

# Accountability: Resources to Meet Your Needs



*A list of professional materials available for borrowing  
from the Stewart Resources Centre – May 2013*

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## The STF's Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For schools outside of Saskatoon, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audiovisual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)
- For schools in Saskatoon, your resources arrive at your school through the weekly interschool mail delivery. Materials may also be returned to us using this courier system.
- You don't need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!
- We are accessible 24 hours a day through the STF website: [www.stf.sk.ca](http://www.stf.sk.ca) You may search our catalogue online or email us your resource requests at: [src@stf.sk.ca](mailto:src@stf.sk.ca)
- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 306-373-1660, ext. 6323 for local calls.
- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.





379.158 R332

**Accountability for learning : how teachers and school leaders can take charge** / Reeves, Douglas B.

Alexandria, VA: ASCD, 2004.

Subjects: Educational accountability. School improvement programs.

Summary: This book explains how to build a student-centred accountability system by examining key indicators in teaching, leadership, curriculum, and parent and community involvement. Focusing on the classroom, it outlines how teachers can become leaders in accountability by using a four-step process of observation, reflection, synthesis, and replication of effective teaching practices.

174.937 G975

**The active/ethical professional : a framework for responsible educators** / Gunzenhauser, Michael Gerard.

New York, NY: Continuum International, 2012.

Subjects: Teachers – Professional ethics. Teaching – Moral and ethical aspects.

Summary: The author proposes an ethical framework for educators and school leaders who find their practice constrained by the demands of policies and structures created in response to accountability legislation.

371.207 K17

**Culture re-boot : reinvigorating school culture to improve student outcomes** / Kaplan, Leslie S. Owings, William A.

Thousand Oaks, CA: Corwin, 2013.

Subjects: Educational change. School environment. Educational leadership. School improvement programs.

Summary: This book reframes school culture to include organizational learning, relational trust, accountability, program improvement, and teacher effectiveness while showing you how to: be the transformational leader your school needs to reinvigorate your school culture, establish a student-centered learning culture focused on student outcomes, engage teachers in culture-focused leadership teams that support teacher and student learning, get parents and community on-board to collaborate for student achievement, and connect professional development and school culture for maximum results.

370.78071 S252 05-01

**Educational accountability : issues and alternatives** / Leithwood, Kenneth.

Regina, SK: Saskatchewan School Boards Association, 2005.

Subjects: Educational accountability – Saskatchewan.

Summary: Contemporary approaches to educational accountability are examined and critiqued as four distinct models: market approaches, decentralization approaches, professional approaches, and managerial approaches. Leithwood proposes adoption of a professional approach for K-12 educational accountability for Saskatchewan.

\* Annotations have been excerpted from book descriptions provided by the publishers.

379.158 E24

**Educational accountability : professional voices from the field** / Gariepy, Kenneth D.

Rotterdam, Netherlands: Sense Publishers, 2009.

Subjects: Educational accountability.

Summary: From their diverse perspectives, nine educational practitioners discuss current educational accountability policies and how these affect students, educators, learning and teaching in a variety of settings, from K-12 schools to post-secondary institutions and government agencies. The authors combine theory, research and their day-to-day experiences to reflect on the challenges posed by realities such as outcomes-based curricula, high-stakes testing, standardized reporting and management by objectives.

371.2 M978

**Essential lessons for school leaders** / Murphy, Joseph.

Thousand Oaks, CA: Corwin, 2011.

Subjects: School management and organization. Educational leadership.

Summary: This collection of gems from top education researcher and bestselling author Joseph Murphy is rich with concise and instructive lessons. His insightful tips and strategies will help you stay focused on what matters most - the kids - as you navigate the hectic world of high-stakes testing and accountability.

371.2012 S917

**Ethical leadership in schools : creating community in an environment of accountability** / Strike, Kenneth A.

Thousand Oaks, CA: Corwin, 2007.

Subjects: School principals – Professional ethics. Educational leadership – Moral and ethical aspects.

Summary: The author explores common situations that principals are likely to encounter and presents questions and issues to help them determine the ethical path.

379.158 F141

**Facing accountability in education : democracy and equity at risk** / Sleeter, Christine E. (Ed.).

New York, NY: Teachers College Press, 2007.

Subjects: Multicultural education. Educational equalization. Educational accountability.

Summary: Leading educators examine the current accountability movement and the extent to which it supports equity and democracy. They address how it was constructed, who it actually benefits, as well as how genuine progress can be made to close racial disparities in achievement. While the authors have different perspectives, they all share a commitment to improving education for all children, especially for those who have been historically underserved.

370.9 H279

**The fourth way : the inspiring future for educational change** / Hargreaves, Andy.

Thousand Oaks, CA: Corwin, 2009.

Subjects: Educational change – Cross-cultural studies. Comparative education. Motivation in education – Cross-cultural studies.

Summary: This book analyzes three previous major change efforts, outlines their strengths and limitations, and offers a successful and sustainable fourth way to integrate teacher professionalism, community engagement, government policy, and accountability.

371.2 S161

**High-impact leadership for high-impact schools : the actions that matter most** / Salazar, Pam.

Larchmont, NY: Eye on Education, 2008.

Subjects: Educational leadership. Educational accountability. Academic achievement.

Summary: This book presents specific knowledge and practical strategies for school leaders to help them reach high standards of excellence. It focuses on these five areas of action: 1. It's about the mission, not the mission statement; 2. High expectations for each and every student; 3. Building communities of learners; 4. Teachers are the silver bullet; and 5. Creating a coherent system for continuous improvement.

371.207 C518

**How it's being done** / Chenoweth, Karin.

Cambridge, MA: Harvard Educational Press, 2009.

Subjects: Educational accountability. Children with social disabilities – Education. School improvement programs.

Summary: This book provides detailed accounts of the ways in which unexpected schools - those with high-poverty and high-minority student populations - have dramatically boosted student achievement and diminished (and often eliminated) achievement gaps.

379.158 M368

**Improving accountability models in public education : applying logic models of performance management** / Marshall, Jim. Steeves, Larry.

Regina, SK: Saskatchewan Institute of Public Policy, 2008.

Subjects: Educational accountability. Public schools.

Summary: In this paper, the authors examine the current use of accountability framework models as they relate to publicly funded education in North America and compare them to more complex models developed in the field of public administration and public policy.

370.7155 H968

**Individualizing professional development : a framework for meeting school and district goals** / Husby, Vicki R.

Thousand Oaks, CA: Corwin, 2005.

Subjects: School personnel management. Individualized education programs.

Summary: This book explains how to satisfy both individual needs and preferences of teachers and organizational demands for accountability and improved student achievement. The author integrates best practices of adult learning, action research, and self-directed learning into a job-embedded professional development process that successfully joins these sometimes competing goals.

371.102 P827

**Instruction that measures up : successful teaching in the age of accountability** / Popham, W. James.

Alexandria, VA: ASCD, 2009.

Subjects: Educational accountability. Teachers – Rating of. Teacher effectiveness. Effective teaching.

Summary: The author provides a practical, four-stage framework for guiding teachers through their most important instructional decisions: curriculum determination, instructional design, instructional monitoring, and instructional evaluation. Along the way, he emphasizes the critical ways in which assessment can and should influence instruction, advocates for a dash of curricular insurrection, and offers advice for maintaining both teaching excellence and teachers' sanity.

371.2001 R288

**Leading a learning organization : the science of working with others** / Reason, Casey S.

Bloomington, IN: Solution Tree, 2009.

Subjects: Educational leadership. School management and organization – Psychological aspects.

Summary: This book examines the role that emotion plays in school cultures and how current demands for rapid change and accountability contribute to levels of fear and stress. Dr. Reason draws

on educational, psychological, and neuroscientific research to show how leaders can change the prevailing emotional climate or tone of a school to promote deeper learning at all levels.

371.2 R332

**Leading change in your school : how to conquer myths, build commitment, and get results /**

Reeves, Reeves, Douglas B.

Alexandria, VA: ASCD, 2009.

Subjects: Educational leadership. Educational change. School management and organization. School improvement programs.

Summary: Using real examples of elementary and secondary schools that have moved change from rhetoric to reality, this book explains how teachers and administrators everywhere can make sure change efforts lead to better results. Whether your school needs to improve literacy, inspire great teaching, increase attendance, reduce dropout rates, reform grading, or reach any other accountability, this book will equip you with what you need to succeed.

373.12 L887

**Leading effective secondary school reform : your guide to strategies that work /** Loughridge,

Mikie. Tarantino, Loren R.

Thousand Oaks, CA: Corwin, 2005.

Subjects: School improvement programs. Educational leadership. High schools – Administration.

Summary: *Leading Effective Secondary School Reform* takes a practical approach to effecting school change by offering case studies and sample agendas to help the change process run smoothly for every teacher and administrator. Loughridge and Tarantino demonstrate how to successfully build learning communities based on leadership attributes including: developing a strong school culture to bond teachers, students, and administrators; establishing action plans to ensure readiness; assessing progress to maintain accountability; using action research to improve schools, teachers, and students; and effectively observing classrooms to focus on instructional leadership.

371.2 H811

**Leading professional learning communities : voices from research and practice /** Hord, Shirley M.

Thousand Oaks, CA: Corwin, 2008.

Subjects: Educational leadership. School improvement programs. Group work in education. Educational change.

Summary: This book provides school leaders with information to guide them in developing a PLC that supports teachers and students. The authors cover building a vision for a PLC, implementing structures, creating policies and procedures, and developing the leadership skills required for initiating and sustaining a learning community. Each chapter includes meaningful quotes from the field, “rocks in the road” and ways to overcome them, examples from real PLCs, and learning activities to reinforce chapter content. The text illustrates how this school improvement model can help educators: increase leadership capacity, embed professional development into daily work, create a positive school culture, develop accountability, and boost student achievement.

370.15 T651

**Learnership : invest in teachers, focus on learning, and put test scores in perspective /** Toll, Cathy A.

Thousand Oaks, CA: Corwin, 2012.

Subjects: Educational leadership. Learning. Educational tests and measurements.

Summary: The author explains how the practice of learnership can be implemented on a daily basis. This book offers: practices to help teachers improve their effectiveness using problem-solving



techniques; more effective ways to approach data, testing, and accountability; and strategies for supporting professional learning teams (PLTs) and educational coaches.

371.2 R332

**The learning leader : how to focus school improvement for better results** / Reeves, Douglas B. Alexandria, VA: ASCD, 2006.

Subjects: School improvement programs. Educational accountability. Educational leadership.

Summary: The author debunks many common myths about school leadership and offers leadership guideposts to steer by: why focusing on results only can lead to misperceptions about your school's true performance, how to use a Leadership for Learning Framework to relate leadership actions to school success, which education practices may need to be sacrificed for improvement to occur, and how to use leadership maps to chart the effectiveness of improvement efforts and plan next steps.

379.154 L533

**Making schools smarter : leading with evidence (3<sup>rd</sup> ed.)** / Leithwood, Kenneth A.

Thousand Oaks, CA: Corwin, 2006.

Subjects: Educational evaluation. Educational accountability.

Summary: This guide addresses and helps resolve significant issues in district and school leadership, including: determining a comprehensive and real image of future schools and districts as professional learning communities, highlighting critical changes for achieving missions and goals, and providing school leaders with much-needed tools to demonstrate and improve accountability.

371.26 P397

**Pencils down : rethinking high-stakes testing and accountability in public schools** / Au, Wayne.

Tempel, Melissa Bollow (Eds.).

Milwaukee, WI: Rethinking Schools, 2012.

Subjects: Educational tests and measurements.

Summary: This book deconstructs the damage that standardized tests wreak on our education system and the human beings who populate it. It offers visionary forms of assessment that are not only more authentic, but also more democratic, fair, and accurate.

370.9712305 R288

**Real learning first : the teaching profession's view of student assessment, evaluation, and accountability in the 21<sup>st</sup> century**

Edmonton, AB: Alberta Teachers' Association, 2009.

Subjects: Students – Rating of – Alberta. Education – Alberta – Evaluation.

Summary: Alberta's teachers view educational accountability as an important opportunity to improve learning for students. Teachers use multiple sources of information in the ongoing assessment, evaluation and reporting of student progress. The purpose of this publication is to engage teachers in a conversation about the wide range of policies and principles that Alberta's teaching profession has developed to ensure that Alberta's students are well served by the public education system.

372.4 H741

**Teach reading, not testing : best practice in an age of accountability** / Hollingworth, Liz.

Thousand Oaks, CA: Corwin Press, 2012.

Subjects: Motivation in education. Reading (Elementary).

Summary: This book reinforces what teachers already know – test preparation worksheets and drill-and-kill activities do not make children into lifelong readers. Readers will find helpful solutions for teaching children to love reading in the midst of the accountability movement, and an approach to test preparation that doesn't require teachers to sacrifice everything they already know about teaching kids to read.

379.158 T222

**Teaching by numbers : deconstructing the discourse of standards and accountability in education** / Taubman, Peter Maas.

New York, NY: Routledge, 2009.

Subjects: Educational accountability. Education – Standards. Teacher effectiveness.

Summary: This book offers interdisciplinary ways to understand the educational reforms underway in urban education, teaching, and teacher education, and their impact on what it means to teach. Peter Taubman maps the totality of the transformation and takes into account the constellation of forces shaping it. Going further, he proposes an alternative vision of teacher education and argues why such a program would better address the concerns of well-intentioned educators who have surrendered to various reforms efforts.

371.2 M153

**You don't have to be bad to get better : a leader's guide to improving teacher quality** / McKay, Candi B.

Thousand Oaks, CA: Corwin, 2013.

Subjects: Educational accountability. School principals. Educational leadership.

Summary: This book makes collaborating with staff the basis for increasing teacher and student success. School leaders at all levels will develop: a deep understanding of how to immerse yourself in the everyday happenings of your school, a workable plan for guiding teachers in their professional growth, collaboration techniques to ensure all your staff is “on the same page”, and leadership skills vital to improving the quality of teaching.



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