

# New standards and accountability - will rewards and sanctions motivate Americas schools to peak performance?

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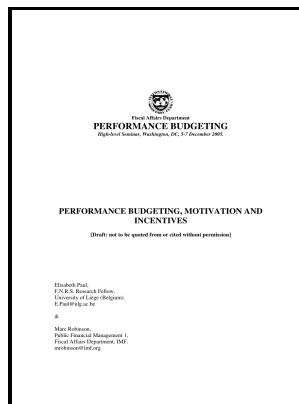
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Tags: #Many #Schools #Are #Still

Notes: Includes bibliographical references (p. 185-199) and indexes. #Inadequate, #Now #What?  
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students, and parents.

**Problems with the use of student test scores to evaluate teachers**

Chapter 5 discusses the role of incentives and consequences in motivating teachers,

## 'Membership Has Its Privileges': Status Incentives and Categorical Inequality in Education

Since these status advantages are positional — prize winners gain status at the cost of losers — mutual dependence between incentives and categorical inequality seems inherent.

## Promoting Student Achievement through Accountability and Assessment

While conceptually distinct, Hypotheses 2 and 3 are difficult to distinguish empirically since student achievement is associated with race. What We Learned As Principals But beyond the time demands, the premise behind the policy of having principals observe teachers and help them improve is fundamentally flawed. Second, for the past two decades, the United States has been committed to the historically unprecedented mission of simultaneously promoting excellence and equity in education.

## Create an Effective Reward System for Kids of All Ages

Organize staff into meaningful collaborative teams that take collective responsibility for student learning and work interdependently to achieve

shared goals for which members hold themselves mutually accountable. Some teachers are more effective with students with particular characteristics, and principals with experience come to identify these variations and consider them in making classroom assignments.

## **Do High**

No matter how sophisticated the data collected, they will never substitute for informed human judgment.

### **IMPLEMENTASI TATA KELOLA LAYANAN PUBLIK UNTUK MEWUJUDKAN GOOD GOVERNANCE PADA PERGURUAN TINGGI**

Questions of educational adequacy and school spending have long been a point of contention in school reform. To understand how these types of incentives affect student learning, the committee looked at a synthesis of 14 studies of state-level incentive programs for schools before NCLB, as well as two studies on the impact of NCLB itself.

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