

1. Record Nr.	UNINA9910144889903321
Titolo	Froglog // IUCN/SSC Declining Amphibian Populations Task Force
Pubbl/distr/stampa	Milton Keynes, U.K., : IUCN/SSC Declining Amphibian Populations Task Force
ISSN	1817-3934
Soggetti	Amphibian populations Amphibian declines Amphibians - Conservation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
2. Record Nr.	UNINA9910220106303321
Titolo	Standards-based accountability under no child left behind : experiences of teachers and administrators in three states // Laura S. Hamilton ... [et al.]
Pubbl/distr/stampa	Santa Monica, CA, : Rand Corporation, 2007
ISBN	1-281-18078-5 9786611180782 0-8330-4270-X
Descrizione fisica	1 online resource (303 p.)
Altri autori (Persone)	HamiltonLaura S
Disciplina	379.1/580973
Soggetti	Educational accountability - California Educational accountability - Georgia Educational accountability - Pennsylvania Education - Standards - California Education - Standards - Georgia Education - Standards - Pennsylvania
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.

Nota di bibliografia

Includes bibliographical references (p. 265-275).

Nota di contenuto

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Chapter One - Introduction; Standards-Based Accountability; Evidence Concerning SBA Effectiveness; How SBA Is Supposed to Work; District and School Responses to Accountability; Classroom Practice; Opinions and Attitudes; Barriers and Capacity; Evidence Concerning No Child Left Behind; How the Monograph Is Organized; Chapter Two - Study Design and Methods; Sampling; Instrumentation; Data Collection; Analyses; Technical Notes; Chapter Three - SBA Systems in California, Georgia, and Pennsylvania; Introduction

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Testing Programs; Adequate Yearly Progress Definitions; AYP Status of Schools;

Specific AYP Targets Missed by Schools; State Awards; State Technical Assistance; Implementing NCLB's Highly Qualified Teacher

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Planning Time; Conditions Outside of School; Students with Special

Needs or Limited English Proficiency; Changes in Policy and Leadership;

Summary; Chapter Eight - Conclusions and Implications; Key Findings;

Implications; Conclusions; Appendix A - Sampling and Survey

Responses; Appendix B - Supplementary Tables; Appendix C -

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Sommario/riassunto

Since 2001-2002, standards-based accountability (SBA) provisions of

the No Child Left Behind Act of 2001 (NCLB) have shaped the work of

public school teachers and administrators in the United States. NCLB

requires each state to develop content and achievement standards in

several subjects, administer tests to measure students' progress toward

these standards, develop targets for performance on these tests, and

impose a series of interventions on schools and districts that do not

meet the targets. Many states had such systems in place before NCLB

took effect, but, since 2001-2002, every state i