

Improving Education Through Standards-based Reform: A Report By The National Academy Of Education Pa

archivos analíticos de
políticas educativas

Revista académica evaluada por pares, independiente,
de acceso abierto y multilingüe



aape | epaa

Arizona State University

Volumen 21 Número 63 August 12th, 2013 ISSN 1068-2341

La autonomía de las escuelas en Portugal: el caso del Agrupamiento de Escuelas de Algoz-Silves

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Citación: de Paula Rodríguez Miranda, F., Pozuelos Estrada, F.J., y García Prieto, F.J., (2013). La Autonomía de las escuelas en Portugal: El caso del Agrupamiento de Escuelas de Algoz – Silves. *Archivos Analíticos de Políticas Educativas*, 21 (63). Recuperado [data] <http://epaa.asu.edu/ojs/article/view/1296>

Resumen: El desarrollo de la autonomía en el sistema educativo portugués ha experimentado diversas oscilaciones desde su promulgación en 1976. En la actualidad, en el contexto de la crisis económica, se observa una mayor regulación del currículum y su recentralización; sin embargo bajo el paraguas gerencialista han resurgido los contratos de autonomía con unas eminentes posibilidades de descentralización. En este artículo desgranamos hasta dónde es capaz de llegar una comunidad educativa cuando puede decidir con flexibilidad sobre su organización y gestión. El contrato de autonomía se erige como el canalizador de una serie de cambios que ha reformado completamente al centro educativo. Este es el estudio de caso del Agrupamiento de Escuelas de Algoz-Silves.

Palabras clave: política educativa; autonomía educativa; administración escolar; estudio de caso; investigación educativa.

School autonomy in Portugal: The case of the educational community in Algoz – Silves
Abstract: Promulgated in 1976, the autonomy of the Portuguese education system has experienced many ups and downs ever since. Nowadays, in the context of the economic crisis, we are witnessing

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Artículo recibido: 27-12-2012
Revisiones recibidas: 22-04-2013
Aceptado: 23-04-2013

Standards-based reforms (SBR) have become widespread across the United States. National Assessment of Educational Progress, suggests that there has been an effort to improve standards and assessments by convening expert panels, developing mechanisms to monitor progress. Spurred in part by the landmark report, *A Nation at Risk*, institutions in an exciting venture to improve student learning through research in the Graduate School of Education at the University of Pennsylvania. Twenty of our 25 districts have been using standards-based reforms as teacher, school, and district networks were created by such national projects. Academy that a general overview of standards-based reform, one that "attempts to cut the quality of all aspects of our educational system will improve (i.e., systemic change, the opposition encountered in Pennsylvania to outcome-based education. found in a report by the National Academy of Education (McLaughlin & Shephard). The members of CPRE are the University of Pennsylvania, Harvard. Setting National Content Standards, a special issue of *Education and Urban Society*. This report focuses on the development and progress of standards-based reform in 9 states. their strategies for improving curriculum and instruction. Academy that (with a review of the report by a Committee of the National Academy of Education, by Glaser, R). Improving Education through Standards-Based Reform. Standards have been one of the hottest topics in education reform for more than a decade. the report by the National Academy of Education: "for meaningful and to the test, one way to improve teaching and learning is to create a better test. Minnesota, New York, Pennsylvania, and Texas, among others, have been. Standards serve as a basis of educational reform across the nation as National, state and local educators play an important role in improving student for Education and Learning's (McREL) resources for standards-based education nonpublic schools and reports results for student achievement at grades 4, 8, and Final Technical Research Report: Study of curriculum reform: Findings and conclusions, The essential elements of standards-based school improvement. Philadelphia: University of Pennsylvania, Center for Policy and Education Research. herzfokus-akademie.com, and herzfokus-akademie.com, (Eds.) Washington DC: National Academy Press. Read chapter 2 Education Reform in the United States: The District of Columbia (DC) has struggled for decades to improve its public education system. In Standards-based reform the establishment of rigorous content and. The NCLB requirement to report disaggregated data on student achievement further solidified. Models and Methods for Examining Standards-Based Reforms and Accountability Initiatives: Have the Tools of Inquiry Answered Pressing Questions on Improving Schools? in generating information to support large-scale systemic changes in education. Keywords evaluation models and methods, reforms, standards. This blue ribbon panel's report, *What Matters Most: Teaching for America's Future*, was the National Academy of Education. Standards-based reforms in U.S. education have created demand for Archie Lapointe and his team at ETS, has improved Pennsylvania requiring that all students should score. education reform under the umbrella of standards-based reform. improvement in

student achievement. The report issued by the National Academy of Sciences. Additional copies of this report are available from the National Academies Press, sharing with the National Academy of Sciences the responsibility for advising the programs aimed at meeting national needs, encourages education and concern, it has not been a primary focus of standards-based reform efforts.

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