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Nota di contenuto	Cover; Title Page; Copyright Page; Acknowledgments; About the Author; Table of Contents; Preface; Part I Performance Standards for Teachers; 1 How to Assess Teacher Quality; What Are Teacher Performance Standards and How Are They Used?; Importance of Defining the Job of the Teacher; Overview of Performance Standards; Suggested Teacher Performance Standards; Alignment of Teacher Performance Standards with Qualities of Effective Teachers; What Are Quality Indicators and How Are They Used?; Overview of Quality Indicators; How Quality Indicators Are Used How Can Teacher Performance Standards Be Documented? Documenting Teacher Performance Standards; Observation; Formal Observations; Informal Observations; Walkthrough Observations; Portfolios/Data Logs; Using Multiple Data Sources; How Can Teacher Performance Standards Be Rated?; Rating Scales; Performance Appraisal Rubric; Why

Are Performance Standards Important for Ensuring Teacher Quality?; Notes; 2 Professional Knowledge; What Does Professional Knowledge Mean?; What Does the Research Say About Professional Knowledge of the Teacher?

What Are Research-Based Quality Indicators for Professional Knowledge?How Can Professional Knowledge Be Documented?; What Are Rating Scale Options for Professional Knowledge?; Notes; 3 Data-Driven Planning; What Does Data-Driven Planning Mean?; Data-Driven Aspects of Planning; Applying Planning Processes to Teaching; Definitions of Data-Driven Planning; What Does the Research Say About Data-Driven Planning?; The Process of Planning; What Should Be Taught?; How Should It Be Taught?; How Should Instruction and Student Learning Be Assessed?; Pacing Guides as a Planning Tool
What Are Research-Based Quality Indicators for Data-Driven Planning? How Can Data-Driven Planning Be Documented?; What Are Rating Scale Options for Data-Driven Planning?; Notes; 4 Instructional Delivery; What Does Instructional Delivery Mean?; What Does the Research Say About Instructional Delivery?; What Are Research-Based Quality Indicators for Instructional Delivery?; How Can Instructional Delivery Be Documented?; What Are Rating Scale Options for Instructional Delivery?; Notes; 5 Assessment for Learning; What Does Assessment for Learning Mean?

What Does the Research Say About Assessment for Learning?What Are Research-Based Quality Indicators for Assessment for Learning?; How Can Assessment for Learning Be Documented?; What Are Rating Scale Options for Assessment for Learning?; Notes; 6 Learning Environment; What Does Learning Environment Mean?; What Does the Research Say about Learning Environment?; Classroom Management and Structure; Positive Classroom Climate; Classroom Talk; What Are Research-Based Quality Indicators for Learning Environment?; How Can Learning Environment Be Documented?
What Are Rating Scale Options for Learning Environment?

Sommario/riassunto

This book is based on author James H. Stronge's 20-plus years of consulting with school districts and other educational organizations in designing, piloting, and training educators in the use of teacher-performance evaluation systems. Its primary purpose is to help both teachers and their evaluators collect more comprehensive and accurate assessment data for judging teacher effectiveness. The author provides field-tested teacher-evaluation systems based on performance standards which include data collection tools and performance appraisal rubrics.

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