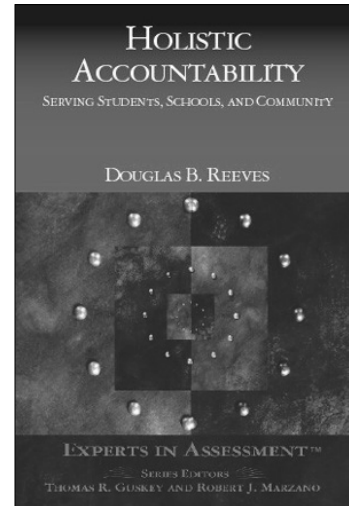


Study Guide for:

Holistic Accountability

Serving Students, Schools,
and Community

By Douglas B. Reeves, Ph.D.



Suggestions for effective book studies:

1. Set the dates with specified readings well in advance.
2. Ensure that participants have a personal copy of the book.
3. Provide the book study guide before starting to read the book.
4. Select a location that allows for the participants to be able to spread out books and writing materials.
5. Provide a comfortable meeting place with plenty of light.
6. Beverages and snacks are always welcome.
7. The role of the facilitator is to ask open-ended questions and stimulate discussion, not to lecture. Consider changing the role of facilitator and being very clear about norms for participants and facilitators.

Advanced Learning Press provides study guides to complement your comprehensive professional development plan. These guides represent the author's suggested questions and activities to lead to full comprehension and implementation of the ideas in the publication. Focused group discussion leads to individual reflection as well as having the group develop common understandings and language regarding the book's content. For additional insights or questions, please email the author at info@MakingStandardsWork.com. You will receive a response within two business days.

This guide and other study guides are available as a free download at <http://www.makingstandardswork.com/ResourceCtr/index.php>

Introduction

1. What is holistic accountability? How does this differ from reporting test scores?

Chapter 1: What is Holistic Accountability?

1. Define the main purpose of holistic accountability. Explain why an accountability system designed in this manner would have a greater impact on student achievement.
2. Describe the differences between effects and causes. Give multiple examples of both taken from your daily responsibilities.
3. For each of the accountability elements listed below, list what information is currently available, where it comes from, what insight it provides into improving student achievement.
 - a. Student achievement data
 - b. Standards and curriculum
 - c. Teaching strategies and professional practice
 - d. Accountability for leaders and policymakers
4. Give examples of data that demonstrate a genuine difference as compared to a “distinction without a difference.”

Chapter 2: Caught in the Middle: The Consequences of Accountability

1. Describe what accountability is not based on the two myths presented in this chapter. What is the value of a holistic approach?
2. Conduct an audit of current practices that are consequences for the stakeholders in the system. Create a rubric that clearly defines these practices as progressing, proficient, and exemplary for each of these stakeholders: students, teachers, leaders, and policymakers. For each stakeholder, identify the domains that are applicable. Then create clear, specific statements that define progressing, proficient, and exemplary practices of consequences. Use the template below as a model for each rubric to get you started. You will need to adjust the size of the template to reflect your individual needs.

Stakeholder name (i.e., student)	Progressing	Proficient	Exemplary
Standardized testing			
Classroom assessment			
Communication			
Continue with other identified domains			

3. After the rubrics are complete, assess your current practices identified in the audit. Which systems are exemplary? Are there other areas where these exemplary practices can be applied? Create action plans for the practices that are identified as progressing. Are there any practices that should be stopped? What additional modifications can be made to make these practices proficient or exemplary?
4. Identify resources for developing and incorporating additional positive consequences. Create an action plan using those resources.

Chapter 3: A Better Way: Using Holistic Accountability to Improve Teaching and Learning

1. Define antecedents of excellence. What is the role of research in defining these antecedents? Give examples of specific professional practices that impact positively on student achievement.
2. Use the *Holistic Accountability Cycle* (Fig. 3 on page 20) to identify current practices. Are there any overlaps? Are there any gaps?
3. Examine Figures 3.2 and 3.3. Explain the concept of covariation. If each diagram was interpreted in isolation, what are the effects that could result? How does that change when you combine the data from both graphs?

4. Accountability is a process, not an event. Data collection is never perfect. In the absence of perfection, some data will be incomplete, inaccurate, or insufficient. What process will you use to improve the data by which decisions are made?
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Chapter 4: Community Collaboration: Making Accountability a Constructive Force

1. Based on your community, list the stakeholder segments that should be represented on the Task Force.
 2. Analyze the difference between the roles and responsibilities of the Task Force, the school board, and the superintendent.
 3. Identify meeting protocols and decision making processes for your group.
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Chapter 5: Accountability and Academic Standards: The Essential Connection

1. Explain the difference between norm-referenced data and criteria-referenced data. What is the value of a single measurement for either of these two types of data?
 2. Compare the scoring guide example on page 42 to the student receiving a grade of C-. Why does the rubric or scoring guide provide for improved student achievement?
 3. Why is it important to identify and implement standards for all stakeholders in a system? What additional standards could be created for students? Begin a list of critical standards for teachers, leaders, and policymakers.
 4. No system is perfect. Things constantly change. Describe what processes and procedures will be incorporated into your holistic accountability system design to ensure that there is concurrent validity in the system.
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Chapter 6: Models of Effective Accountability Systems

1. Identify the similarities and differences of the accountability systems in the three case studies. You may choose to use a Venn diagram to visually present this. What do these similarities and differences suggest about effectiveness?
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Chapter 7: Ten Steps to Creating A Holistic Accountability System

1. How do the ten steps contribute to the overall goal of beginning with the end in mind?
 2. Link each step to its potential impact on improved student achievement.
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Chapter 8: Rhetoric and Reason: Communicating About Educational Accountability

1. Create a rubric, or scoring guide, for effective communication to your stakeholders. Consider what elements of communication are important to assess (i.e., frequency, format, venue, media, etc.).
 2. Identify an area of challenge for your district's communication to stakeholders and create an action plan for improvement.
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