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Altri autori (Persone)	StecherBrian M KirbySheila Nataraj <1946->
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Nota di contenuto	Cover; Preface; Contents; Figure and Tables; Summary; Acknowledgments; CHAPTER ONE; Introduction; Accountability in Education; Other Approaches to Educational Accountability 1; Accountability in Other Sectors; Organization of the Monograph; CHAPTER TWO; Malcolm Baldrige National Quality Award Program; Background; The Baldrige Criteria for Performance Excellence 4; Education Criteria for Performance Excellence 5; Organizational Performance Results; Strategic Planning; Information and Analysis; Process Management; Evidence on the Baldrige Framework: Effects on Performance; Validating the Framework Effect on Operating Performance The K-12 Educational Sector Experience with the MBNQA; Winners of the Baldrige Award in Education; Chugach School District (CSD), Alaska7; Pearl River School District (PRSD), New York 8; Other Users of the Baldrige Criteria; Implications for Education; Institutional Self-Assessment May Be Inherently Beneficial; The Baldrige Process Supports Accountability;

Educators May Find It Difficult to Understand and Translate the Criteria; Some Caveats; CHAPTER THREE; Toyota Production System/Lean Manufacturing; Overview of TPS/Lean Manufacturing; Focus on the Value Stream

Standardization Worker Empowerment; Evidence for Effects of TPS/Lean Manufacturing on Production and Workers; Worker Empowerment or Worker Exploitation?; Applying TPS/Lean Manufacturing to Education; Implications for Education; Greater Focus on Value Streams Could Improve Educational Outcomes; Worker Empowerment Could Improve Educational Practices; TPS/Lean Production Must Be Used as a Complete System; Closely Translating TPS Practices to Education Is Challenging; CHAPTER FOUR; The Job Training Partnership Act and the Workforce Investment Act; Overview of the Job Training Partnership Act Performance Standards Performance Incentives; How JTPA Worked in Practice; Measures of Performance; Effects on Provider Behavior; Overview of the Workforce Investment Act 2,3; Early Implementation of the WIA; Implications for Education; Explicit Performance Objectives May Produce Mixed Outcomes; Data Collection Alone Does Not Drive Improvement; Educational Systems Should Use Multiple Measures of Performance; The JTPA Framework Highlights the Need to Adjust for Differences in Ability; CHAPTER FIVE; Accountability in the Legal Profession; The Nature of Professions

Overview of Accountability in the Legal Profession Professional Authority; Controls on Entry; Alternative Legal Training; Professional Responsibility; Addressing and Protecting Client Concerns; Collective Self-Regulation; Lawyer Discipline System; Market Forces; Applying the Legal Model to Educational Accountability; Implications for Education; The Knowledge Base in Education is Not Yet Sufficiently Well-Regarded for Professional Accountability; Professional Accountability and Alternative Certification Can Coexist; Educators Should Foster a Sense of Public Responsibility  
Educators Would Need Methods of Self-Policing and Self-Regulation

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Sommario/riassunto

Examines five accountability models--two from the manufacturing sector; a performance incentive model used in the evaluation of job training programs for the poor; accountability in the legal sector; and accountability in health care as shown by clinical practice guidelines, use of statistical risk-adjustment methods, and the public reporting of health performance measures. The authors summarize the models' effectiveness and draw lessons for implementing the No Child Left Behind Act.

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