



**EDUC 522**

**Challenges in Urban Education:  
Accountability**

**Spring 2006**

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## Overview

This course focuses on the domain of accountability, a concept critical to leaders of educational organizations at all levels. Traditionally, in education, accountability and assessment were only loosely connected. Assessment was used mainly for diagnostic purposes or for dividing students into ability groups. Accountability, on the other hand, was of the political sort as reflected in elected boards' accountability to local constituents. In K-12 education, schools were accountable to district administrators who, in turn, were accountable to the elected boards. Now, since the advent of standards-based reform and *No Child Left Behind* federal legislation, states have developed new types of accountability systems. These systems feature the use of student testing to measure school performance in order to reward schools achieving standards or to sanction schools that fall short.

Compared to K-12, accountability in higher education is low stakes and less standardized. It is also less influential in decision-making, the allocation of resources, curriculum design, the determination of institutional effectiveness, and evaluation of teaching effectiveness. Even so, the majority of states have systems of accountability that require public institutions of higher education to report outcomes such as enrollments, graduation rates, and student performance in licensing exams. Despite this, only a small number of states connect funding to institutional performance. As state budgets for higher education shrink, it is possible that accountability will play a more central role in the evaluation and funding of higher education. However, the pressure for greater accountability is more likely to come from state policymakers rather than the federal government.

This core course on accountability traces the evolution of the accountability concept with an emphasis on emerging accountability issues in urban schools and colleges that serve large numbers of low-income and racial/ethnic minority groups. Special attention will be given to helping leaders understand, analyze, and cope within the context of increased demands for accountability. We will also consider the connections between accountability and the creation of evidence-based school and academic cultures. While most of the examples discussed in this course are in the K-12 or higher education context, students are encouraged to apply the models and theories to other settings (business, health professions, etc.). In fact, much of the course content originated in the private sector over the last 25 years.

***Students from All Practitioner Backgrounds Are Welcome!***

<p><b>Textbook and Other Readings</b></p>	<p>Clark, D., &amp; Estes, F. (2002). <i>Turning Research into Results: A Guide to Selecting the Right Performance Solutions</i>. Atlanta, GA: CEP Press.</p> <p>Tucker, S. (1996). <i>Benchmarking: A Guide for Educators</i>. Thousand Oaks, CA: Sage Publications.</p> <p>American Psychological Association. (2001). <i>Publication Manual of the American Psychological Association</i> (5<sup>th</sup> edition). Washington, DC.</p> <p>Journal articles (assembled as a “course reader”)</p>
<p><b>Students with Disabilities</b></p>	<p>Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776</p>
<p><b>Professor Contact Information</b></p>	<p>You can contact me in person at WPH 901D; by phone at 213-821-1953; by fax 213-749-2707; or by email at <a href="mailto:dominicb@usc.edu">dominicb@usc.edu</a>. Office hours by appointment. Please feel free to email me with any questions or concerns about the class.</p>
<p><b>Course Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Understand the current policy environment for accountability in educational settings (K-12 and higher education) and be able to compare that to accountability mechanisms in other settings.</li> <li>2. Each student will get practice providing the empirical basis for a specific theory, or practice by applying research through analysis of an accountability problem in an educational or training environment.</li> <li>3. Each student will develop skills in reading and understanding research on accountability, and how to apply that research to solving challenging educational problems in urban settings.</li> <li>4. In addition to these general goals, students will be able to demonstrate knowledge and understanding of: <ol style="list-style-type: none"> <li>a. The measurement issues involved in the development of accountability systems.</li> <li>b. How accountability mechanisms are developed and used in the policy environment.</li> <li>c. The impact that accountability programs have on educational programs in various settings.</li> </ol> </li> </ol>

## Course Requirements and Grading

<b>Reading</b>	To facilitate the learning process, students are expected to read the assignments in advance of each class period and to actively participate in class discussion and activities.
<b>Grading</b>	Grades will be computed based on the following formula:

<b>Item</b>	<b>Percentage of Total Grade</b>	<b>Basis</b>
1 Term Project (in 3 parts) and Oral Presentation	70%	Term Project and Oral Presentation format & grading criteria can be found on page 6
Reflective Reviews	20%	Graded on a three-point scale from 3-1 Students who do not submit reflective reviews on time will be given a "0"
Class Participation	10%	Reflective Review information & grading criteria can be found on the following page.  Based on attendance & active/ positive participation at all sessions.
<b>Final grading</b>	The following grading criteria will apply:  B- = 80 - 83%; B = 84 - 87%; B+ = 88 - 89%; A- = 90 - 93%; A = 94 - 100%	
<b>Term Project: Solving a Personal Accountability Problem</b>	All assignments must follow APA style.  The term project is composed of three parts that are to be completed sequentially. Each part builds on the previous one. The three parts of the assignment include:  <ol style="list-style-type: none"> <li>1. Problem identification.</li> <li>2. Description of indicators and analysis of the problem.</li> <li>3. Problem solutions.</li> </ol> <p>A complete description of this assignment appears on page 6. The main thrust of the project involves identifying an accountability problem that you are encountering or might encounter in your professional life. The accountability problem you identify is to be viewed from your own personal perspective in your current or expected position. Students have the option of focusing on individual accountability or accountability at the institutional/organizational level. In designing solutions to your personal accountability problem, you will be asked to draw on the concepts and issues of accountability discussed in class and expanded on in the assigned readings. Students will also make a 7-minute oral presentation on their projects.</p>	

<p><b>Reflective Reviews</b></p>	<p>Most weeks students will prepare a reflective review, based on the assigned readings, that answers the question: <b>As a leader in your workplace, how would you apply concepts from the readings to your work setting?</b> Reflective reviews should be about one-page in length and will be graded on a 3-point scale. Reviews that earn a “3” will contain both a <i>description</i> of the concepts, including illustrative quotes from the readings, as well as an <i>application</i> of the concepts to your work setting. In addition, proper use of written conventions &amp; doctoral-level writing style must be evident.</p>
<p><b>Blackboard</b></p>	<ul style="list-style-type: none"> <li>▪ All PowerPoint notes, and related course materials (this syllabus included) will be posted on BlackBoard at <a href="https://totale.usc.edu">https://totale.usc.edu</a>. (Note that your USC name and mail password are to be used). If this is your first time using BlackBoard, be sure to print and read the student manual.</li> </ul> <p>Each week you should do the following:</p> <ul style="list-style-type: none"> <li>▪ <b>Prior to class:</b> access and print the PowerPoint notes for the upcoming session. These are found on the <b>course documents tab</b>. Please bring those notes with you to class.</li> <li>▪ <b>Assignments are to be submitted via Blackboard by 8:00 p.m. on the evening of class.</b> Assignments submitted later than this date/time will not be scored. You can access assignments on the <b>assignments tab</b>. Be sure that your document is in MS Word or .pdf format.</li> </ul>
<p><b>Note on Incompletes</b></p>	<p>The University definition of and policy on incompletes (taken from the USC Catalogue) is as follows: “Incompletes; work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester. Arrangements for the IN and its removal must be initiated by the student and agreed to by the instructor prior to the final examination...Student requests for the mark of IN before the twelfth week of the semester will be denied....If an incomplete is assigned as the student’s grade, the instructor will specify to the student and the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade....A student may remove the IN only by completing the work not finished as a result of <b>illness or emergency</b> (emphasis added)...One calendar year is allowed to remove the mark of IN in courses numbered 500 and higher. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to IC. Lapsed incompletes count as “F” grades at USC.</p> <p>In the event an incomplete is approved by the instructor, a written record will be completed which details what is required for course completion and a projected schedule of completion.</p>

**Term Project:**  
**Identifying and Solving a Personal Accountability Problem**

*Overview*

Regardless of your current or future position, it is likely that accountability will be a problem you'll need to deal with. For this term project, you are asked to generate, analyze, and solve a realistic personal accountability problem that **you are currently encountering or expect to encounter**. The term project, which will be developed over the duration of this course, will be completed in three sequential phases. Each phase or assignment is described in detail below.

Our intent with the term project is to provide an opportunity for you to apply new knowledge about accountability theory and practice toward addressing real-world problems. The term project also provides an opportunity for you to develop writing skills. Page limits are provided below for each assignment; learning to write succinctly is an essential leadership skill. The term project is worth 70 points toward your final grade.

*Term Project Assignment #1: Identifying Your Personal Accountability Problem*

For this assignment, you will need to identify a realistic accountability problem that you are encountering or expect to encounter. Choose a problem that is **professionally relevant** and one in which you expect to make a difference as a leader in education or in another work sector. An accountability problem that contains complex challenges often provides a richer vehicle for study and analysis. Your accountability problem can be defined at the organizational/institutional level – low-performing schools or an inadequate state accountability system, for example. Alternatively, the accountability problem can be identified at a more micro or individual level, such as the problem of university faculty who are poor teachers. In either case, you should define your accountability problem as a performance problem.

For Assignment #1, you should do the following:

1. Describe (not analyze) your accountability problem. Be certain the accountability problem you identify is indeed stated as a problem.
2. Address who is being held accountable and for what. In other words, why is this an accountability problem?

Length: 1-2 pages (double-spaced).

**Due Date:** DRAFT: January 17<sup>th</sup> (optional, if you want feedback)  
FINAL: January 24<sup>th</sup>

Evaluation and Feedback: Credit on this assignment is worth 10 points towards the final grade on the term project. In order to receive full credit, the above two issues need to be addressed and the accountability problem that you have proposed needs to be reasonable and described clearly. In the event that you submit an accountability problem that does not meet these basic criteria, you will be asked to redo the assignment and it will be re-graded. It can only be redone once. When possible, it is a good idea to ask one of your fellow students to read the paper and describe the problem prior to your submitting the paper to the professor.

*Term Project Assignment #2: Developing Performance Indicators and Analyzing the Problem*

Assignment #2 involves two parts: (1) generating performance indicators or measures of assessment for your problem; and, (2) analyzing the problem.

First, you will need to generate examples of three performance indicators or measures of assessment that could be used to assess your personal accountability problem. For example, if your problem is low-performing schools, you might choose API scores as one of your indicators. If your problem is remediation in college English, you might choose students' grades in a course as an indicator. Or, if you are interested in measuring teacher quality, you might wish to include observations of teacher instruction as an indicator or perhaps student surveys. Spend one paragraph explaining each of the three indicators. Make certain that your indicators are well defined and will help inform your problem.

Second, you will need to analyze your accountability problem. For this part of the assignment, you should do the following: (1) use Clark and Estes' framework for diagnosing problems to guide your analysis. For example, you might consider whether knowledge and skills, organizational issues, and political issues influence the problem; (2) describe how the three proposed indicators will inform your analysis; (3) use real-world examples and include enough details so that the reader understands the situation and the various stakeholders.

Length: 6-8 pages total (double spaced).

**Due Date: DRAFT: February 21<sup>st</sup>** (optional if you want feedback)  
**FINAL: February 28<sup>th</sup>**

Evaluation and Feedback: Credit on this assignment is worth 30 points toward the final grade on the term project. In grading this assignment, your professor will be looking for (1) three indicators that are clearly defined and reasonable; (2) an analysis of the problem that demonstrates that you can use Clark and Estes' framework and real-life examples to examine multiple possible causes; (3) a coherent and clearly written paper that includes an introduction and a conclusion and is written in APA style. In the event that you submit an assignment that does not meet these criteria, you may be asked to redo the

assignment and it will then be re-graded. You can only redo the assignment once.

*Term project Assignment #3: Designing a Solution to Your Accountability Problem*

For this assignment, you will describe in detail an action or set of actions to solve your accountability problem. Cite specific concepts, models and theories (including, but not limited to, Clark and Estes), and be sure to explain how your proposed action reflects what you have learned in class. What were the characteristics of the accountability problem that justified your proposed action? How do the concepts, models and theories help explain the outcomes of the action you would take? In other words, use the material from the course as predictors of what would happen if all goes as theory would suggest.

**Please note that when you submit Assignment #3, please also include Assignments #1 and #2 so that your final product is an integrated piece of work comprising all three parts of the term project. Thus, briefly describe the problem, the indicators, your analysis, and then present your solutions.**

**Due Date: DRAFT: April 4<sup>th</sup>** (optional if you want feedback)  
**FINAL: April 18<sup>th</sup>**

Length: 6-8 pages (double-spaced).

Evaluation and Feedback: Credit on this assignment is worth 30 points (or 25 points if no oral presentation -- see below) toward the final grade on the term project. The main criterion in grading the paper will be how well you have applied and integrated the course readings and class discussion toward developing a feasible solution to a real-world accountability problem. Use of evidence and illustrations to support your statements also will be important. As with all your graduate work in RSOE, you are expected to use APA style when you cite journal articles, personal communications, news stories, and other references.

**Oral Presentations of Projects (last two or three class sessions)**

Presenting your project orally to the class will provide you with good practice in how to present your ideas before a board or at a professional conference.

Your presentation must meet the following guidelines:

- 7 minutes
- Use overhead transparencies or PowerPoint

Present no more than 5 slides, and do not put too much information on any one slide. In your presentation, you should:

- Describe your problem
- Summarize your plan of action for addressing the problem

- *Please note that, due to time constraints, you should not present an analysis of the problem or indicators*

Evaluation and Feedback: The oral presentation is worth 5 points. You will be graded on the extent to which your presentation fulfills the time and content guidelines given above, as well as your level of professionalism in delivering the presentation.

#### **Summary of Grading for Term Project**

Assignment #1	10 points
Assignment #2	30 points
Assignment #3	25 points
Oral Presentation	5 points

<b>TOTAL</b>	<b>70 points</b>
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## Unit Sequence and Expected Schedule

(Note that this schedule may change slightly. Updates will be noted on Blackboard.)

Date	Unit	Assignment Due
1/10/06	1. Definition and History of Accountability	---
1/17/06	2. Types of Accountability	<b>TERM PROJECT #1 DRAFT</b> (optional)
1/24/06	3. Problem Analysis and Interpretation	<b>TERM PROJECT #1 FINAL</b>
1/31/06	4. Using Benchmarks to Drive Performance	Reflective review 1
2/7/06	5. Learning, Assessment and Accountability With Professor Gabriella Mafi	Reflective review 2
2/14/06	6. Holding Organizations Accountable	
2/21/06	7. Teacher/Faculty Accountability for Student Learning	<b>TERM PROJECT #2 DRAFT</b> (optional)
2/28/06	8. Accountability and Finance	<b>Term project #2 FINAL</b>
3/7/06	9. Leadership and Accountability With Professor Gabriella Mafi	Reflective review 3
3/14/06	Spring Break	---
3/21/06	10. Building Internal Capacity for Improvement & Accountability	Reflective review 4
3/28/06	11. Equity, Diversity, and Accountability With Professor Gabriella Mafi	Reflective review 5
4/4/06	12. Ethics and Accountability	<b>TERM PROJECT #3 DRAFT</b> (optional)
4/11/06	13. Student Presentations	Presentations
4/18/06	14. Student Presentations	<b>TERM PROJECT #3 FINAL</b>  Presentations
4/25/06	15. Student Presentations (if needed)	Presentations

## Unit 1: Definition and History of Accountability

### Introduction:

This initial class will introduce students to each other, the instructor, and the intellectual content of the course. The first part of the class will be devoted to describing the syllabus and course project. The remainder of the class will focus on how accountability has been defined in a variety of contexts (e.g., K-12, higher education, business and industry, and the health professions).

### Unit learning goals:

When you finish this unit you will have learned to:

1. Define the concept of accountability and give examples of its use in various contexts, both in education and beyond.
2. Compare and contrast the evolution of accountability in K-12 and higher education, including the social and political pressures that have influenced trends.
3. Identify major accountability issues and challenges encountered in your workplace.
4. Develop hypotheses about what various organizations might do to overcome challenges to accountability.

### Readings and assignments to complete before class:

- a. Hentschke, G.C. & Wohlstetter, P. (2004). Cracking the code of accountability. *USC Urban Ed*. University of Southern California: Rossier School of Education.
- b. Burke, J. C. (2004). Achieving accountability in higher education: Balancing public, academic, and market demands. In J. C. Burke (Ed.). *The Many Faces of Accountability*. (pp. 1-24). San Francisco, CA: Jossey-Bass.
- c. O'Day, J., Bitter, C., Kirst, M., Camoy, M., Woody, E., Buttles, M, et al. (2004) Assessing California's Accountability System: Successes, Challenges, and Opportunities for Improvement. *PACE Policy Brief*, 4(2). Retrieved November 14, 2005 from [http://www-gse.berkeley.edu/research/PACE/policy\\_brief.04-2.pdf](http://www-gse.berkeley.edu/research/PACE/policy_brief.04-2.pdf)
- d. Stecher, B, Hamilton, L & Gonzalez, G. (2003). Working Smarter to Leave No Child Behind. Retrieved November 14, 2005, from [http://www.rand.org/pubs/white\\_papers/WP138/WP138.pdf](http://www.rand.org/pubs/white_papers/WP138/WP138.pdf)

### Questions to answer before class as you complete your reading assignment:

1. How is the concept of accountability defined in your workplace?
2. How has the definition of accountability changed over time in education, and what factors have led to those changes?
3. What are some of the current challenges to accountability?

## Unit 2: Types of Accountability

### Introduction:

Organizations are subject to various forms of accountability, often at the same time. Leaders of organizations are faced with both internal and external accountability demands. Moreover, leaders of schools and universities are currently coping with bureaucratic accountability, professional accountability, and market accountability. Depending on the context in which an organization is located, there may be more of one type of accountability than another.

### Unit learning goals:

When you finish this unit you will have learned to:

1. Distinguish between various types of accountability (e.g., bureaucratic, professional, community) and how you as a leader can most effectively respond to them.
2. Understand accountability models from other sectors and how they might apply to education.

### Readings and assignments to complete before class:

- a. Stecher, B., & Kirby, S. N. (2004). *Organizational Improvement and Accountability: Lessons for Education from Other Sectors*. Santa Monica, CA: Rand Corporation. Retrieved November 14, 2005, from <http://www.rand.org/publications/MG/MG136/>
- b. Ananda, S & Stanley Rabinowitz. (2001). Building a Workable Accountability System. *WestEd*. Retrieved November 14, 2005 from [http://www.wested.org/online\\_pubs/kn-01-03.pdf](http://www.wested.org/online_pubs/kn-01-03.pdf)

### Questions to answer before class as you complete your reading assignment:

1. What types of accountability exist in education?
2. Which types are most/least effective in creating organizational improvement?
3. What types of accountability exist outside education?
4. How do they fit/not fit with realities of education in urban settings?

### Assignment Due: Term Project #1 DRAFT (optional)

## Unit 3: Problem Analysis and Interpretation

### Introduction:

An important leadership skill is the analysis and interpretation of problems of practice. In this unit, you will learn about a scientific approach to problem analysis/interpretation. Clark and Estes (2002) *Turning Research into Results*, is systematic and **requires measurements** of organizational goals and outcomes (aka, indicators).

### Unit learning goals:

When you finish this unit you will have learned to:

1. Apply Clark and Estes' Diagnosing Performance Gaps Strategy to *analyze* a real world performance gap problem.
2. Distinguish between the *qualitative and quantitative research traditions* in science.

### Readings and assignments to complete before class:

- a. Chapters 4-6 in Clark, D. & Estes, F. (2002). *Turning Research into Results: A Guide to Selecting the Right Performance Solutions*. Atlanta, GA: CEP Press.

Note: This assignment should be completed in three hours or less. The diagram on page 22 (process model) should be studied until you completely understand the Clark/Estes model, and then chapters 4-6 should be read carefully.

### Questions to answer before class as you complete your reading assignment:

Interpret and analyze your chosen accountability problem that you identified in Assignment #1 of the Term Project.

### Assignment Due: Term Project #1 FINAL

## Unit 4: Using Benchmarks to Drive Performance

### Introduction:

Setting goals and targets to drive organizational performance is a common problem solving strategy in both the private and public sectors. Although setting “stretch goals” has been shown to work in a few isolated cases, **data driven benchmarking** is the preferred and more common approach. A benchmark is a reachable, objective, and reliable categorization or numerical scale by which organizational performance is assessed. There are two ways to benchmark organizational performance: peer-based benchmarking and standards-based benchmarking. In peer-based benchmarking, similar or **aspirational peer organizations** are used as performance benchmarks. For example, a private research university such as USC might benchmark its student retention rate to that of peer institutions such as Stanford, Harvard and Yale. The second way to benchmark is to use **objectively determined standards of performance**. For example, a Title I school might target resources to assure that 100% of its students meet the “basic” level on the California Standards Test (CST).

### Unit learning goals:

When you finish this unit you will have learned to:

1. Use peer-based benchmarking to solve a variety of accountability problems in K-12 education, higher education and industry.
2. Use standards-based benchmarking to solve a variety of accountability problems in K- 12 education, higher education and industry.

### Readings and assignments to complete before class:

- a. Gallagher, K. S., & Holley, K. A. (2003). The influence of the US News and World Report rankings on the decision making behavior of professional school deans. Los Angeles, CA: USC Rossier School of Education.
- b. Dembo, M., & Eaton, M. (2000, May). Self-regulation of academic learning in middle-level schools. *The Elementary School Journal*, 100(5), 473-490.
- c. Tucker, S. (1996). *Benchmarking: A Guide for Educators*. Thousand Oaks, CA: Sage Publications.

### Questions to answer before class as you complete your reading assignment:

Use both peer-based benchmarking and standards-based benchmarking to begin to solve the accountability problem that you identified in Assignment #1 of the Term Project.

### Assignment Due: Reflective review 1

## Unit 5: Learning, Assessment and Accountability

### Introduction:

One of the major challenges in conducting research in learning, whether in schools, colleges/universities, or other work settings, is the measurement and assessment of learning. Learning is both cognitive and affective. This class will address this issue. In most accountability applications in education, and in many applications in business and industry, learning is the primary institutional goal. However, the line between the learning that can be assessed and the learning that takes place is often blurry.

### Unit learning goals:

When you finish this unit you will have learned to:

1. Define and give examples of key accountability concepts in learning.
2. Connect the learning that has taken place to the learning that is being assessed for accountability purposes.

### Readings and assignments to complete before class:

- a. O'Neil, H. F., Jr. (1999). Perspectives on computer-based performance assessment of problem solving: Editor's introduction. *Computers in Human Behavior*, 15, 255-268
- b. Shavelson, R. J., & Huang, L. (2003). Responding responsibly. *Change*, 35(1), 10-20.
- c. Frisbie, D. A. (2005). Presidential address. Measurement 101: Some fundamentals revisited. *Educational Measurement: Issues and Practice*, 24(3), 21-28.
- d. Black, P., & Wiliam, D. (1998, Oct.). Inside the black box: Raising
- e. Standards through classroom assessment. *Phi Delta Kappan*, 80, 139-148.  
<http://www.pdkintl.org/kappan/kbla9810.htm>

### Questions to answer before class as you complete your reading assignment:

1. How can learning and accountability be linked for accountability purposes?
2. Prepare a reflection on one of the readings and bring it to class.

### Assignment Due: Reflective review 2

## Unit 6: Holding Organizations Accountable

### Introduction:

Organizations in all work sectors are held accountable for their performance. This unit applies accountability measures and approaches used for organizational accountability in the business, education, and health care sectors. In particular, this unit focuses on the *balanced scorecard* as a method for assessing organizational performance. The balanced scorecard is a customized set of measures that allows decision makers to view organizational effectiveness from four perspectives simultaneously.

### Unit learning goals:

When you finish this unit you will have learned to:

1. Establish goals and indicators to reflect various measures of performance in your workplace.
2. Create a balanced scorecard.

### Readings and assignments to complete before class:

- a. Kaplan, R. S., & Norton, D. P. (1992). The balanced scorecard – Measures that drive performance. *Harvard Business Review*, 70(1), 71-79.
- b. O’Neil, H. F., Jr., Bensimon, E. M., Diamond, M. A., & Moore, M. R. (1999). Designing and implementing an academic scorecard. *Change*, 31(6), 32-40.
- c. Bensimon, E. (2004). The diversity scorecard: A learning approach to institutional change. *Change*, 36(1) 45-52
- d. Williams, T., Kirst, M., Haertel, E., et al. (2005). *Similar Students, Different Results: Why Do Some Schools Do Better? A large-scale survey of California elementary schools serving low-income students*. Mountain View, CA: EdSource. Retrieved November 14, 2005 from <http://www.edsource.org/pdf/SimStu05.pdf>
- e. Gross, B., & Goertz, M. E. (Eds.) (2005, March) Holding high hopes: How high schools respond to state accountability policies. (CPRE Research Report Series No. 56) (Chaps. 3-4). Retrieved November 14, 2005 from <http://www.cpre.org/Publications/rr56.pdf>

### Question to answer before class as you complete your reading assignment:

1. How would you create a balanced scorecard for your work place?
2. What indicators would you use from your workplace to inform each of the four perspectives outlined by Kaplan and Norton (e.g., Financial, Customer, Innovation and Learning, Internal Business Processes)?

## Unit 7: Teacher/Faculty Accountability for Student Learning

### Introduction:

The capacity of the P-16 education system to adapt to a complex and turbulent external environment requires the reconceptualization of faculty, teacher, and leadership roles. Accordingly, institutions of higher education and schools face two challenges: (1) the creation of performance and productivity standards that are aligned with the changing purposes, roles, and expectations of K-12 and postsecondary education; and (2) the creation of a system of rewards and incentives that will motivate faculty members, teachers, and administrators to develop new practices.

### Unit learning goals:

When you finish this unit you will have learned to:

1. Develop strategies to align institutional purposes with individual practices.
2. Differentiate among different types of reward systems.
3. View reward systems through the lens of professional cultures.
4. Argue the advantages and disadvantages of performance-based pay.

### Readings and assignments to complete before class:

- a. Bensimon, E. M., & O'Neil, H. F., Jr. (1998). Collaborative effort to measure faculty work. *Liberal Education*, 8(4), 22-31.
- b. Odden, A. (2001). An early assessment of comprehensive teacher compensation change plans. *School Finance and Teacher Quality: Exploring the Connections*, 209-228.
- c. Milanowski, A. T., Kimball, S. M., & Odden, A. (2005). Teacher accountability measures and links to learning. *American Educational Finance and Association yearbook: Measuring school performance and efficiency: implications for practice and research*. 1-37.
- d. Stronge, J & Tucker, P. (2004). Linking student achievement to teacher evaluations. *TetraData Newsletter*, Spring 2004, 1-2.
- e. Delisio, Ellen R. (2003). Pay for performance: What are the issues? *Education World*. Retrieved November 14, 2005 from [http://www.educationworld.com/a\\_issues/issues374a.shtml](http://www.educationworld.com/a_issues/issues374a.shtml)

### Questions to answer before class as you complete your reading assignment:

1. What are the underlying assumptions about individual motivation in performance-based reward systems?
2. What is the difference between intrinsic and extrinsic rewards?

3. What objections might faculty members and teachers have to performance-based reward systems?
4. How does the faculty or teacher evaluation system in your campus or school compare to the models presented in the readings?
5. In what ways could information gathered through faculty and teacher evaluation be useful to administrators, e.g., a principal or a department chair? In what ways is this information used in your campus or school?
6. Are there other ways of evaluating faculty or teacher performance that were not mentioned in the readings?

**Assignment Due: Term Project #2 DRAFT (optional)**

## Unit 8: Accountability and Finance

### Introduction:

Ascertaining how much money is needed and how it can best be utilized to improve learning is the focus of this unit. Financing education is the single largest expenditure made by all 50 states. In recent years, annual spending for K-12 and higher education has exceeded \$600 billion. Today, there is a growing concern over how much is spent for education, and how well those funds are used to meet the educational goals and standards we discussed in earlier classes. Particularly in the K-12 environment, current efforts to insure “adequate” school funding have moved researchers to look at the link between resources and student outcomes, and to estimate how much is needed to insure that all—or almost all—students are able to meet today’s achievement standards. Institutions of higher education face similar cost pressures as tuition increases have exceeded the rate of inflation for over a decade. Finally, private firms continue to devote large sums of money to education and training programs for their employees.

### Unit Learning Goals:

When you finish this unit you will have learned to:

1. Understand the role of fiscal considerations in the design and implementation of accountability systems, including:
  - a. how states are working to understand what an adequate level of funding for schools should be;
  - b. how institutions of higher education use cost analysis techniques to insure quality but reasonably priced programs;
  - c. linking funding to student outcomes.
2. Describe why financial accountability is often separated from performance accountability.
3. Understand the basics of conducting a cost/benefit or cost/effectiveness analysis.

### Readings and assignments to complete before class:

- a. Brown, C., & Belfield, C. (2002). How cost-effective are lectures? A review of the experimental literature. In H. M. Levin & P. J. McEwan (Eds.), *Cost effectiveness and educational policy* (pp. 139-156). Larchmont, NY: Eye on Education. [Chapter 8]
- b. Brewer, D. J., Krop, C., Gill, B. P., Reichardt, R. (1999, Summer) Estimating the cost of national class size reductions under different policy alternatives. *Educational Evaluation and Policy Analysis* 21(2), 179-192.

- c. Picus, L.O. (2004). School Finance Adequacy: Implications for School Principals. *NASSP Bulletin*, September 2004 88(640), September pp. 3-11.
- d. Harris Nesbitt Corporation. (2005, September). *Education and training*. New York, New York: Silber, J. M., & Fisher, A, pp. 127-136.
- e. EdSource (2005), August). Holding Districts Accountable. Retrieved November 14, 2005 from [http://www.edsource.org/pdf/districtqa\\_805.pdf](http://www.edsource.org/pdf/districtqa_805.pdf)
- f. EdSource (2005, March). Quality, Access, Low Cost: Can California's Community Colleges Do It All? Retrieved November 14, 2005 from <http://www.edsource.org/pdf/ComCollegeSummary305.pdf>

**Questions to answer before class as you complete your reading assignment:**

1. What approaches have been used to determine the costs of providing an adequate education in a standards-based educational system?
  - a. What are the relative strengths and weaknesses of each approach?
    - i. Successful Schools
    - ii. Cost Function
    - iii. Professional Judgment
    - iv. Evidence Based
  - b. How might such approaches be used to hold school leaders more accountable?
2. How are cost/benefit and cost/effectiveness analyses used to improve accountability?
  - a. What approaches can be used at the K-12 level?
  - b. What approaches can be used in postsecondary institutions?
  - c. How are things different—if at all—in the private sector?

**Assignment Due: Term Project #2 FINAL**

## **Unit 9: Leadership and Accountability**

### **Introduction:**

This class will focus on leadership accountability issues in urban schools, institutions of higher learning, and other work settings. Leaders of such institutions must understand themselves, the organizations that they head, and the complex social and political environments that represent such institutions. Accountability is a major mechanism to achieve these goals.

### **Unit learning goals:**

When you finish this unit, you will have learned to:

1. Analyze the interrelationships or connections between accountability and leadership.
2. Define a set of practical skills leaders need to encourage accountability within their organization and improve organizational performance.
3. Develop strategies for holding others accountable for results.

### **Readings and assignments to complete before class:**

- a. Elmore, R. F. (2002). *Bridging the gap between standards and achievement*, Washington, DC, Albert Shanker Institute. Retrieved July 12, 2003, from <http://www.nsd.org/library/results/res11-02elmore.html>
- b. Goldberg, B., & Morrison, D. M. (2003). Co-Nect: Purpose, accountability, and school leadership. In J. Murphy & A. Datnow (Eds.), *Leadership Lessons from Comprehensive School Reforms* (pp. 57-82). Thousand Oaks, CA: Corwin Press.
- c. Ewell, P. T. (1988). Implementing assessment: Some organizational issues. In Banta, T. W. (ed.), *Implementing outcomes assessment: Promise and perils. New Directions for Institutional Research*, no. 59. San Francisco: Jossey-Bass.

### **Questions to answer before class as you complete your reading assignment:**

1. What is leadership?
2. What are the key accountability issues facing educational leaders?
3. What workplace conditions hinder accountability?
4. What can leaders do to counteract these conditions and create an organization that is more prepared for accountability?
5. What is the role of the leader in managing different types of accountability?

### **Assignment Due: Reflective review 3**

## **Unit 10: Building Internal Capacity for Improvement and Accountability**

### **Introduction:**

Educational institutions that are strong in internal accountability and those that can be described as “learning organizations” tend to respond better to the demands of external accountability. It is advantageous for universities, districts, or schools to be engaged in knowledge development and capacity building as this in turns leads to improvement. This unit examines how internal and external accountability are related, or what can be done internally in an organization in order to lead to improvement on external measures.

### **Unit learning goals:**

When you finish this unit you will have learned to:

1. Define a learning organization and how it relates to accountability.
2. Identify the central features of an accountability system.
3. Critically examine the assumptions upon which external accountability systems are built.
4. Understand the relationship between accountability and organizational capacity.
5. Identify the ingredients of an accountability system that is likely to lead to school improvement.

### **Readings and assignments to complete before class:**

- a. Dill, D. (1999). Academic accountability and university adaptation: The architecture of an academic learning organization. *Higher Education*, 38, 127-154.
- b. O’Day, J. (2002). Complexity, accountability, and school improvement. *Harvard Educational Review*, 72(3), 293-329.
- c. Baker, E. L. (2005). Technology and effective assessment systems. In J. L. Herman & E. H. Haertel (Eds.), Uses and Misuses of Data for Educational Accountability and Improvement (Yearbook of the National Society for the Study of Education, Vol. 104, Issue 2, pp. 358-378). Chicago: National Society for the Study of Education. Distributed by Blackwell Publishing.

### **Questions to answer before class as you complete your reading assignment:**

1. What is the relationship between accountability and organizational capacity?
2. What is a “learning organization”?
3. What are the ingredients of an accountability system that are likely to lead to organizational improvement?

### **Assignment Due: Reflective review 4**

## Unit 11: Equity, Diversity, and Accountability

### Introduction:

Equity, diversity and access are key goals in both private and public settings. In K-12 education, equity is a key aspect of the No Child Left Behind Act of 2001. Schools are increasingly being held responsible for addressing the performance of particular subgroups of the population and closing achievement gaps. In higher education, equity is expected to be a key part of the reauthorization of the Higher Education Act in 2004. In business and industry, “equal opportunity” has been a theme for nearly 50 years. How can accountability be used to promote equity and diversity?

### Unit learning goals:

When you finish this unit you will have learned to:

1. Understand issues of accountability in urban education.
2. Understand how the disaggregation of data by a subgroup can be used as a vehicle for closing achievement gaps.
3. Understand issues of fairness and bias involved in the assessment of English language learners and members of racial minority groups.
4. Develop a diversity scorecard for your workplace.

### Readings and assignments to complete before class:

- a. Sackett, P. R., Schmitt, N., Ellingson, J. E., & Kabin, M. B. (2001). High-stakes testing in employment, credentialing, and higher education: Prospects in a post-affirmative-action world. *American Psychologist*, 56, 302-318.
- b. Cadinu, M., Maass, A., Rosabianca, A., & Kiesner, J. (2005). Why do women underperform under stereotype threat? *Psychological Science*, 16, 572-578.
- c. Rueda, R. (2005). Student learning and assessment: Setting an agenda. In P. Pedraza & M. Rivera (Eds.), *Latino education: Setting an agenda* (pp. 185-204). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- d. Dillon, Naomi. (2005). Language Test. *American School Board Journal*, 192(8). Retrieved November 14, 2005 from <http://www.asbj.com/2005/08/0805coverstory.html>
- e. The Education Trust. (2003). Latino achievement in California. Retrieved November 14, 2005 from <http://www2.edtrust.org/NR/rdonlyres/7DC36C7E-EBBE-43BB-8392-CDC618E1F762/0/LatAchievEnglish.pdf>
- f. The Education Trust. (2003). African-American achievement in America. Retrieved November 14, 2005 from

[http://www2.edtrust.org/NR/rdonlyres/9AB4AC88-7301-43FF-81A3-EB94807B917F/0/AfAmer\\_Achivement.pdf](http://www2.edtrust.org/NR/rdonlyres/9AB4AC88-7301-43FF-81A3-EB94807B917F/0/AfAmer_Achivement.pdf)

- g. Woody, E., Buttles, M., Kafka, J., Park, S. & Russell, J. (2004). *Educators respond to accountability* (pp.11-16 and 43-51). Berkeley, CA: Policy Analysis for California Education. Retrieved November 14, 2005 from [http://www-gse.berkeley.edu/research/PACE/ERAP\\_Report-WEB.pdf](http://www-gse.berkeley.edu/research/PACE/ERAP_Report-WEB.pdf)

**Question to answer before class as you complete your reading assignment:**

1. How can accountability promote diversity?
2. When does accountability hinder equity?
3. What indicators can be used in your workplace to assess progress towards equity?

**Assignment Due: Reflective review 5**

## Unit 12: Ethics and Accountability

### Introduction:

The units in this accountability course have tended to gloss over one topic that has received increased attention in the last year or so – the abuse of information. As you will read, a number of publications have carried stories documenting how institutions manipulate their reporting of data in order to make themselves look better in the eyes of others. These stories raise the issues of ethics and data integrity. While the problem of misleading information has led to policy changes designed to minimize the abuse of statistics, in this unit you will consider whether such abuses are endemic to the accountability culture or can be extinguished through vigilant monitoring.

### Unit learning goals:

When you finish this unit, you will have learned to:

1. Identify the key ethical issues associated with an accountability system, and give examples in various contexts, both in education and beyond.
2. Compare and contrast the ethical issues in K-12, higher education, and business and industry to ascertain similarities/differences in the root causes of information abuse.
3. Develop strategies about what various organizations might do to overcome ethical challenges to accountability.

### Readings and assignments to complete before class:

- a. Segal, L. (2004). *Battling corruption in America's public schools*. Boston: Northeastern University Press.
- b. International Institute for Educational Planning. (2005). *Academic fraud and quality assurance: facing the challenge of internationalization of higher education*. Paris: Hallak, J., Poisson, M.
- c. Jerald, Craig. (2003, November). Beyond the rock and the hard place. *Educational Leadership*, 12-16.
- d. Chapter 1 in Dubner, Stephen J. & Levitt, Steven D. (2005). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. New York, NY: HarperCollins Publishers

### Questions to answer before class as you complete your reading assignment:

1. Give various illustrations of how the concept of ethics is defined in your workplace.
2. Have new demands for accountability led to greater concern for ethical issues – either increases in information abuse or heightened concern for data integrity?
3. What are some of the current ethical challenges facing accountability systems and how can they be overcome or at least minimized?

**Assignment Due: Term Project #3 DRAFT (optional)**