Putting Data at the Center of School Improvement

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The premise underlying this book is that data can and should be a compelling force in improving schools. But using data is a relatively new activity in education that is not always a comfortable one for educators, for many reasons. In this chapter, we try to uncover some of the discomfort and develop a set of arguments for why educators should shift their views and think about using data as an essential part of their work.

AWASH WITH DATA

There was a time in education when decisions were based on the best judgments of the people in authority. It was assumed that school leaders, as professionals in the field, had both the responsibility and the right to make decisions about students, schools, and even about education more broadly. They did so using a combination of political savvy, professional training, logical analysis, and intimate and privileged knowledge of the context. Data played almost no part in decisions. In fact, there was not much data available about schools. Instead, leaders relied on their tacit knowledge to formulate and execute plans. One of us began her career as a researcher working in a large school district. In the 1970s and 80s, this meant collecting data laboriously using surveys, observations, or interviews; coding it; and entering it (via keypunched computer cards) into a massive mainframe computer for analysis. In order to do the analyses, she wrote custom computer programs. Although the work was tedious, she

was one of the privileged few who had access to a computer and the skills to collect and analyze data.

In the past several decades, a great deal has changed. The twenty-first century has been dubbed the "information age." Students in school today will live their lives in the "knowledge society." There has been an exponential increase in data and information, and technology has made it available in raw and unedited forms in a range of media. Computers are commonplace, and the Internet offers unlimited access to data, undigested and often flawed.

Education, like many other fields, is awash with data. Districts and states or provinces generate huge amounts of data, and many maintain data systems that offer a wealth of potential data about schools from test results to dropout statistics, attendance figures, course enrollments, teacher credentials, student demographics, and so on.

Like many others in the society, educators are trying to come to grips with this vast deluge of new and unfiltered information and to find ways to transform data into information, then into knowledge, and ultimately into constructive action.

DATA AS A POLICY LEVER

Accountability and data are at the heart of contemporary reform efforts worldwide. Accountability has become the watchword of education, with data holding a central place in the current wave of large-scale reform. Policy makers are demanding that schools focus on achieving high standards for all students, and they are requiring evidence of progress from schools that is conceived of explicitly in a language of data (Fullan, 1999). Nations, states, provinces, and school districts have implemented large-scale assessment systems, established indicators of effectiveness, set targets, created inspection or review programs, tied rewards and sanctions to results, and many combinations of the above (Leithwood, Edge, & Jantzi, 1999; Whitty Power, & Halpin, 1998). Large-scale assessment and testing has moved from being an instrument for decision making about students to being the lever for holding schools accountable for results (Firestone, Mayrowetz, & Fairman, 1998). Leaders in states, districts, and schools are required to demonstrate their progress to the public.

As the accountability agenda has escalated, publicly reported high-profile data about schools have become a stalwart of most large-scale reform efforts (Whitty et al., 1998). In England, for example, primary school students are tested at the end of Key Stage 2 (age 11), and the percentage of pupils who meet or exceed the national target is reported for

each school in the form of a league table (modeled on the mechanism for reporting the scores for soccer teams). These results are reported in national and local newspapers and are used in a myriad of ways, from decisions about support and resources available to schools to helping parents make school-choice decisions. School inspection reports are available on the Internet. Inspection reports about schools from the Office for Standards in Education (Ofstel) are posted on Web sites.

In the U.S., the No Child Left Behind (NCLB) legislation requires states, districts, and schools to report data on student achievement with measures of annual yearly progress and with analyses to show performance by gender, race, disability, income, migrant status, and English fluency. Not only are schools being judged using data, many of the reforms also assume or require a capacity on the part of schools and school leaders to use data internally to identify their priorities for change, to evaluate the impact of the decisions that they make, to understand their students' academic standing, to establish improvement plans, and to monitor and assure progress (Herman & Gribbons, 2001).

EDUCATORS' SKEPTICISM ABOUT DATA

Many school leaders find themselves caught in a "data dilemma." They mistrust data, they fear data, and many do not have the skills to use data wisely and effectively.

Mistrust of Data

There is no escaping data. Not only are school leaders surrounded by policies that require them to account using data, but they also are expected to become "data driven" themselves in their school-based planning. They are being required to use data for accountability in a politically charged environment where the stakes are high, and they are ambivalent at best and downright skeptical at worst about this shift to "data-driven" educational reform. They know that test scores and other kinds of data are used as political footballs, and data are often invoked to support narrow and parochial causes, to fight turf wars, impede change, justify a particular program, or to tie achievement to someone's leadership. Educational leaders likely *feel* or have *felt* the pressure to do well on tests and "demonstrate results."

Educators also have great confidence in the tacit knowledge that they bring to their work (i.e., personal knowledge embedded in individual experience that involves intangible factors such as personal beliefs, perspectives,

and value systems). The power of educators' personal practical knowledge has long been recognized (e.g., Connelly & Clandinin, 1988) and this tacit knowledge of educational practitioners is quite resistant to change (Sykes, 1999). When exposure to data creates conditions in which educators may confront ideas and beliefs that are not consistent with their tacit knowledge or what they "believe to be true," they can challenge preconceptions that have been shaped as much out of issues of *heart* as out of issues of *head.* In all likelihood, educators' beliefs about the nature and utility of data are the result of both sets of processes. Those formed on the basis of affective responses may be resistant to change by cognitive means, while those formed on the basis of cognitive responses may be resistant to affective appeals.

Fear of Data and Evaluation

There is another interesting contributor to the way that educators feel about data and about its use for evaluative purposes. Data are really not foreign elements in schools. Educators have used data in the form of test scores, marks, and grades as the justification for evaluative judgments about students. Evaluation is pervasive in schools, but educators are the evaluators rather than the evaluated. Schools have operated on a performance orientation where success is defined in terms of recognition and high scores, and errors are unacceptable. Mistakes are to be avoided, and admission of a mistake is regarded as a weakness. Data, in this context, are punitive or rewarding but not particularly helpful.

These historical conditions conspire to create a performance-oriented, rather than a learning-oriented, culture among educators. A learning-oriented culture defines success in terms of improvement and progress and views errors as a normal part of the improvement process. Teachers and learners in a learning-oriented culture use research findings, data, and other evidence in schools as mechanisms for opening the conversation and thinking about what the errors signify, or even rethinking the issue to determine whether they are really "errors."

Lack of Training

Educators are woefully underprepared to engage in data-based decision making. Assembling good data and drawing it into a process of looking at the whole picture, understanding what the results mean, and making responsible judgments and decisions is difficult and complex.

There is little in most educators' backgrounds or training to prepare them to engage in using data or in systematic inquiry. Using data is a whole new approach to working in the culture of most schools.

For many educators, data are synonymous with statistics. The media perpetuates this belief. To complicate things, most educators likely received their introduction to basic statistical methods as a course requirement in their professional degree programs that focused on numbers and did not address the relationship of data to educational decisions. Herman and Gribbons (2001) suggest that teachers and administrators need not, indeed should not, be expected to be experts in statistics given the other obvious demands on their time—particularly teaching children. Rather, as McNamara and Thompson (n.d., p. 383) suggest, they need targeted training that:

- Places the emphasis on applications and real-world data rather than mathematical theory.
- Uses methods that allow practitioners to focus on discovery.
- Encourages a shift from calculation to interpretation.
- Makes it easier to avoid the implication that statistical analysis is strictly a matter of finding the one "right" answer.
- Provides a dynamic process for experimenting and learning from actual data.
- Uses data to uncover patterns and to generate hypotheses.
- Endorses the need to use better graphical displays and verbal statements for communication.

NEEDING TO KNOW

Schools, like many other institutions, are struggling to adapt to all of the economic, social, political, and global changes that are occurring. Communities are very diverse and mobile, so leaders are no longer intimately familiar with the community in which their school is situated. School leaders find themselves faced with the daunting task of anticipating the future and making conscious adaptations to their practices in order to keep up and to be responsive to the environment. To succeed in a rapidly changing and increasingly complex world, it is vital that schools grow, develop, adapt, and take charge of change so that they can control their own futures (Stoll, Fink & Earl, 2003). Schools that are able to take charge of change, rather than being controlled by it, are more effective and improve more rapidly than ones that are not (Gray, Hopkins, Reynolds, Wilcox, Farrell, & Jesson, 1999; Stoll & Fink, 1996; Rosenholtz, 1989).

In a world characterized by rapid change, increased complexity, and challenge, there is not enough time for adaptation by trial and error or for experimentation with fads that inevitably lose their appeal. In this context, research studies, evaluations, and routine data analyses offer

mechanisms for streamlining and focusing planning and actions in schools.

Students' lives are affected profoundly by the decisions that educators make on a day-to-day basis. When policy makers and school personnel either ignore data or rely upon inadequate data, they run the risk of making poor decisions. Without good data, school personnel may be blindsided or make decisions based upon individual perceptions, opinions, and limited observations. Valuable time, energy, and resources are wasted when new programs and practices are adopted that apply foreign organizational cultures, lack evidence of effectiveness, or do not match up with student needs. The effect on students and their learning is even more important than the loss of time and energy, as another month or year passes without the implementation of effective strategies.

As Argyris and Schön (1978) argued over 20 years ago, the key challenge for any organization is not just to become more effective at performing stable tasks in the light of stable purposes but "to restructure its purposes and redefine its task in the face of a changing environment" (p. 320). Viewed from this vantage point, data are not "out there." They are, and should be, an important part of an ongoing process of analysis, insights, new learning, and changes in practice in all schools and districts. Data provide tools for the investigation necessary to plan appropriate and focused improvement strategies. Synthesizing and organizing data in different ways stimulates reflection and conjecture about the nature of the problem under consideration. Over time, this process gives rise to defensible plans for changes. Thus, while the effective use of data may be time-consuming and difficult initially, it is well worth the effort in the long run. School personnel who understand their students' needs and use data about their school communities in the service of those needs are better prepared to make informed decisions, remain better focused throughout implementation, recognize whether their efforts are effective, and are more capable of institutionalizing change and improving continuously (Education Commission of the States, 2000).

If data are to become part of the fabric of school improvement, leaders in schools and districts must become active players in the data-rich environment that surrounds them so that they have more and better information available on which to base decisions (Earl, 1998). They need to incorporate a "system of use" for interpreting and acting on information into schools and districts (Earl & LeMahieu, 1997). Like everything else that is bombarding leaders, becoming a skilled and confident consumer and user of data is not simple or straightforward. It requires acquiring a new range of leadership capacities. But using data is not a mechanistic process. It is a skill and an art and a way of thinking that includes an

understanding of the nature of evidence, from its definition and collection to its interpretation and presentation (Katz, Sutherland & Earl, 2002).

THINKING DIFFERENTLY ABOUT DATA

The "theory of action" underlying large-scale reform policy agenda like No Child Left Behind (U.S.) and Every Child Matters (U.K.) is that once schools have the necessary data, educators will be in a position to diagnose areas of strength and areas in need of improvement. They will then adjust structures and practices in ways that will impact positively on student learning and this, in turn, will lead to enhanced student achievement for all students. Thus, the capacity requirement underlying such policies is that educators know how to use data in order to make the necessary consequent decisions.

The important distinction to make is between the "theory of action" as intent and the foundational capacities on which it rests. We believe that the large-scale accountability climate has the potential to set the necessary theory of action in place. Few would argue with the inherent logic of data-driven decision making. Moreover, the advent of high-profile accountability policies has likely functioned as an extrinsic motivator, encouraging engagement with an agenda (in this case data-driven decision making) that might otherwise remain in the background. But this alone is not enough. Katz, Sutherland, and Earl (2002) point out that the challenge is to follow this engagement with intentional opportunities to develop intrinsic practices in order to build the necessary capacities in such a way that they become habitual aspects of school work and do not remain at the mercy of a policy-bound extrinsic benefactor. For many, this approach will require thinking differently about using data. Subscription to the theory of action is necessary but not enough. Without new learning that is deliberate and disciplined, the possibility for subversion of intent is very real. Data, rather than being understood as information for an accountability system, can be seen as the accountability system itself. Unintended consequences of the sort that have been well documented by Linda Darling-Hammond (2004) can follow—teacher morale can fade, the most vulnerable students may be sidelined, and the curriculum can narrow, to name just a few examples.

All of their past experiences form the basis for educators' beliefs about using data. Their views are a product of their ways of thinking and of what they have come to know. Human beings are all predisposed to preserve existing understandings of the world. We all attempt to make new things familiar by transforming them to be consistent with what we already know (or believe to be true). If people did not do this, they would be overwhelmed by the sheer volume of novelty that would emerge

around every corner. But such preservation and conservation make it difficult for people to engage in what psychologists call conceptual change—*real* changes in how and what they think and know that enable them to see the world differently.

We believe that learning to use data for school improvement in the way that is described in this book is a conceptual change. The National Research Council's synthesized report on how people learn (Donovan, Bransford & Pellegrino, 2000) spells out three overarching cognitive themes that rest on a solid research base and that can be taken to explicate the process of conceptual change referenced above. Paraphrased for brevity and translated into the language of data-driven decision making by Katz, Sutherland and Earl (in press), they are:

- Individuals hold preconceptions about the nature and utility of data. If these initial understandings are not engaged, they may fail to grasp the new concepts and information to which they are exposed, or they may learn them solely for the purposes of an external mandate and then revert to their preconceptions once it is removed.
- To develop competence in the processes and practices surrounding the use of data for wise decision making, individuals must have a foundation of declarative and procedural knowledge and understand these ideas in the context of a conceptual framework that facilitates application.
- "Metacognitive" or reflective opportunities can help individuals take control over their own learning by defining goals and monitoring the progress towards their achievement.

We have tried to honor these cognitive themes in the remainder of this book by developing a process that makes preconceptions explicit, creating assignments, giving ideas about further reading to help educators develop a knowledge base, and providing opportunities for reflection.

October 26—Janet, the principal of H. C. Andersen Middle School, is sitting at her desk looking worried. A mountain of paper sits in front of her. She just stares. What is she going to do? She rereads the memo from her superintendent:

Once again, as part of our accountability and improvement strategy, each school in the district will use the attached electronic template to produce an improvement plan for the school. The improvement plan should detail the school's accomplishments, difficulties, action plans, and targets. These plans should be evidence-based, drawing on systemwide and local data. The completed document

should be sent to the superintendent's office for review no later than January 20. The plans will form the basis for each school's annual review and will be included in a district report that will be published in the spring for public distribution.

Janet is troubled. She realizes that it is important to plan for improvement and share what the school is doing with the community.

She agrees that schools need to be accountable and that they should be more systematic in their planning and in how they organize their improvement program. Janet also knows that an improvement plan for the school would be part of her job as principal. She was part of the process at her last school. It isn't that she doesn't want to do it. But she isn't sure that completing this template will really change anything in the school. She is also worried because district administrators will be using this report as the basis for their appraisal of the school, maybe even to decide about resource allocation—not to mention that she is expected to put the report on the school's Web site and to use it as an information bulletin for parents. And they want it to be evidence-based, whatever that means. Presumably that means using data, but what data should she use? The template has a space for the results from the district and state tests, but there is loads of room for the school to add "local data." Well, she knows that they surveyed the parents before they decided about the new playground equipment, and she could probably get some statistics about something or other from the district office. But that won't tell much about H. C. Andersen. Somehow, it just doesn't feel right.

School leaders everywhere are struggling with the same issues as Janet. They are required to prepare reports about their schools for public distribution and need to decide what to do. At the same time, they all operate in different policy contexts, depending on the country, state, or province and district in which they are located.

ACCOUNTABILITY REDEFINED

When all is said and done, school leaders are the ones who are accountable for the work of the school, and most of the leaders that we know are happy and willing to have this responsibility. At the same time, they are not always sure what "being accountable" means. Sometimes they feel like helpless victims, responding to requirements from outside that do not really fit with what they see in their schools. At the same time, they are exhorted to be responsive to their local communities and to ensure that they are serving their students well. In theory, accountability sounds wonderful. In practice, it raises a host of thorny issues, not the least of which is a philosophical one—What does accountability mean? There is no blueprint that defines accountability, and a number of very different understandings prevail.

Linda Darling-Hammond (1994) describes two different views of educational change and of accountability:

> One view seeks to induce change through extrinsic rewards and sanctions both schools and students, on the assumption that the fundamental problem is a lack of will to change on the part of educators. The other view seeks to induce change by building knowledge among school practitioners and parents about alternative methods and by stimulating organizational rethinking through opportunities to work together on the design of teaching and schooling and to experiment with new approaches. This view assumes that the fundamental problem is a lack of knowledge about the possibilities for teaching and learning, combined with lack of organizational capacity for change. (p. 23)

Policy makers often try to appeal to both camps by embracing common standards and individual variation, numerical comparability and descriptive sensitivity, assessment designed to improve student learning, and assessment that placates demands for systemwide accountability (Hargreaves, Earl & Schmidt, 2002).

The premise underlying this book is that the dichotomy will persist and that educational accountability will always be a mixture of the two views and each of them has a role to play in how change happens.

High-stakes accountability systems can create a sense of urgency and provide "pressure" for change. However, real accountability is much more than *accounting* (providing information or justifications in an annual report or a press release or even student report cards). It is a moral and professional responsibility to be knowledgeable and fair in teaching and in interactions with students and their parents. It engenders respect, trust, shared understanding, and mutual support.

> **Accounting** is gathering, organizing, and reporting information that describes performance
>
> **Accountability** is the conversation about what the information means and how it fits with everything else that we know and about how to use it to make positive changes.
>
> —Earl and LeMahieu, 1997

CHOOSING ACCOUNTABILITY THROUGH INFORMED PROFESSIONAL JUDGMENT

Michael Barber (2001), a national policy advisor on education in England, uses the following graphic to describe trends in educational reform over the

past 50 years as a function of the knowledge base on which it has been founded and the locus of responsibility and decision making.

Knowledge Poor

	1980s Uninformed prescription	1970s Uninformed professional judgement	
National Prescription			**Professional Judgement**
	1990s Informed prescription	2000s Informed professional judgement	

Knowledge Rich
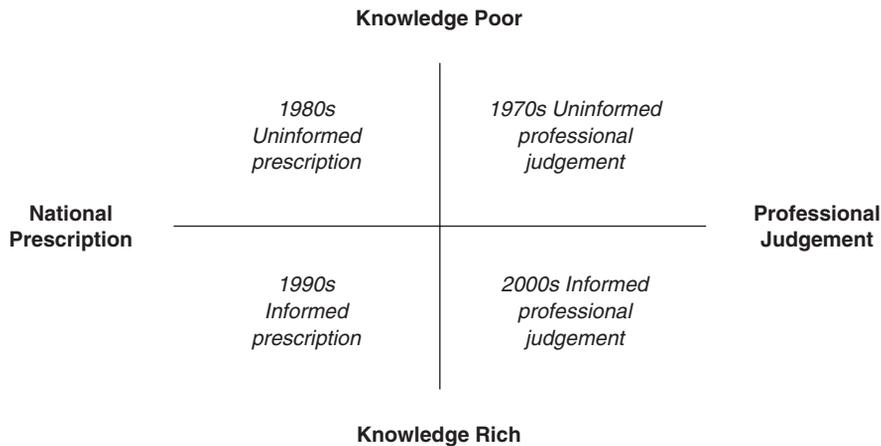
SOURCE: Barber, 2001

He portrays the 1970s as a time of "uninformed professional judgment" in which educators operated largely as individuals within broad policy guidelines and relied on their personal professional perspectives to make decisions. This was the era of "leave us alone to teach." The 1980s were a time of "uninformed prescription" where governments took direct control of education and dictated prescriptive directions, often without appealing to any knowledge base other than their own ideological views. National or federal programs proliferated, with centrally directed curriculum and assessment systems. In the 1990s governments still controlled the educational agenda, but they began to draw on research and other evidence to inform their policies.

Barber sees the 2000s as an era of "informed professional judgment" in which control of education ought to be returned to educators, but now with explicit requirements to be informed professionals. And that means using evidence and research to justify and support educational decisions.

We believe that school leaders who are frustrated with the prescriptive policies of the past few decades and with accountability systems that "name, shame, and blame" schools are ready to take control of the accountability agenda. They are ready for "informed professionalism," but that requires a concerted emphasis on becoming and staying "informed."

> Give us the accounting and we'll do the accountability.
> —Workshop participant (Principal)

Accountability without improvement is empty rhetoric.

Improvement without accountability is whimsical action without direction.

—Earl, quoted in Education Quality and Accountability Office (EQAO), 2002

School leaders find themselves faced with messy situations that have more than a single right answer and demand reflective judgments. They are faced with the daunting task of anticipating the future and making conscious adaptations to their practices in order to keep up and to be responsive to an ever-changing environment. We believe that the essence of accountability is a deep and abiding commitment to making schools as good as they can be for all students.

Janet wants to be accountable, but she isn't at all sure that completing the district template and posting it on the school Web site will give her the kind of accountability that she wants. The more that she thinks about H. C. Andersen, the more she believes that there is lots of room for improvement and that she needs to foster a system of internal accountability where the staff as a whole is interested in making changes that will actually improve learning for the kids.

Moving to informed professional judgment is paradoxical, by definition. On one hand, it puts educational reform squarely in the hands of educational professionals. At the same time, it means that educators cannot rely on tacit knowledge and personal preferences. Instead, they must be prepared to challenge and reconstruct their professional knowledge and to change their practice (Hannay, Mahony & MacFarlane, 2004). This shift means that educators need to get comfortable with using data and evidence as tools in routine critical inquiry about what they do.

THE ROLE OF DATA IN INFORMED PROFESSIONAL JUDGMENT

Educators are recognizing that they need to use data even though they do not always do it very well. They are aware that we live in a knowledge society in which having and using knowledge wisely is an essential skill. It makes sense that leaders will make better decisions when they use information to help clarify issues, identify alternative solutions to problems, and target resources more effectively. There is not enough time for adaptation by trial and error or for experimentation with fads that inevitably lose their appeal.

Professional accountability is based on data, not as a final judgment but as part of the toolkit for understanding current performance and formulating plans for reasonable actions (Earl & LeMahieu, 1997). Educational leaders and school staffs who are committed to professional accountability and making informed professional judgments think of accountability not as a static numerical accounting but as a conversation, using data to stimulate discussion, challenge ideas, rethink directions, and monitor progress, providing an ongoing image of their school as it changes, progresses, stalls, regroups, and moves forward again.

This makes accountability emotional, personal, and political, reflecting all of the points of view that exist within the school community. Instead of being a point of contention, data can provide the vehicle for moving the community forward in ways that strengthen the bonds of shared vision and forge the relationships needed to serve that vision. Accountability and data are right in the center of the conversation, not as instruments of naming and blaming but as the grist for discussing policies and practices in conversations that nourish the collective will for action. Educators themselves become the prime consumers of data as they work towards making reasoned decisions about their actions in the school and sharing their thinking and their work with parents, students, and others in the community who care about education.

As the following table from the Education Commission of the States shows, data can be used for many different and important decisions.

	Common Uses of Data
Discover Issues	Reveal issues and problems that may otherwise remain hidden. Ascertain the needs of students, educators, parents, and other community members. Ensure that no students fall through the cracks. Identify grade-level and schoolwide strengths and weaknesses.
Diagnose Situations	Understand the root causes of problems. Comprehend why some students are not performing well. Determine eligibility for special programs. Target specific areas for improvement. Provide criteria for focusing on high priority goals.
Forecast Future Conditions	Predict the needs of future students, educators, parents, and community members. Suggest possible local, regional, state, or national trends that will affect the school and the programs offered. Surmise types of programs required. Infer types of expertise needed.
Improve Policy and Practice	Reform teaching and learning. Enhance instruction and assessment. Guide curriculum development, revision, and alignment.

(Continued)

	Common Uses of Data
	Build a culture of inquiry and continuous improvement.
	Guide the allocation of resources.
	Avoid quick fixes and one-size-fits-all solutions.
Evaluate Effectiveness	Understand and describe high-quality performance.
	Provide feedback to students, teachers, and administrators about their performance.
	Measure program effectiveness.
	Identify practices that produce desired results.
	Convince stakeholders of the need for change.
	Highlight successes.
Promote Accountability	Monitor and document progress toward achieving goals.
	Inform internal and external stakeholders of progress.
	Confirm or discredit assumptions about students and school practices.
	Develop meaningful responses to criticism.
	Meet state and federal reporting requirements.
	Ensure that all personnel are focused on student learning.

SOURCE: Education Commission of the States, 2000

When educators consider lots of data, both positive and negative, they are more likely to reach a decision that everyone can live with because everyone has access to the same information. Nothing is withheld, and everyone has to stop and think about how their ideas fit with the data.

USING DATA TO "TAKE CHARGE OF CHANGE"

Schools that are able to use data to take charge of change are more effective and improve more rapidly than ones that are not (Gray et al., 1999; Rosenholtz, 1989; Stoll & Fink, 1996). But using data is something that makes many educators feel uncomfortable. The school reform movement is calling for proof—tangible, valid evidence that what schools are doing is working, that students are learning faster and better.

Using data does not have to be a mechanical or technical process that denigrates educators' intuition, teaching philosophy, and personal experience. In fact, using data wisely is a human thinking activity that draws on personal views but also on capturing and organizing ideas in some systematic way, turning the information into meaningful actions and making the interpretation public and transparent (Senge, 1990). Having data is a beginning, but it is not enough. Schools need to move from being data-rich to being information-rich and knowledge-rich as well.

Viewed from this vantage point, using data is not separate from planning and from routine decisions in schools. Instead, data are a necessary part of an ongoing process of analysis, insight, new learning, and changes in practice. Synthesizing and organizing data in different ways stimulates reflection and conjecture about the nature of the problem under consideration and provides the vehicle for investigating and planning focused improvement strategies.

Information becomes knowledge when it is shaped, organized, and embedded in a context that gives it meaning and connectedness. The implications for leaders are vast. In the next chapter we outline some of the capacities that educational leaders will need to develop to lead in a data-rich world.

Janet, sitting quietly at her desk, is resolved. The more she has thought about it, the more she is determined that the process is going to serve some real benefit for H. C. Andersen. There is lots of work to do. Why not make it a data-driven (or at least a data-informed) process that moves the whole school forward?

Assignment #2

Your Policy Context

Think about your local policy context and history and use Task Sheet #2 in the Resource section to describe what accountability currently means to you, the expectations for accountability in your school (by national, state or province, or district policy makers), and reflect on your current accountability practices. After you have considered your current practices, think about what accountability could mean to you and how it could be different.