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## Accountability and Students' Needs

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## ***Accountability and Students' Needs***

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Our schools are working under many pressures often with increased expectations and less resources. These increased expectations hold administrators and teachers to high accountability standards while working with increased diverse populations of students.

In the first article, *A View from the Field: How NCLB's Good Intentions of Accountability Damage our Educational Leaders and Our Schools*, **Vance Vaughn** provides an article on the results of the high level of accountability. He shares some of the unintended consequences of high accountability.

Following this, **Lynn M. Hemmer** offers the dialogues between teachers and principals for policy implementation as a response to accountability policies for alternative education. Lynn M. Hemmer shares her article, "*Response to Accountability Policies by Principals and Teachers of Alternative Education: A Cross Case Analysis.*" In it she demonstrates the importance of policy implementation and the definition of success. The responses to accountability pressures are shared from the discourse between teachers and principals.

The next article shares the importance of counselors and parents for supporting at-risk students. In *School Counselors' Perceptions about Interventions for At-Risk Students including Grade Retention: Implications for School Leaders*, **Bret Range, Mary Alice Bruce, and Suzanne Young** define at-risk factors and the engagement of counselors by the principals to meet the needs of at-risk students. They look at the interventions as described by school counselors with parent involvement as the leading intervention. Further, the interventions need to be developed for the individual needs of students. Principals are encouraged to share intervention planning responsibilities with counselors and look for ways to engage parents of at-risk students.

This is followed by an article meeting the needs of students from different cultures by teacher candidates who experience a different culture through study abroad. **Gloria Gresham, Paula Griffin, Tracey Hasbun, and Vikki Boatman** offer their article *Insight for Teacher Preparation Program Administrators: Enhancing Pre-service Educators' Intercultural Sensitivity and Deep Proficiency in Culturally Responsive Teaching through Short-Term Study Abroad*. The authors share the demands for teacher candidates to have an understanding of integrated and interdependent society. Administrators of schools need to meet the needs of a diverse population of students. Cross-cultural experiences are an effective way to prepare teachers and administrators to have a world view by studying abroad. These experiences positively impact teacher candidates' intercultural sensitivity. As administrators strive for culturally responsive teaching at their campuses, one method may be to hire candidates that had experiences in different cultures.

Finally, the next article, *Preparing School Leaders for Special Education: Old Criticisms and New Directions*, shares the importance of principal preparation programs to modify their programs to ensure more success for leaders of special education students. **David DeMatthews and Brent Edwards, Jr.** provide the importance for professors of educational administration in establishing effective and innovative principal preparation programs that produce effective school leaders. Special education is often not adequately addressed by preparation programs. The authors suggest that there are four areas that need to be addressed to improve the preparation

programs for principals to support and improve special education in their schools. These four areas are coursework, alignment of research and practice, faculty experience, and clinical experience. Recommendations are shared for ways that principal preparation programs can be modified to ensure that skills and expertise for leaders to establish inclusive and high-performing schools.

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