

1. Record Nr.	UNINA9910337745303321
Titolo	Differentiated Teacher Evaluation and Professional Learning : Policies and Practices for Promoting Career Growth / / edited by Mary Lynne Derrington, Jim Brandon
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2019
ISBN	9783030164546 3030164543
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (242 pages)
Collana	Palgrave Studies on Leadership and Learning in Teacher Education, , 2524-7077
Disciplina	378.013 371.144
Soggetti	Educational tests and measurements Teachers - Training of Professional education Vocational education Education and state Assessment and Testing Teaching and Teacher Education Professional and Vocational Education Education Policy Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part I Differentiated Teacher Evaluation in Practice -- Chapter 1. Supporting Teacher Growth and Assuring Teacher Quality; Jim Brandon and Mary Lynne Derrington -- Chapter 2. The Power of Formative Evaluation of Teaching; Stephen P. Gordon and Marla W. McGhee -- Chapter 3. Providing Teachers with a Choice in Evaluation: A Case Study of Veteran Teachers' Views; Sharon Conley, Elizabeth Mainz, and Laura Wellington -- Chapter 4. Prizes and Imperfections: Examining Teacher Evaluation Within an Induction Program in Western Québec; Trista Hollweck, Amy Curry, Kate Smith, Michel Dubeau and Terry Kharyati --

Chapter 5. Credibility in Instructional Supervision: A Catalyst for Differentiated Supervision; Chad R. Lochmiller -- Chapter 6. Teacher Evaluation and Differentiated Instructional Supervision: A Tiered Approach to Promote Teacher Growth; Yanira Oliveras-Ortiz and Jo Ann Simmons -- Part II Differentiated Teacher Evaluation: The Interplay of Policy and Practice -- Chapter 7. Balancing Differentiation and Fairness in Teacher Evaluation: The Story of Flemish Secondary Schools; Melissa Tuytens and Geert Devos -- Chapter 8. The Language of Instructional Improvement in the U.S.: A View from Current Law and Policy Reports; Helen M. Hazi -- Chapter 9. Job-Embedded Professional Learning: Federal Legislation and National Reports as Levers; Sally J. Zepeda -- Chapter 10. Differentiated Evaluation Policy for Professionals in Alberta Canada Schools: Local Policy Characteristics and Budget Implications; Darryl M. Hunter and Francis Owusu -- Chapter 11. Lessons Learned, Not Learned, and Yet to be Mastered; Mary Lynne Derrington and Jim Brandon.

Sommario/riassunto

This book discusses teacher evaluation and how it can provide the foundations for professional development. The editors and contributors illustrate how teachers with varying levels of expertise, experience and learning needs can benefit from differentiated evaluation and professional development designed to help them reach their full potential. The book examines various aspects of differentiation including levels of experience from pre-service to veteran, practices of school principals as they supervise and evaluate staff, and wider education policies that can support or hinder differentiation. Providing fascinating insights into how teacher evaluation policies can support practice in a variety of contexts, this timely collection will be of interest and value to students and scholars of teacher evaluation and professional development.
