

# Accountability



Name of the Assignment Name: Institution: Name of the Assignment Part 1

Accountability in my field is highly necessary. People in this field are held accountable with a view of responding to the social contract connecting the school system with the society. Accountability in this case is designed to improve education. The process of accountability in my field provides attributes and goals of the education system and explains defines what should be done to achieve the respective objectives. The accountability process in my field is continuous, interactive and involves all education partners. People are required to value their accountability. They are governed by a code of ethics and are held responsible for their actions and decisions. Cumming (2012) states that the amount of money and time that people spend on professional development and instructional planning reveals how seriously accountability is considered in my field.

Indeed, the accountability system in my field is adequate and appropriate for the evaluation of educators. In this regard, the system requires educators to justify their professional actions and decisions thus promoting the fundamental accountability. Such accountability revolves around planning and delivering instruction, executing the curriculum, applying appropriate learning resources, and evaluating the progress of the students. This is facilitated by a professional ethical code that describes how educators should conduct themselves (Accountability through Evaluation Institute and Roberson, 2011). An educator who acts contrary to these ethics warrants certain consequences that govern the behavior of that particular educator. Indeed, the accountability measure takes into consideration professional leadership skills and caring skill sets. Similar to parents, this accountability

measure develops educators who teach children to be accountable of their actions. Society requires people who develop to show responsibility in their actions.

The system in my field is one that promotes this school of thought. Ultimately, raising students in such an environment starts by setting examples. Accountable educators can pass the same trait to their students. In terms of caring skill sets, educators in my field recognize the importance of accountability mechanisms that ensure safeguards are put in place to deter abuses or bad practices by the students. Part 2 In the field of education, accountability should involve relevant activities that promote student academic performance to achieve set standards.

Other than student performance, educational accountability should also be centered on evaluating budgets and policies and allocating resources. Accountability is not a mere device of ranking, rating, and sorting educators, students, and schools. Its major purpose involves improving purpose (Mahony and Hextall, 2008). Therefore, an efficient accountability system should include inferences on the improvement of results.

Hence, my view on how evaluation educators in this field can be conducted should involve the use of coherent data. Data has to be taken and distributed in an efficient way to facilitate hypothesis testing. Additionally, data acquired from accountability systems can be evaluated under professional standards. Small analysis units would make conclusions from collected data highly important (Combs, 2012). If it is considered in large scale, the relationship between the policy and the results becomes less

clear. Suggesting effective domain skills measurement would be determined by assessing the performance of an educator's class. This would be achieved by conducting value added accountability. Concisely, this is a means of comparing the progress of the students by comparing their current performance to that of previous years.

This would be an excellent way of determining the accountability of the educators and students. Positive progress in this case implies excellent accountability. Negative progress, on the other hand, implies poor accountability. Reference Accountability through Evaluation Institute, & In Roberson, E. W. (2011).

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