

Chapter 1 : The Global Voice of Quality | ASQ

The house of quality has been used successfully by Japanese manufacturers of consumer electronics, home appliances, clothing, integrated circuits, synthetic rubber, construction equipment, and.

The Multinational Corporation Quality School of Management The quality school of management is a comprehensive concept for leading and operating an organization, aimed at continually improving performance by focusing on customers while addressing the needs of all stakeholders. In other words, this concept focuses on managing the total organization to deliver high quality to customers. The quality school of management considers the following in its theory: Organizations are made up of complex systems of customers and suppliers. Every individual, executive, manager, and worker functions as both a supplier and a customer. Quality of goods and services. Continuous improvement in goods and services. Recognizing the need to pinpoint internal and external requirements and continuously strive to improve. These groups are primary vehicles for planning and problem solving. Developing openness and trust. Confidence among members of the organization at all levels is an important condition for success. Quality management involves employees in decision making as a way to prevent quality problems. The reengineering approach focuses on sensing the need to change, seeing change coming, and reacting effectively to it when it comes. Both approaches are described in the following sections. The very notion of continuous improvement suggests that managers, teams, and individuals learn from both their accomplishments and their mistakes. Quality managers help their employees gain insights from personal work experiences, and they encourage everyone to share with others what they have learned. In this way, everyone reflects upon his or her own work experiences, including failures, and passes their newfound knowledge to others. Sharing experiences in this manner helps to create an organization that is continuously discovering new ways to improve. Kaizen is the commitment to work toward steady, continual improvement. The best support for continuous improvement is an organization of people who give a high priority to learning. In this process, everyone in the organization participates by identifying opportunities for improvement, testing new approaches, recording the results, and recommending changes. The reengineering approach to management focuses on creating change "big change" and fast. It centers on sensing the need to change, seeing change coming, and reacting effectively to change when it comes. Reengineering is neither easy nor cheap, but companies that adopt this plan have reaped remarkable results. Reengineering efforts look at how jobs are designed, and raise critical questions about how much work and work processes can be optimally configured. Although many people believe that reengineering is a euphemism for downsizing or outsourcing, this is not true. Yes, downsizing or outsourcing may be a byproduct of reengineering. However, the goal of reengineering is to bring about a tight fit between market opportunities and corporate abilities. After organizations are able to find this fit, new jobs should be created.

Chapter 2 : Matrix Diagram - ASQ

*The Schoolhouse of Quality: How One Voice Built a Better School House of Quality [Gerald Hammond] on racedaydvl.com *FREE* shipping on qualifying offers. This text describes how the design, building, and renovation of schools can be improved by applying the principles of Total Quality Management.*

The policy and research context Executive Summary Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement. Moreover, teacher compensation represents a significant public investment: Given the size of this investment, there is remarkably little research to guide such critical decisions as whom to hire, retain, and promote. In the absence of a strong, robust, and deep body of research, the debate in this field is largely ideological. This analysis reviews a wide range of empirical studies that examine the impact of teacher characteristics on teacher effectiveness in order to draw conclusions about the extent to which these characteristics are, in fact, linked with teacher performance. Greater clarity on the empirical evidence can inform the wisdom of current practice, guide state efforts as they struggle with No Child Left Behind compliance regarding teacher quality, and provide direction for future teacher policy decisions. For example, developing an approach to policy that values different and multiple teacher characteristics based on the research evidence may prove promising. It is important to note that many personal characteristics important for a good teacher are not measured in the studies reviewed. The focus is on aspects of teacher background that can be translated into policy recommendations and incorporated into teaching practice. The framework for this study includes five broad categories of measurable and policy-relevant indicators to organize the teacher characteristics assumed to reflect teacher quality. It is notable that findings for these characteristics frequently differ for teachers at the elementary school level and teachers at the high school level and that the body of research on the subject of teacher quality suggests that the context of teaching matters e. A refined understanding of how teacher attributes affect their performance across these different teaching contexts can be helpful in determining the range of potentially effective policy options. The highlights of the empirical evidence include: This may partially be a reflection of the cognitive ability of the teacher. Given that many dimensions of teacher characteristics matterâ€”preparation in both pedagogic and subject content, credentials, experience, and test scoresâ€”the findings from the literature imply that there is no merit in large-scale elimination of all credentialing requirements. Nor are improvements in teacher quality likely to be realized through the status quo. Rather, teacher policies need to reflect the reality that teaching is a complex activity that is influenced by the many elements of teacher quality. Most of the research does not seek to capture interactions among the multiple dimensions of teacher quality, and as a result, there are major gaps in the research that still need to be explored. Nor does the research fully address evidence about teacher quality at the elementary and middle school levels, in subjects other than mathematics, or among different populations of students such as high poverty, English language learners, or special education. In opposition to those who propose to eliminate all requirements for entering the teaching profession, this analysis supports a judicious use of the research evidence on teacher characteristics and teacher effectiveness. The evidence indicates that neither an extreme centralized bureaucratization nor a complete deregulation of teacher requirements is a wise approach for improving teacher quality. What holds a great deal more promise is refining the policies and practices employed to build a qualified body of teachers in elementary schools, middle schools, and high schools; for disadvantaged, special needs, and advantaged students; and for math, science, languages, English, social studies, and the arts. Education policy makers and administrators would be well served by recognizing the complexity of the issue and adopting multiple measures along many dimensions to support existing teachers and to attract and hire new, highly qualified teachers. The research suggests that investing in teachers can make a difference in student achievement. In order to implement needed policies associated with staffing every classroomâ€”even the most challenging onesâ€”with high-quality teachers, substantial and targeted investments must first be made in both teacher quality and education research. The policy and research context Are qualified teachers really quality teachers? Likewise, are hiring and compensation policies that reward certain qualifications the equivalent of investing in teacher

quality? Does hiring and retaining qualified teachers lead to improvements in student achievement? Researchers and policy makers agree that teacher quality is a pivotal policy issue in education reform, particularly given the proportion of education dollars devoted to teacher compensation coupled with the evidence that teachers are the most important school-related factor affecting student achievement. However, considerable disagreement surrounds what specific teacher attributes indicate quality and how to better invest resources to provide quality teachers for all students. This review examines empirical evidence on the relationship between teacher attributes and teacher effectiveness with the goal of informing federal, state, and local teacher policy. The policy context Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Despite general agreement about the importance of high-quality teachers, researchers, practitioners, policy makers, and the public have been unable to reach a consensus about what specific qualities and characteristics make a good teacher. Even more concerning is the array of policy statements regarding teacher preparation that have been set forth in the face of volumes of inconclusive and inconsistent evidence about what teacher attributes really contribute to desired educational outcomes. Policy makers are left with questions surrounding what counts as a quality teacher—information that could be valuable in guiding policies regarding whom to hire, whom to reward, and how best to distribute teachers across schools and classrooms. Answers to these questions have potentially important implications for the efficiency and equity of public education. The intense interest in teacher policy is motivated by several compelling factors. One factor relates to the high proportion of educational dollars devoted to teacher compensation. The single largest category of educational spending is devoted to the purchase of teacher time. Further, in their analysis of spending in the New York City public school system, Speakman et al. This high level of investment mirrors the general sentiment among policy makers, researchers, and the general public that teachers are perhaps the most valuable resource allocated to student education. Further, the enhancement of teacher quality is likely to be quite costly. Increases in teacher salaries, incentives such as loan-forgiveness programs, heightened teacher preparation requirements, and other efforts to prepare, recruit, and retain high-quality teachers are all associated with substantial costs. These costs could be managed by targeting specific areas of need where teacher shortages are most pronounced, such as particular subject areas e. Nevertheless, a clear sense of which teacher attributes really lead to improved educational outcomes should guide these important investment decisions, particularly given the many competing policy options to enhance teacher quality, as well as other attractive education policy proposals. In a context of limited resources, difficult policy choices must be made, and solid evidence should be used to guide those decisions. The willingness of policy makers and taxpayers to devote such a large proportion of education dollars to teachers highlights the undisputed importance of teachers in realizing educational goals. A number of researchers have argued that teacher quality is a powerful predictor of student performance. They conclude from their analysis of , students in 3, schools that, while school quality is an important determinant of student achievement, the most important predictor is teacher quality. In comparison, class size, teacher education, and teacher experience play a small role. Hanushek estimates that the difference between having a good teacher and having a bad teacher can exceed one grade-level equivalent in annual achievement growth. Likewise, Sanders and Sanders and Rivers argue that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Further, they contend that lower achieving students are the most likely to benefit from increases in teacher effectiveness. Taken together, these multiple sources of evidence—however different in nature—all conclude that quality teachers are a critical determinant of student achievement. In the current policy climate of standards-based reform, these findings make a strong case for gaining a better understanding of what really accounts for these effects. In other words, what is teacher quality? The resource-intensive nature of teachers coupled with the empirical evidence documenting the critical role of teacher quality in realizing student achievement implies that teacher policy is a promising avenue toward better realizing goals of efficiency, equity, and adequacy in public education. Indeed, recommendations for reforming the preparation of teachers have become commonplace in reports aimed at improving public education Bush Likewise, the Holmes Group advised that all major

universities with substantial enrollments of preservice teachers. Greater clarity on the empirical evidence regarding teacher quality can inform the wisdom of current practice, guide state efforts in the struggle with NCLB compliance regarding teachers, and provide direction for future teacher policy. The research context In the context of this intense activity surrounding teacher policy, it makes sense to turn to the existing evidence on which teacher attributes are related to teacher effectiveness in order to guide policy decisions about hiring, compensation, and distribution with respect to teachers. However, the literature on teacher quality and qualifications has typically been viewed as inconsistent and inconclusive. Much of this perception has been fueled by a set of analyses conducted by Eric Hanushek over the past two decades. In his meta-analysis of studies examining the impact of several key educational resources on student achievement, Hanushek, Kain, and Rivkin (2002) concluded that there is no systematic relationship between educational inputs and student performance. In addition, Hanushek included 41 estimates of the impact of teacher test scores on student outcomes. Krueger argues that this approach weights the various studies by the number of different estimates of the effect of a particular variable they include. Further, he contends that studies that report negative or statistically insignificant findings are more likely to include more estimates than those that find statistically significant positive effects. On one hand, this set of studies could be argued to be too inclusive in the sense that even those studies that simply included an educational resource as a control variable might be inappropriately considered. On the other hand, the production function literature could be contested as too exclusive in the sense that other methodological approaches, particularly those that allow the researcher to focus on more refined measures of what teachers know and can do, can also make valuable contributions to what we know about the value of educational resources. In contrast to the work of Hanushek and others who have looked at specific subgroups of studies see, for example, Mayer, Mullens, Moore, and Ralph; Wayne and Youngs; Whitehurst, the literature review presented here represents an analysis of a wide variety of empirical studies examining the impact of teacher attributes on teacher performance. The approach taken here is similar to that used by Wilson, Floden, and Ferrini-Mundy in their review of the research on teacher preparation conducted for the U.S. Empirical studies that conform to a variety of accepted methodological approaches and use a range of measures of teacher effectiveness are used to ascertain what existing evidence says about the relationship between teacher attributes and their performance. In addition, this approach pays close attention to a number of contextual factors. Clearly, the context of teaching is important and may affect the impact of the teacher attributes considered in this analysis. In fact, when existing studies are considered as a whole without breaking them down by contextual factors such as subject area or grade level, findings tend to be inconsistent across studies; context variables may help to explain the apparent inconsistency of the existing research. In other words, a particular teacher attribute. This careful attention to the context of teaching, wherever possible, helps to tease out some effects that would otherwise go undetected in reviews that neglect to consider these factors. The goal of this study is to sort through the available evidence to draw conclusions about what matters, what has been studied but has not been shown to matter, and what has not been adequately studied. In the face of such seemingly inconsistent and inconclusive evidence, policy makers are side-stepping the research or relying only on those studies that support their positions to move forward with teacher policies, often without the benefit of research to guide their efforts. However, research can, and should, play a role in these decisions. For instance, numerous measures of what a teacher knows and can do have been routinely assumed to be important at least as indicated through hiring strategies, salary schedules, and teacher reform agendas. However, questions continue to persist about what exactly a quality teacher is. In other words, what teacher characteristics have been found to predict teacher effectiveness? This is a fundamental question that must precede policy discussions concerning what kinds of teacher qualities and qualifications to promote in aspiring teachers, whom to recruit and hire, what factors to use in setting salary schedules, and how to distribute teachers across different types of schools and classrooms to achieve equity and adequacy goals. This analysis examines the existing empirical literature on the relationship between teacher attributes and their effectiveness with the goal of informing policy on investing in teacher quality. The next chapter describes the methodology used to review the literature on the relationship between teacher characteristics and their performance, and the chapter that follows presents the findings from this literature review. The final chapter

concludes with a discussion of the implications of these findings for future research and policy. The NCES information is based on projected or preliminary data. Of course, to the degree that reduced class sizes, overall educational spending, and teacher salaries are related to teacher quality, these can be viewed as investments in teacher quality, albeit indirect. Rivkin, Hanushek, and Kain identify teachers as a major determinant of student performance, but do not describe teacher quality in terms of specific qualifications and characteristics. They show strong, systematic differences in expected achievement gains related to different teachers using a variance-components model. In contrast to many of the policy recommendations for stricter teacher qualifications, the Abell Foundation has recently released a report calling for the elimination of statewide coursework and certification requirements for teachers in favor of more flexible professional requirements Abell Foundation Likewise, Hess argues for the deregulation of teacher preparation. See more work by Jennifer King Rice Search for:

Chapter 3 : Quality | Definition of Quality by Merriam-Webster

The school leadership in a quality school provides teachers, staff, students and parents with frequent communication about what is happening. Rumors and gossip are usually rampant in schools where administrators do not promptly communicate the reasons for decisions or upcoming changes.

Barth Relationships among educators within a school range from vigorously healthy to dangerously competitive. Strengthen those relationships, and you improve professional practice. One incontrovertible finding emerges from my career spent working in and around schools: The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else. If the relationships between administrators and teachers are trusting, generous, helpful, and cooperative, then the relationships between teachers and students, between students and students, and between teachers and parents are likely to be trusting, generous, helpful, and cooperative. If, on the other hand, relationships between administrators and teachers are fearful, competitive, suspicious, and corrosive, then these qualities will disseminate throughout the school community. Schools are full of what I call nondiscussablesâ€”important matters that, as a profession, we seldom openly discuss. These include the leadership of the principal, issues of race, the underperforming teacher, our personal visions for a good school, and, of course, the nature of the relationships among the adults within the school. Actually, we do talk about the nondiscussablesâ€”but only in the parking lot, during the car pool, and at the dinner table. Consequently, the issues surrounding adult relationships in school, like other nondiscussables, litter the schoolhouse floor, lurking like land mines, with trip wires emanating from each. We cannot take a step without fear of losing a limb. Thus paralyzed, we can be certain that next September, adult relationships in the school will remain unchanged. School improvement is impossible when we give nondiscussables such extraordinary power over us. They might be categorized in four ways: Parallel Play Parallel play, a wonderful concept from the preschool literature, is thought to be a primitive stage of human development through which 2- and 3-year-olds soon pass on their way to more sophisticated forms of interaction. To illustrate, imagine two 3-year-olds busily engaged in opposite corners of a sandbox. One has a shovel and a bucket; the other has a rake and a hoe. At no time do they share their tools, let alone collaborate to build a sandcastle. Although in close proximity for a long period of time, each is so self-absorbed, so totally engrossed in what he or she is doing, that the two of them will go on for hours working in isolation. Parallel play offers, of course, a perfect description of how teachers interact at many elementary, middle, and high schools. The term also aptly describes the relationship between one school principal and another whose school is only blocks away. One teacher summed it up with discouraging accuracy: The cost of concealing what we do is isolation from colleagues who might cause us to examine and improve our practices. Adversarial Relationships I once heard a Boston school principal offer this sage observation: Sometimes they are blatant: All they do is fool around with blocks. Barricaded behind their classroom doors, they escape the depleting conflicts so rampant among the adults outside. School people carry around extraordinary insights about their practiceâ€”about discipline, parental involvement, staff development, child development, leadership, and curriculum. I call these insights craft knowledge. Acquired over the years in the school of hard knocks, these insights offer every bit as much value to improving schools as do elegant research studies and national reports. If one day we educators could only disclose our rich craft knowledge to one another, we could transform our schools overnight. But I find educators reluctant to make these gold nuggets available to others. Sadly, when one educator persists in repeating the failures of the past while another next door has great success, everyone loses. This June, thousands of teachers and principals will retire. With them will go all they have learned over the years, forever lost to the profession. The following September, newcomers will arrive to spend their careers painfully learning what those who just left had already figured out. In the cruel world of schools, we become competitors for scarce resources and recognition. One teacher put it this way: Congenial Relationships Fortunately, schools also abound with adult relationships that are interactiveâ€”and positive. We all see evidence of congeniality in schools. A lot of it seems to center around food: One teacher makes the coffee and

pours it for a colleague. Or around the activities of daily living: A principal gives a teacher a ride home so she can care for her sick child. Congenial relationships are personal and friendly. The promise of congenial relationships helps us shut off that alarm each day and arise. Collegial Relationships Congenial relationships represent a precondition for another kind of adult relationship highly prized by school reformers yet highly elusive: Of the four categories of relationships, collegiality is the hardest to establish. Collegiality is about getting them to play together, about growing a professional learning community. Educators sharing their craft knowledge. Educators observing one another while they are engaged in practice. Let me offer a few examples of what I have seen teachers and other school leaders do to create a culture of collegiality in their schools.

Talking About Practice I once had an appointment with a teacher in the faculty lounge. A conversation about the Red Sox or the Yankees can be noteworthy and lively—an example of congenial behavior. But a professional learning community is built on continual discourse about our important work—conversations about student evaluation, parent involvement, curriculum development, and team teaching. I know one principal who boldly suggested to the faculty that for one week, they try permitting in the faculty lounge only education-related conversation. They decided to continue the practice. They banished the Yankees and the Red Sox to the hallways and the parking lot—at least until the playoffs!

Sharing Craft Knowledge In some schools, a typical meeting begins with a participant or two sharing a front-burner issue about which they have recently learned something important or useful. A teacher new to the school might explain how students were evaluated in a previous workplace. A parent might share in a PTA meeting an idea about helping children with homework. A principal might share with other principals a new policy about assigning students to classes. Once the exchange of craft knowledge becomes institutionally sanctioned, educators no longer feel pretentious or in violation of a taboo by sharing their insights. A new taboo—against withholding what we know—replaces the old. Repeated practice soon embeds generous disclosure of craft knowledge into the culture of a school or a school system.

Observing One Another Perhaps no practice evokes more apprehension among educators than the prospect of one of our peers camping out in the back of our classroom for a few hours and watching us engage in the difficult art of teaching. If you come in and plunk yourself down while I am teaching, you die! But I now see that we educators telegraph it to one another as well. None of us wants to risk being exposed as incompetent. Yet there is no more powerful way of learning and improving on the job than by observing others and having others observe us. They decided to hold each faculty meeting in the classroom of a different teacher. The host teacher devoted the first 10 minutes to a show-and-tell: Here is my science corner, and these are student projects on the weather. Follow-up conversations often ensued: Can you tell me more? Deeper and more instructive peer observations emerge when both parties forge an agreement beforehand. Elements of an effective contract might include some of the following: Our visits will be reciprocal. You visit me this week; I visit you next week. What we see and say will be confidential, between us. We will decide together, beforehand, just what I will attend to during the visit—for instance, how you are handling two students with attention deficit disorder. We will agree on the day, time, and length of the visit. We will have a conversation afterward to discuss our observations and share our learning. These contracts increase the ownership of mutual observation, reduce the fear surrounding it, and increase the likelihood of worthwhile learning. Nonetheless, as a principal, I found that creating a school culture in which mutual visits were commonplace was enormously difficult. But still nothing happened. Parallel play continued to rule. Finally, one teacher observed in a faculty meeting—with a bit of hostility, I thought! At the conclusion of the meeting, she shared her observations and compared the meeting with faculty meetings at her own school. Then two teachers and I visited her school, observed its faculty meeting, and offered our observations. The logjam was broken. Mutual classroom observations began. You can lead where you will go.

Rooting for One Another All too common in our profession is widespread awareness of a fellow educator in trouble: We monitor the situation from afar as another person is hung out to dry—and we do nothing. Imagine, on the other hand, a school in which all 32 teachers not only are aware of the punishment that you are experiencing at the hands of those difficult students but also offer to help. To take a youngster or two into their own classes. To invite you into their classrooms so you can observe them handling these same students. To meet with you after school to reflect on the day and help plan the next.

Chapter 4 : Former President of National Graduate School Sued by AG's Office

One incontrovertible finding emerges from my career spent working in and around schools: The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else.

Examining the matrix in different ways reveals different information. For example, concentrating on model A, we see that it is produced in large volume at the Texas plant and in small volume at the Alabama plant. If we choose to focus on the customer rows, we learn that only one customer, Arlo, buys all four models. Zig buys just one. Time makes large purchases of A and D, while Lyle is a relatively minor customer. Products' Customers' Manufacturing Locations

Y-Shaped Matrix Diagram This Y-shaped matrix shows the relationships between customer requirements, internal process metrics and the departments involved. Symbols show the strength of the relationships: The matrix tells an interesting story about on-time delivery. The distribution department is assigned primary responsibility for that customer requirement. The two metrics most strongly related to on-time delivery are inventory levels and order lead time. Of the two, distribution has only a weak relationship with order lead time and none with inventory levels. Perhaps the responsibility for on-time delivery needs to be reconsidered. Based on the matrix, where would you put responsibility for on-time delivery? If it is important to compare three groups simultaneously, consider using a three-dimensional model or computer software that can provide a clear visual image. This figure shows one point on a C-shaped matrix relating products, customers and manufacturing locations.

X-Shaped Matrix Diagram This figure extends the T-shaped matrix example into an X-shaped matrix by including the relationships of freight lines with the manufacturing sites they serve and the customers who use them. Each axis of the matrix is related to the two adjacent ones, but not to the one across. Thus, the product models are related to the plant sites and to the customers, but not to the freight lines. A lot of information can be contained in an X-shaped matrix. In this one, we can observe that Red Lines and Zip Inc. Model D is made at three locations, while the other models are made at two. What other observations can you make? For example, a strong relationship links color and trace metals, while viscosity is unrelated to any of the other requirements.

Chapter 5 : School/System Quality Factors | AdvancED

Quality School of Management The quality school of management is a comprehensive concept for leading and operating an organization, aimed at continually improving performance by focusing on customers while addressing the needs of all stakeholders.

Chapter 6 : School Quality Guide - Online Edition - New York City Department of Education

Scribd is the world's largest social reading and publishing site.

Chapter 7 : Teacher Quality: Understanding the Effectiveness of Teacher Attributes | Economic Policy Institute

To determine the quality of different private companies, nutritionists at the Nutrition Policy Institute analyzed the school lunch menus offered by each company. The nutritional quality of the.

Chapter 8 : Quality School of Management

Welcome to the Online School Quality Guide. Select a school from the list above. Click on the "School Conditions and Practices" to see results from the NYC School Survey.

Chapter 9 : NEA - Quality of School Lunches Questioned

School/System Quality Factors Foundational elements for improvement. AdvancED's approach to improvement is not a one-size-fits-all solution. Rather, it is a customized journey based on a set of factors where all institutions have the potential for transformation by focusing on changing processes, practices and actions to drive improvement.