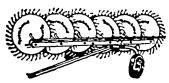
Making Schools 'Accountable' To Citizens Will Revitalize Education, Educator Says

last March, Dr. Leon M. Les- activity. singer told Pennsylvania school directors at their statewide convention in Pittsburgh

"A growing number of in fluential people are becoming convinced that it is possible to hold the schools, as other important agencies in the public

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President and private sector are held, to Nixon's Education Message of account for the results of their

> He charged that, basically, accountability is a policy declaration by a legal body, such as a school board or state legislature, requiring regular outside reports of dollars spent to achieve results

> "To achieve this," Lessinger said. "is to shift the principal focus in the school system from input to output, from teaching to learning

> Lessinger believes that placing the emphasis on learning will lead to a by-product of accountability, a revised educational national commitment.

> He also noted that the challenge of accountability will lead to a 'can do spirit of enterprise, a willingness to change a system which does not work and find one that does"

> Also he said a third major effect of accountability centers on the technology of instruction "From an organizational, managerial and technological point of view, education is a cottage industry"

As an example, he said, 'Teachers and students barely understand the breadth of use to which the household telephone can be used to gather knowledge

"While the telephone is being redesigned to operate in milliseconds under automated commands for slave effort, education is just beginning to cope with the manual dial'

He said the "energy of accountability" is available capital in a predictable and secure manner for responsible invest-

This news release by the Pennsylvania School Boards Association presents the highlights of a speech at the Association's annual convention October 15 by Dr. Leon M. Lessinger, Georgia State University. Dr. Lessinger is a former Associate U.S. Commissioner for Elementary and Secondary Education.

"Business typically budgets amounts varying from 3 to 15 per cent for improved products, services, sales or capability. Until recent federal legislation. there was virtually no comparable money in education Now it is estimated that there is approximately one-third of one per cent available as developmental capital."

Recognition of expanded assessment of results is a fifth

major effect of accountability on school reform, Lessinger said. "For too long many have confused measurement of results in education with standardized achievement testing of paper and pencil of the normal curve-based variety. Not everything in education can be - or ought to be - quantified in such a manner," he added.

Besides listing several methods of measuring educational results, Lessinger pointed to the outside review component as the most "vital mode of proof of accountability."

"An outside review tied to a public report probably explains the popularity of the emerging concept of accountability to the public at large?

He added, "Schools in America serve and are accountable to the citizenry, not the professionals."

Lessinger pointed to the

change process that requires adaptation of good practice and adoption. He said, "educational engineering" is the rapidly emerging field designed to produce personnel with competence in this change process. "This development of a coherent body of knowledge and procedure represents another step in accountability."

"The heart of the education engineering process is the performance contract," he said. "Performance contracting is not new to education. But the concept of holding an educational agency accountable for results is."

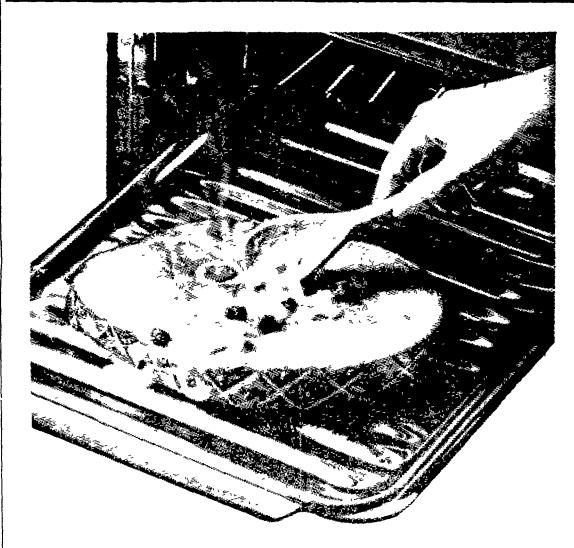
Pursuit of accountability may (Continued on Page 11)

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