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Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1: Why measure effective teaching? -- Section 1: Using data for feedback and evaluation -- Chapter 2: Grade-level variation in observational measures of teacher effectiveness -- Chapter 3: Improving observational score quality: challenges in observer thinking -- Chapter 4: How framework for teaching and Tripod 7Cs evidence distinguish key components of effective teaching -- Chapter 5: Making decisions with imprecise performance measures: the relationship between annual student achievement gains and a teacher's career value added -- Chapter 6: To what extent do student perceptions of classroom quality predict teacher value added? -- Section 2: Connecting evaluation measures with student learning -- Chapter 7: Combining classroom observations and value added for the evaluation and professional development of teachers -- Chapter 8: Classroom observation and value-added models give complementary information about quality of mathematics teaching Chapter 9: Does the test matter? Evaluating teachers when tests differ in their sensitivity to instruction -- Chapter 10: Understanding

instructional quality in English language arts: variations in PLATO scores by content and context -- Chapter 11: How working conditions predict teaching quality and student outcomes -- Section 3: The properties of evaluation systems: issues of quality, underlying frameworks, and design decisions -- Chapter 12: Evaluating efforts to minimize rater bias in scoring classroom observations -- Chapter 13: Scoring design decisions: reliability and the length and focus of classroom observations -- Chapter 14: Assessing quality teaching in science -- Chapter 15: Evidence on the validity of content knowledge for teaching assessments -- Chapter 16: Optimizing resources to maximize student gains -- Conclusion: Measuring effective teaching -- the future starts now.

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## Sommario/riassunto

Definitive research for meaningful teacher evaluations. All across America, in urban, suburban, and rural schools, teacher evaluation procedures are much-debated. Evaluation processes for teachers have varied over the years, and the usefulness of those processes to improve and assess the quality of a teacher's instruction has been questionable and often non-existent. Designing Teacher Evaluation Systems: New Guidance from the Measures of Effective Teaching Project provides you with original research from an extensive study that will help you rethink and redesign teacher evaluation procedures.

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