

## CHAPTER 3

### Accountability

The National Center for EDJJ has laid the foundation for an infrastructure to promote system-wide professional enhancement for participants. *The EDJJ Professional Development Series* is a planned, coordinated, comprehensive, and accountable process of improving professionals' abilities and skills within the juvenile justice system that results in increased participants' satisfaction and positive student outcomes. There are expectations, guidelines, and standards that govern professional development and provide the framework that makes the professional development processes work. It is important that accountability for outcomes is established prior to the implementation of the *EDJJ Professional Development Series* process. EDJJ facilitators and staff must ensure that as a result students in the juvenile justice system make progress toward their educational, vocational, and personal goals. Although there are legal mandates that set the requirements for professional development for K-12 education (see Table 1), the quality of professional development experiences in the juvenile justice system has not been linked to producing positive student outcomes. The enactment of legislation does not ensure that funds are appropriated for needed professional development activities in the juvenile justice system. Clearly, effective implementation of legal mandates depends upon clarity in regulations, responsiveness and professional commitment of individuals within the systems, and effective collaborative partnerships among agencies and professionals.

The policies that have been proposed for promoting professional development suffer from two problems: a lack of connection between the quality of professional development and improvements in student outputs, and a lack of system-wide commitment from all stakeholders to the processes of professional development. Due to these two problems, it is often difficult to develop a comprehensive system where appropriate partnerships are formed and nurtured. Ongoing applied professional development processes must provide adequate time for educators to meet, reflect, learn, and agree upon mutually defined expectations of desired long-term outcomes.

The juvenile justice system is often criticized for not providing youth with the necessary educational and vocational skills that contribute to their independent functioning and successful transition to the community. The National Education Goals clearly states that the national teaching force will have access to the programs for continued improvement in their own professional abilities and skills to instruct effectively and to prepare all students in America including those served in the juvenile justice systems. The need for effective implementation of professional development programming for educators and administrators involved in the juvenile justice system is of critical importance.

Research indicates that professionals in the juvenile justice system often do not receive adequate training on special education law, effective transition strategies, classroom management, and literacy instruction. It is therefore not surprising that the juvenile justice system often fails to produce the desired outcomes for youth. While funding agencies insist on concrete evidence to

evaluate a system's effectiveness and efficiency in producing desired student outcomes - such as increased rates of successful transition and graduation, as well as decreased rates of recidivism and drop-out - professional development programming for educators and administrators often fails to produce these desired student learning outcomes.

Interest in accountability began when the 1983 report *A Nation at Risk* (National Commission on Excellence in Education) called the attention of educators to the relationship between academics and educational outcomes. As a result, political systems became more vigilant and sensitive to student performance and educational outcomes. With the passage of the 1997 amendments to IDEA, states were now required to account for dropout rates, graduation rates, and are expected to revise their state improvement plans. The message is clear that we must raise expectations for the performance of students with disabilities including those who are involved with the juvenile justice system.

It is only by measuring results and demonstrating progress toward established goals that we can determine the effectiveness of professional development programs. An accountable professional development system balances the components of system-based results, inputs and processes, and student learning outcomes. In other words, an effective professional development program contributes to positive leadership and organizational change within the system, capacity building for all professionals involved in serving the youth, and producing desired outcomes for youth. To ensure that none of these components

of accountability are compromised, the EDJJ professional development team suggests the use of outcome-based evaluation and assists in establishing mechanisms to analyze all professional development activities in terms of producing desirable changes in systemic thinking, inputs/processes, and student learning outcomes. The EDJJ professional development team proposes to evaluate continually professional development outcomes for systems, participants, and the students they serve. Thus, participation in the *EDJJ Professional Development Series* creates supportive collaborative networks likely to promote higher levels of success for students in the juvenile justice system.

According to Friedman (2000), we need to create a framework of outcomes and indicators for which to be accountable. All performance measures need to respond to two sets of questions: How much did we do and how well did we do it? The first question “how much “ relates to the quantity and the second question “how well” refers to the quality of the performance. When professional development is implemented as an input/process within the juvenile justice system, the question “how many seat hours of professional development were offered on a certain topic” measures the quantity of the program delivery. The quality of professional development relates to how well did we deliver the professional development activities/programs. Each professional development activity is linked with outputs or relates to some type of measured effect. The quantity of outputs is measured by focusing upon “How *much* effect/change did we produce by engaging in the professional development program”. The value of outputs relates to the question what *quality of effect/change* did we produce.

The following matrix clarifies the quantity/quality and effort/effect quadrants to highlight the importance of performance accountability.

Quantity	Quality
<p><u>Quadrant 1</u></p> <p>How <i>much</i> professional development did we deliver?</p> <p>Example: Number of participants receiving professional development in special education.</p> <p>(INPUT)/EFFORT</p>	<p><u>Quadrant 2</u></p> <p>How <i>well</i> did we deliver service?</p> <p>Example: Percentage of teachers with training in IEP development.</p> <p>(INPUT)/EFFORT</p>
<p><u>Quadrant 3</u></p> <p>How <i>much effect/change</i> did we produce?</p> <p>Example: Number of students completing GEDs.</p> <p>(OUTPUT)/EFFECT</p>	<p><u>Quadrant 4</u></p> <p>What <i>quality of effect/change</i> did we produce?</p> <p>Example: Percentage of students who enter college or employment.</p> <p>(OUTPUT)/EFFECT</p>

In the performance accountability literature, the least important is Quadrant 1 and most important is Quadrant 4 (Freidman, 2000). If we only increase the number of professional development opportunities, we can't produce the desired student learning outcomes. It is imperative that professional development opportunities are programmed systematically to produce the desired outcomes for educators and their students. Therefore, it is

important that our professional development activities should focus directly upon improving the quality of outputs.

According to Guskey (2000), there are five ways of ascertaining the quality of professional development: participants' reactions to program acceptability, participants' learning, organization support and change, participants' application of new knowledge, and student learning outcomes (See Table 2). *Program acceptability* refers to participants' satisfaction with the processes of professional development, such as facilitation, materials, delivery of the content, etc. *Participants' learning* refers to acquisition of new ideas, expansion of old ideas, and emergence of new meanings and applications from the professional development experience. With infusion of best professional development practices, the system is likely to engage in the process of *organizational change* that contributes to the capacity building of participants. As a result, participants *apply* their new learning at the next opportunity available. Consequently, they develop a better understanding of their skills and knowledge and apply their new knowledge to produce better *student learning outcomes*. Each of these components is evaluated to ensure the success of the implementation and validation of the *EDJJ Professional Development Series* activities.

System-wide changes in the professional development processes are only possible when all the stakeholders within the juvenile justice system commit themselves to growth and change. *EDJJ Professional Development Series* processes are geared to improve student achievement outcomes through

innovative professional development strategies based on sound research and principles of effective instruction. Often professional development programs have been criticized for not preparing teachers and other professionals for the specific responsibilities they have to assume in classrooms, for not improving and increasing teacher's knowledge of the academic subjects, and for not making professional development an integral part of broad system-wide improvement plans. EDJJ is constantly striving toward developing a successful professional development system that utilizes stakeholders' unique resources and communicates the need for professional development to enhance student success.

Table 1

*Federal Laws Governing Professional Development Requirements*

<b>PD Activities and options under each law</b>	<b>Title 1: Improving the Academic Achievement of the Disadvantaged</b>	<b>Title: II No Child Left Behind Act 2001</b>	<b>Title- V-A No Child Left Behind Act 2001</b>	<b>Carl D. Perkins Act</b>	<b>IDEA</b>
	Ensures that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.	K-12 legislation helps close gaps among disadvantaged minority students through stronger accountability for results, increased flexibility and local control, expanded options, and emphasis on proven teaching methods.	Retains, with a few changes, the previous title VI Innovative Education State Grants programs that provide flexible funds to States and LEAs for innovative educational programs.	Vocational and Technical Education Act to provide funding for secondary, postsecondary, vocational education programs.	Federal funding statute, which provides aid to states to help ensure free appropriate education for students with disabilities
Increase teachers' academic knowledge	✓			✓	
Develop improvement plans	✓			✓	
Meet academic standards	✓	✓	✓	✓	
Improve classroom management	✓	✓	✓	✓	✓
Increase quality instruction	✓			✓	✓
Promote collaboration	✓			✓	✓
Training in technology	✓	✓	✓	✓	
Evaluation of professional development	✓			✓	
Conduct LEA needs assessment		✓	✓	✓	✓

Data and assessment of student achievement	✓	✓	✓	✓	
Partnerships with institutions of higher learning to provide PD		✓	✓	✓	✓
Share research- based best practice materials				✓	✓
Recruit, train, and retain personnel from under-represented and diverse populations					✓
State responsibility for developing a comprehensive System of PD designed to ensure adequate supply of qualified special and regular educators					✓
Integration of PD plan with other federal and state laws and programs				✓	✓
Prepare special populations to meet state adjusted levels of performance				✓	
Prepare special populations for high skills and high wage careers				✓	
Establish work experience opportunities within the community				✓	
Establish agreements between secondary and postsecondary programs to provide training and educational opportunities including tech programs				✓	

(Adapted from AZ Professional Development Academy, Flagstaff, 2002)

Table 2

*Evaluating EDJJ Professional Development*

<b>Evaluation</b>	<b>Questions</b>	<b>What is measured</b>	<b>How will we know we have improved</b>
Participants' reactions	<p>Did EDJJ PD session meet your professional needs?</p> <p>Was the EDJJ presenter knowledgeable?</p> <p>Will you use the EDJJ information?</p>	Participant satisfaction	Improved program design and delivery
Participants' learning	Has your understanding of concepts taught increased?	New knowledge and skills	Improved instruction, lessons, and content
Organization support and change	To what extent the EDJJ PD implementation was supported and facilitated in your site?	Organization's accommodation for support and change	<p>Improved organization support</p> <p>Information for change</p>
Participants' use of new knowledge	<p>Will you use the newly acquired skills and knowledge in classroom instruction?</p> <p>How do you plan to apply newly learned concepts?</p>	Degree and quality of implementation	<p>Better program content and delivery</p> <p>Improvement in the implementation of program content</p>
Student learning outcomes	What aspects of student learning will be impacted by EDJJ professional development ?	<p>Students learning outcomes</p> <p>Educational</p> <p>Vocational</p> <p>Personal</p>	<p>Effective program design, presentation, materials, and follow-up</p> <p>Overall impact of professional development</p>

(Adapted from AZ Professional Development Academy, Flagstaff, 2002)