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| 1. Record Nr. | UNINA990004157120403321 |
| Autore | Grierson, Philip <1910-2006> |
| Titolo | Later medieval numismatics 1174-1674 centuries : Selected studies / Philip Grierson |
| Pubbl/distr/stampa | London : Variorum Reprints, 1979 |
| Descrizione fisica | 392 p. : ill. ; 22 cm |
| Collana | Collected Studies Series ; 98 |
| Locazione | FLFBC |
| Collocazione | P.4 COLL.388(98) |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
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| 2. Record Nr. | UNINA9910317626903321 |
| Titolo | Basal Cell Carcinoma / / edited by Vishal Madan |
| Pubbl/distr/stampa | Rijeka : , : IntechOpen, , 2012
©2012 |
| ISBN | 953-51-6905-X |
| Descrizione fisica | 1 online resource (xi, 136 pages) : illustrations |
| Disciplina | 616.994 |
| Soggetti | Oncology |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references. |

3. Record Nr.	UNIPARTHENOE000037703
Autore	Herberger, Arnold C.
Titolo	Cost-benefit analysis / edited by Arnold C. Harberger and Glenn P. Jenkins
Pubbl/distr/stampa	Cheltenham, : An Elgar Reference Collection, 2002
Titolo uniforme	Cost-benefit analysis
ISBN	1858981948
Descrizione fisica	LIII, 681 p. ; 25 cm
Collana	The international library of critical writings in economics ; 152
Altri autori (Persone)	Jenkins, Glenn P.
Disciplina	658.155
Collocazione	DISAE 512/177
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

4. Record Nr.	UNINA9910974447203321
Autore	Tucker Namela D
Titolo	Linking teacher evaluation and student learning // namela D. Tucker & James H. Stronge
Pubbl/distr/stampa	Alexandria, Virginia : , : Association for Supervision and Curriculum Development, , c2005
ISBN	9786610933051 978141660247X 9781280933059 1280933054 9781416602477 141660247X 9781416602491 1416602496
Edizione	[First edition.]
Descrizione fisica	1 online resource (185 pages)
Altri autori (Persone)	StrongeJames H
Disciplina	371.14/4
Soggetti	Teachers - Rating of - United States Teacher effectiveness - United States Academic achievement - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. 160-167) and index.
Nota di contenuto	The power of an effective teacher and why we should assess it -- How can we assess teacher quality? -- Assessing teacher quality with student work: the Oregon teacher work sample methodology -- Assessing teacher quality in a standards-based environment: the Thompson, Colorado, school district -- Assessing teacher quality through goal-setting: the Alexandria, Virginia, school district -- Assessing teacher quality based on student gains: value-added assessment system in Tennessee -- Final thoughts on assessing teacher quality: guidelines for policy and practic.
Sommario/riassunto	In Linking Teacher Evaluation and Student Learning, researchers Pamela D. Tucker and James H. Stronge show that including measures of student achievement in teacher evaluations can help schools focus their

efforts to meet higher standards. You'll see how four school systems have built such measures into their evaluation programs in these distinct ways:

- * Documenting how desired learning outcomes translated into actual student learning
- * Tracking progress on key content standards
- * Setting annual quantifiable goals for students' academic progress
- * Analyzing changes in students' achievement test scores

The authors explore the strengths of each approach, offer insights from teachers and administrators, and describe practical ways to incorporate similar measures of student learning into your own evaluation program. Detailed appendixes provide hands-on tools and resources to help you adapt these approaches to your school's particular needs. For any school that is working to meet higher standards, linking teacher evaluation to measures of student learning is a powerful way to refocus professional development and improve student achievement.
