For example, the concepts of ratio and proportion may appear in the 8th grade math standards in the written curriculum guide. At the same time, teachers may note that the concepts of ratio and proportion overlap in science and mathematics. This opens the door to interdisciplinary approaches. Second, external alignment means that teachers are mindful of testing objectives. Standards and assessment practices can be aligned in different ways. Some states and provinces formally align their standards with standardized tests. In some states, however, the state standards do not align with the norm-based test used for statewide assessment. When testing and standards do not align, teachers can refer to specific test objectives and test items to achieve external curriculum alignment. In any case, an informal item analysis of test scores is an important aspect of external alignment. Assuming that the test is accurate, it is problematic if all students from one class give incorrect answers on a certain portion of the test, or on a particular test question. This often happens because the teacher did not introduce those concepts and skills, or the students did not master them. It is important for teachers to decide if the missed questions address significant concepts or skills. In some instances, they may decide that the questions are ambiguous or poorly written. Otherwise, they need to revise the curriculum to include more emphasis on those particular concepts and skills. Teachers also may need to reconsider the strategies they use to teach those concepts and skills. In our experience, teachers often react negatively to this form of external alignment. Given our concept of the KNOW and our commitment to accountability, we are of two minds on this question. We agree that not all standards are of equal value and not all tests of equal worth. Yet we recognize that it is important that students do well on the tests. We can only suggest that teachers be reflective when they make decisions around these matters. First, they used test-item analysis data to identify the most significant deficiencies. Each day, in an extended learning lab period, the teachers focused instruction on the concepts and skills that the students needed for mastery of the deficiencies. They developed assessments for students to take at three different times before the administration of the Stanford 9 test. They found that more than 80 percent of their questions required the lowest level of thinkingâ€”recall. However, 90 percent of the standardized test items required students to use higher levels of thinking Daquilante, The teachers realized that they needed to align their teaching and assessment strategies with external mandates. This was a thoughtful way to address external accountability. State- or provincewide testing seems to be a certainty in a context of accountability. Whether or not such testing is a preferred or reliable mode of measurement is unfortunately not up for debate for most teachers. In these situations, external alignment is helpful. Fortunately, we have found that it does not preclude integrating the curriculum. Some of the examples in this book illustrate how this is possible. Internal Alignment Internal alignment occurs when the instructional strategies and classroom assessments reflect the language and intent of the standards. Nevertheless, it is often difficult in practice. It takes an educated eye to read and interpret the standards in a way that leads to relevant curriculum. Internal alignment is an iterative process. Teachers need to constantly check and recheck to ensure that all the pieces of the standards connect to the actual learning experiences. The section in this chapter on interpreting and analyzing existing standards should be helpful for this task Clearly, both types of alignment are important for the curriculum in each

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classroom. Alignment levels the playing field for all students and, therefore, is an essential ingredient in curriculum design. An externally and internally aligned curriculum does not necessarily mean students learn as well as they might. Curriculum planners cannot ignore the fact that students learn best when the material is relevant to them. Often the only relevancy a teacher can offer is that the material will be on a test, or that students need to know it in a higher grade. We know that both alignment and thus accountability and relevance are possible in an integrated curriculum. Indeed, aligning instruction and assessment with student interests engages students in and promotes retention of learning Brophy, Yet when we worked together on this premise, we found that we were constantly wrestling with tensions that took us back and forth between two seemingly irreconcilable positions. We broadly characterized these positions as accountability versus relevance. At first, we tried to brush these differences aside or to resolve them quickly. The tensions, however, kept reappearing. We recognized that we had to come to terms with them. Accountability We need to cover the standards to be accountable. We need to follow mandated curriculum. We need to think like an assessors when planning activities. We know some great activities that kids will enjoy. One-half of the class missed Question 6 on the standardized exam. We want to focus on big ideas and interdisciplinary skills that students can use for life. We need to use a zoom lens microscope to make sure we are aligning curriculum with discipline standards. We need to use a wide-angle lens to find the connections and overlaps across the curriculum. Through connections, we can make learning more relevant. Using the metaphors of a zoom lens and a wide-angle lens was helpful. We needed the zoom lens, or a microscope, to see the little picture and deal with issues of accountability. The wide-angle lens helped to explore the big picture necessary for interdisciplinary work. Sometimes we needed to shift back and forth between the two, and at other times, we needed to use both at once. Interpreting and Analyzing Existing Standards Standards as they appear in curriculum guidelines around the world share some similarities. For one, they are competency-based and concerned with student outcomes. Unfortunately, at this time, the standards vary considerably in quality. Some states, for example, have more rigorous and well-defined standards than others do. This creates an uneven playing field for comparing the degree to which students from different jurisdictions meet required standards. Some states and provinces include standards that are interdisciplinary in nature, as well as discipline-based. In these jurisdictions, it is easier to integrate curriculum. Educators must deal with standards as they find them articulated in their appropriate curriculum documents. It is left up to the teacher to unpack the standards to decide exactly what the student is expected to know and to do. The framework allows a richer understanding of what a standard requires, as written, and opens the opportunity to enhance it in a way that might better fit student needs. To deconstruct existing standards, it is simplest to remember the following:

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### Chapter 7 : SAGE Books - Standard Five: Establish Curriculum Expectations, Monitoring, and Accountability

*Following up with guidance and feedback, rewarding outstanding work, establishing minimum standards for performance, and penalizing subpar performers are also needed to sustain and promote accountability in the workforce.*

Compared to other vehicles for change, such as long-term professional development, assessment is an attractive strategy to policy makers, since tests are relatively inexpensive to construct and administer. Moreover, assessment can be externally mandated and implemented rapidly, yielding visible results Linn, As the standards movement extended beyond standards designed by the educational community for use by educators to a vehicle for motivating school change, states began designing assessments to measure student learning against those standards. Other policies also contributed to the increased role of assessment. In addition, states participating in the second Education Summit in Palisades, New York, in March agreed to establish clear academic standards for student achievement in core subject areas and to assist schools in accurately measuring student progress toward reaching these standards National Education Goals Panel, *Investigating the Influence of Standards: The National Academies Press*. The reporting of test results represents the simplest form of accountability. Stronger incentives for educational change are provided by accountability mechanisms that use information from assessments to make consequential decisions about students, teachers, or schools. When assessments are aligned with learning goals, accountability systems can motivate classroom instruction to focus on those outcomes Stecher, Barron, Kaganoff, and Goodwin, Thus, policy makers and educators in many states view assessment linked with accountability as a powerful strategy for ensuring that all students are held to the same set of high standards Grissmer and Flanagan, ; Massell et al. Assessments can drive change at different levels of the system, for example, by informing the public about the overall state of achievement or by informing those who make decisions about teacher certification, allocation of resources, or rewards and sanctions for schools. Tests based on large, statistically selected national samples, such as the National Assessment of Educational Progress NAEP , are designed to provide a national overview of U. Although NAEP results provide no information about individual students, many state assessments are designed to compare individual student performance levels to specific state standards. Assessments are designed to serve particular purposes, and assessment experts warn that a test designed for one purpose is unlikely to be appropriate for an entirely different purpose. One major issue in the late s concerned the inappropriate use of Page 62 Share Cite Suggested Citation: Assessment and accountability practices apply to educators as well as to K students. National concern about teacher quality NRC, b; Lewis et al. These vary from tests such as the Praxis I and II, used by many colleges and universities as an entry or exit requirement for teacher education programs, to state tests that prospective teachers must pass before they receive licensure. Some states have instituted more complex processes for initial licensure, including evaluation of portfolios of student work and videos of classroom practice during induction years. Teachers seeking National Board for Professional Teaching Standards NBPTS certification must satisfactorily complete a series of assessments based on videos of their classroom teaching and analysis of student work, as well as tests of their content knowledge NBPTS, Classroom Assessment Assessments designed or selected by teachers are critical components of education assessment. Teachers use assessment to inform instructional decisions, motivate and reward students, assign grades, and report student progress to families. They continuously assess what students know and how they have come to that understanding by, for example, reviewing homework, managing discussions, asking questions, listening to student conversations, answering questions, and observing student strategies as they work in class. Assessment and instruction interact when teachers collect evidence about student performance and use it to shape their teaching NRC, a; Shepard, ; Black and Wiliam, ; Niyogi, They may adopt a variety of forms of assessment, from multiple-choice tests to writing assignments to performance-based assessments guided by scoring rubrics. Teachers may use student portfolios to document student learning over time, which, in the case of technology, may often take the form of student-created

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projects. School districts may use their own or commercially developed tests to measure their progress against national norms, to evaluate their own programs, or to monitor the level of individual student learning for placement purposes. Some states also provide extra staff and resources to assist low-performing schools or districts; some give financial rewards for high levels of performance or for improvements in student outcomes. Publishers of norm-referenced tests study state curricular guidelines and existing textbooks, and establish test specifications based on the content they identify. In some instances, publishers customize tests according to the criteria of a particular state or district. Generally, such tests are not released to educators or the public; their confidential nature often makes it difficult to analyze what the tests actually measure. Such assessments attempt to establish whether a student has met a particular performance level by estimating the extent to which each student has learned certain content, regardless of how others might have performed.

NRC, d. A number of states and districts have attempted to use portfolios to document student learning over time, but have encountered substantial problems due to scoring difficulties and costs. Koretz, ; Stecher, In addition to state tests, school districts may use a variety of other tests, which interact with decisions made about curriculum and instruction. Tests that measure what students know overall are different from those designed to measure what students have learned within a particular course or time interval, placing different demands on what teachers are expected to teach. From test to test, the conditions and the nature of the content tested may vary widely. For example, one test may allow the use of calculators, another may not; one may emphasize mastery of science terms, another may emphasize understanding of science concepts. Some assessment reports may disaggregate the data, highlighting changes in performance for students of different ethnicities, socioeconomic backgrounds, or cultures, leading to greater focus on students within those groups. Consequently, college entrance and placement assessments guide many decisions made by high school students and teachers, as well as decisions about those students made by postsecondary institutions. Other assessments, including advanced placement tests and those administered by colleges and universities, guide course and program placement. For example, placement tests for introductory mathematics at the college level are used to identify students for remediation or acceleration and may as a result influence the content taught at the secondary level.

Hebel, Impact and Unintended Consequences of Assessment The interpretation and consequent influence of assessment as a measure of educational improvement are matters of debate. On the one hand, such assessments can set levels of acceptable performance for all students and provide benchmarks against which teachers, students, and states can view their own educational accomplishments. The assessments may motivate educators to change their practices and decision makers to modify their policies. If politicians and educators believe that full alignment of content, instruction, and assessment will positively affect student outcomes, they may invest considerable effort in trying to ensure that such alignment is in place across all levels of the education system. On the other hand, researchers and others have raised concerns about using large-scale assessments to monitor student and school performance.

Resnick and Resnick, Large-scale assessments may not provide valid and comparable measures of performance for all students. States or districts may exclude some students from their assessment programs generally second-language learners , or withhold student test results that are not valid measures of what Page 66 Share Cite Suggested Citation: For example, some researchers claim that the use of averages in reporting test scores is "one of the most common strategies in assessment" is inappropriate, arguing that average scores fail to account for variability within the population.

Meyer, There is evidence that the choice of controlling variables e. Factors such as when a test is administered during the school year also affect conclusions about apparent growth in student achievement.

Linn, In addition, there is concern about the validity of what assessment data seem to indicate about student performance. A recurring pattern is evident in the implementation of a new test "a decrease in student performance the first year, followed by sharp increases in achievement in subsequent years" that may overstate actual student growth.

Linn, Large-scale, high-stakes tests can produce unintended effects. When rewards and consequences are attached to test performance, high scores may become the classroom focus and may well change the nature of instruction.

Haertel, ; Glaser and Silver, ; Linn and Herman, This in turn may

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generate inflated scores that are not representative of what students actually know Koretz, Linn, Dunbar, and Shepard, ; Madaus, ; Stecher and Barron, ; Klein, Hamilton, McCoffey, and Stecher, A key objective in aligning content and assessment is to help shape instruction and to raise expectations for student performance. Questions arise, however, about whether teachers are focusing on teaching the underlying standards-based content or simply teaching to the test. Some argue that high-stakes tests tend to narrow the curriculum. That is, teachers reduce instructional time devoted to problem-solving and open-ended investigations, and restrict their

Page 67 Share Cite Suggested Citation: The use of assessments for purposes for which they were not designed may partially account for some of that concern, but similar effects have been linked to tests even when used as intended Stecher and Barron, The development and use of assessments keyed to the standards to support teaching, to drive educational improvement, and to support accountability are indicators of possible influences attributable to nationally developed standards. In particular, if state assessments and standards are aligned with the nationally developed standards, assessment at all levels would include problem solving and inquiry in addition to other skills and knowledge. Teachers would use classroom assessment results to inform instructional decisions and to provide feedback to students about their learning. Teachers, administrators, and policy makers would employ multiple sources of evidence regarding what a student knows and is able to do, as is called for in the standards, rather than relying on a single source. Developers of student assessments would be familiar with nationally developed assessment and content standards and create assessment materials that reflect the standards by having appropriate items, clear examples of the kinds of performance that students

Page 68 Share Cite Suggested Citation: States and districts would have a comprehensive plan for administering the array of assessments they use with students, and the plan would enable teachers to pursue the vision of the standards as well as prepare students to take those assessments that are high stakes. Incentives linked to accountability would encourage standards-based reforms, with policies in place to ensure that schools and teachers have standards-based professional development opportunities, instructional materials, and appropriate resources to enhance their efforts to raise performance levels of their students. Finally, college entrance and placement tests would measure content that is valued by standards created at the national level and contain tasks aligned with those standards. Useful questions focused on this channel of influence include: How has the assessment and accountability component of the education system responded to the introduction of nationally developed standards? To what extent have teachers modified their assessment practices in line with the recommendations of the standards? Are teachers using classroom assessment to monitor student progress in relation to the standards and adjust their instruction accordingly? Page 69 Share Cite Suggested Citation: What changes have states and school districts made in the use of assessments and in the infrastructure to support the implementation of standards-based assessment programs? To what extent do assessment systems report student achievement for demographic subgroups of the population so policy makers can determine whether all students are making progress towards higher standards? What actions have been taken to align college entrance and placement tests with nationally developed standards? Studies that explore answers to such questions will inform the two overarching questions: How has the system responded to the introduction of nationally developed mathematics, science, and technology standards? The next chapter deals with influences external to the education system that might also have an impact on how standards affect classroom teaching and learning. As the chapter points out, those influences may arise within public, professional, and political communities. Page 70 Share Cite Suggested Citation:

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## Chapter 8 : Seven Levels of Accountability for Student Success | AdvancED

*The state works closely with educators to establish learning standards and curriculum frameworks that clearly demonstrate what our students should know and be able to do at each grade level.*

Definition[ edit ] Evaluation is the structured interpretation and giving of meaning to predicted or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. So evaluation can be formative , that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project, or organisation. It can also be summative , drawing lessons from a completed action or project or an organisation at a later point in time or circumstance. Having said this, evaluation has been defined as: A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as, evaluate expertise, labor, time, and a sizable budget [4] "The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfills stated goals" St Leger and Wordsworth-Bell. The core of the problem is thus about defining what is of value. There are two function considering to the evaluation purpose Formative Evaluations provide the information on the improving a product or a process Summative Evaluations provide information of short-term effectiveness or long-term impact to deciding the adoption of a product or process. The central reason for the poor utilization of evaluations is arguably[ by whom? No cleanup reason has been specified. Please help improve this section if you can. March Learn how and when to remove this template message Depending on the topic of interest, there are professional groups that review the quality and rigor of evaluation processes. Evaluating programs and projects, regarding their value and impact within the context they are implemented, can be ethically challenging. Evaluators may encounter complex, culturally specific systems resistant to external evaluation. Furthermore, the project organization or other stakeholders may be invested in a particular evaluation outcome. Finally, evaluators themselves may encounter " conflict of interest COI " issues, or experience interference or pressure to present findings that support a particular assessment. General professional codes of conduct , as determined by the employing organization, usually cover three broad aspects of behavioral standards, and include inter- collegial relations such as respect for diversity and privacy , operational issues due competence , documentation accuracy and appropriate use of resources , and conflicts of interest nepotism , accepting gifts and other kinds of favoritism. The Joint Committee on Standards for Educational Evaluation has developed standards for program, personnel, and student evaluation. The Joint Committee standards are broken into four sections: Utility, Feasibility, Propriety, and Accuracy. Various European institutions have also prepared their own standards, more or less related to those produced by the Joint Committee. They provide guidelines about basing value judgments on systematic inquiry, evaluator competence and integrity, respect for people, and regard for the general and public welfare. The principles run as follows: This requires quality data collection, including a defensible choice of indicators, which lends credibility to findings. This also pertains to the choice of methodology employed, such that it is consistent with the aims of the evaluation and provides dependable data. Furthermore, utility of findings is critical such that the information obtained by evaluation is comprehensive and timely, and thus serves to provide maximal benefit and use to stakeholders. This requires that evaluation teams comprise an appropriate combination of competencies, such that varied and appropriate expertise is available for the evaluation process, and that evaluators work within their scope of capability. A key element of this principle is freedom from bias in evaluation and this is underscored by three principles: Independence is attained through ensuring independence of judgment is upheld such that evaluation conclusions are not influenced or pressured by another party, and avoidance of conflict of interest, such that the evaluator does not have a stake in a particular conclusion. Conflict of interest is at issue particularly where funding of evaluations is provided by particular

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bodies with a stake in conclusions of the evaluation, and this is seen as potentially compromising the independence of the evaluator. Whilst it is acknowledged that evaluators may be familiar with agencies or projects that they are required to evaluate, independence requires that they not have been involved in the planning or implementation of the project. A declaration of interest should be made where any benefits or association with project are stated. Independence of judgment is required to be maintained against any pressures brought to bear on evaluators, for example, by project funders wishing to modify evaluations such that the project appears more effective than findings can verify. This requires taking due input from all stakeholders involved and findings presented without bias and with a transparent, proportionate, and persuasive link between findings and recommendations. Thus evaluators are required to delimit their findings to evidence. A mechanism to ensure impartiality is external and internal review. Such review is required of significant determined in terms of cost or sensitivity evaluations. The review is based on quality of work and the degree to which a demonstrable link is provided between findings and recommendations. Access to the evaluation document should be facilitated through findings being easily readable, with clear explanations of evaluation methodologies, approaches, sources of information, and costs incurred. Evaluators respect the security, dignity and self-worth of the respondents, program participants, clients, and other stakeholders with whom they interact. This is particularly pertinent with regards to those who will be impacted upon by the evaluation findings. Examples of how such respect is demonstrated is through respecting local customs e. Responsibilities for General and Public Welfare: Evaluators articulate and take into account the diversity of interests and values that may be related to the general and public welfare. Access to evaluation documents by the wider public should be facilitated such that discussion and feedback is enabled. The various funds, programmes, and agencies of the United Nations has a mix of independent, semi-independent and self-evaluation functions, which have organized themselves as a system-wide UN Evaluation Group UNEG, [13] that works together to strengthen the function, and to establish UN norms and standards for evaluation. Perspectives[ edit ] The word "evaluation" has various connotations for different people, raising issues related to this process that include; what type of evaluation should be conducted; why there should be an evaluation process and how the evaluation is integrated into a program, for the purpose of gaining greater knowledge and awareness? There are also various factors inherent in the evaluation process, for example; to critically examine influences within a program that involve the gathering and analyzing of relative information about a program. Michael Quinn Patton motivated the concept that the evaluation procedure should be directed towards:

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## Chapter 9 : Developing Curriculum Leadership and Design

*Effectively setting employee expectations is a critical part of successfully leading and managing a team, as well as developing a culture of accountability.*

The standards and accountability criteria were written in such a way that left room for guessing what should be taught to meet each standard. Teachers spoke out and we listened! The guiding principle of this work: Please share with all stakeholders who have a vested interest in preparing the health workforce of the future. The grant was one of twenty-two issued collaboratively by the U. Departments of Education and Labor to establish common standards for industry sectors that employ the largest number of the working population. The resultant eleven common healthcare foundation standards and four career pathway standard sets; Diagnostic, Therapeutic, Environmental and Health Information, provided the basis for all other consortium curriculum related materials. During the process more than 1, healthcare employers, college and university faculty, secondary teachers and professional organization representatives provided input to identify common practices, reviewed the content for each standard, and pilot tested the results within their agency or organization. Dissemination of the National Healthcare Skill Standards began in September at an unveiling reception in Washington, DC with policy makers and pilot site representatives in attendance. After extensive discussion, it was agreed that the career pathway standards would be organized by function rather than job title to create a more manageable grouping. These criteria were intended to further describe each standard and to be used as a basis for curriculum design and standards assessment. More than sixty employers, representatives from professional associations, and educators both secondary and postsecondary participated in the work at the Summit. As a result several of the career pathways were renamed and a fifth pathway was added; Health Information was changed to Health Informatics, Environmental Services was changed to Support Services and Biotechnology Research and Development was added. Revisions and additions to the standards were made and accountability criteria for each standard were developed. Benefits of having nationally validated healthcare standards include potential to forge strong links among various stakeholders. The foundation standards provide a common language, common goal, and a common reference point for educators, employers and consumers. The National Healthcare Foundation Standards include the Accountability Criteria that serve to better define expectations for meeting the standards, to provide content for curriculum design, and a framework for measurement and certification of achievement. A committee of subject matter experts revised the accountability criteria in May. Revisions were minor as the content and intent of the criteria did not change from previous updates in January ; simply some wording. Attempts were made to have more user-friendly language, add clarity, and delete duplicates. In January , the accountability criteria for Foundation Standard Information Technology Applications were enhanced to reflect workforce needs created by the electronic health record EHR and health information technology HIT. Students and parents to have clear direction to help set goals for future employment; Educators are able to design quality curriculum and instruction consistent with industry expectations; and Consumers and employers benefit from high quality, efficient healthcare delivery from well-trained workers. Five Pathway Standards are currently available: