

1. Record Nr.	UNINA9910450594603321
Autore	Tucker Pamela D
Titolo	Linking Teacher Evaluation and Student Learning
Pubbl/distr/stampa	[Place of publication not identified], : Association for Supervision & Curriculum Development, 2005
ISBN	9786610933051 978141660247X 1-280-93305-4 1-4166-0247-X 1-4166-0249-6
Descrizione fisica	1 online resource (185 pages)
Disciplina	371.144
Soggetti	Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
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 scoresThe 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.

2. Record Nr.	UNINA9910712911703321
Autore	Jones Raymond N. <1928->
Titolo	The measurement of lumped parameter impedance : a metrology guide // R.N. Jones, W.J. Anson
Pubbl/distr/stampa	Washington, D.C. : , : U.S. Dept. of the Commerce, National Bureau of Standards : , : G.P.O., , 1974
Descrizione fisica	1 online resource (xiii, 195 pages) : illustrations
Collana	NBS monograph ; ; 141
Classificazione	53.15
Altri autori (Persone)	AnsonW. J
Disciplina	389/.08 s 621.37/4
Soggetti	Electric measurements Impedance (Electricity) Imp edance electrique Mesures electriques
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.

3. Record Nr.	UNINA9910790229803321
Autore	Armytage W. H. G.
Titolo	The American influence on English education // W.H.G. Armytage
Pubbl/distr/stampa	Abingdon [England] : , : Routledge, , 2012
ISBN	1-136-72275-0 1-280-67077-0 9786613647702 1-136-72276-9 0-203-81652-8
Descrizione fisica	1 online resource (137 p.)
Collana	Routledge library editions: education ; ; 1
Disciplina	370.941 370.973 370/.973
Soggetti	Education - United States - History Great Britain Relations United States United States Relations Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Originally published: London : Routledge and Kegan Paul, 1967.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	THE AMERICAN INFLUENCE ON ENGLISH EDUCATION; Copyright; The American Influence on English Education; Copyright; Contents; Preface; 1 The Yankee gospel; (i) Its exponent and his relationship with pro-American groups in eighteenth century England; (ii) Its chapel: the Royal Institution; (iii) Returned loyalists: Francis Green and the education of the deaf; Lindley Murray and his famous 'grammar'; (iv) Frontier service agencies and their influence on the University of London; (v) Early chapelries: lyceums, mechanics' institutes; and Franklin Clubs (vi) 'Emerson mania' in the industrial north of England2 The emergence of the school boards; (i) Liberal admiration of popularly-elected non-sectarian school boards: Cobden's visit in 1835, and subsequent activity to promote them in England; (ii) The Horace Mann, George Combe, Cobden triangle; (iii) Other endorsements of American board school: James Silk Buckingham (pioneer town planner); J. F. W.

Johnstone (chemist); Alexander MacKay (journalist); Lord Acton (historian); Harriet Martineau (feminist); J. R. Godley (Tory) (iv) The House of Commons and American practice: J. A. Roebuck in 1833 Sir Thomas Wyse in 1835; and Sir James Pakington in 1856; (v) The Endowed Schools Commission: James Frasefs report at the close of the Civil War, 1865; (vi) Background to 1870; (vii) The seepage of labour; 3 Mass literacy; (i) Radicalism and reading; Cobbett's success; The Stamp Act and Bulwer Lytton's arguments for a free press; Harmsworth and the rise of the American style newspaper; (ii) American juvenile books: 'Peter Parley'; the McGuffey readers; the 'Rollo' series and their Socinian outlook (iii) Emerson's influence on Froude Walt Whitman and the 'bulk-people' of the industrial north of England; Fenimore Cooper and Nathaniel Hawthorne's anti-historicism; (iv) The rise of free libraries: the gifts of Andrew Carnegie, and the cataloguing skills of Melvil Dewey; (v) From detective story to science fiction; (vi) The 'neurosis of the future'; 4 The Land Grant example; (i) The Morrill Act of 1862 and American encouragement of scientific research, especially in agriculture; (ii) The 'Wisconsin model' and its English admirers, Patrick Geddes and Victor Branford (iii) Chautauqua to Chicago: the concept of the universal college(iv) Andrew Carnegie, Joseph Chamberlain and the rise of the civic universities; (v) Post-graduate research: the Johns Hopkins exemplar and Sir William Osier; (vi) The Mosely Commission, 1903; L.E.A.'s look across the Atlantic; H. B. Gray and the Public Schools; 5 The twentieth century university; (i) Balfour's attempts to attract American post-graduate students to Britain; institution of the Ph.D. and of the Committee of Vice-Chancellors and Principals; the flow, primed by Harkness and Rockefeller grants, increases westward (ii) American critics of the European tradition: Henry Adams and Abraham Flexner

Sommario/riassunto

The American ideal has exercised a powerful influence over English educational policy over the last two centuries, even as it has itself changed. Today the very size of America enables it to rehearse problems we shall meet tomorrow. This volume answers key questions for education, as relevant now as they were when it was originally published: Is there an optimal size and a maximal use of a school? Are there adequately sophisticated batteries of attainment tests? Or valid methods of vocational guidance?
