

1. Record Nr.	UNINA9910453848503321
Autore	Tucker Pamela D.
Titolo	Handbook on teacher portfolios for evaluation and professional development // Pamela D. Tucker, James H. Stronge, Christopher R. Gareis
Pubbl/distr/stampa	New York : , : Routledge, , 2013
ISBN	1-138-15051-7 1-315-85370-1 1-317-92249-2
Descrizione fisica	1 online resource (310 p.)
Altri autori (Persone)	GareisChristopher R StrongeJames H
Disciplina	193
Soggetti	Portfolios in education - United States Teachers - Rating of - United States Teachers - In-service training - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published 2002 by Eye on Education.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Cover; Title Page; Copyright Page; Dedication; About the Companion Compact Disk; Acknowledgments; Table of Contents; About the Authors; Preface; 1 Handbook on Teacher Portfolios: An Introduction; Why Teacher Portfolios?; What is a Teacher Portfolio?; What a Portfolio Is Not; Key Components of a Portfolio; Purposes for a Teacher Portfolio; What is the Portfolio's Value for Teacher Evaluation?; What's Wrong with TraditionalTeacher Evaluation; What's Right with Portfolios in Teacher Evaluation; What is the Portfolio's Value for Professional Development?; Portfolios and Teacher Self-Reflection Portfolios and CollaborationSummary; A Case Study: National Board for Professional Teaching Standards; A Case Study: Connecticut's Beginning Educator Support and Training Program (BEST); Case Study: The Douglas County Outstanding Teacher Program; References; 2 Developing a Teacher Portfolio; What is the Role of Performance Standards in Developing Portfolios?; What Should a Teacher Portfolio "Look Like"?; Portfolio Notebook; Digital Portfolio; Portfolios for Other

Purposes: Action Research Portfolios and Employment Portfolios; What Is the Role of Artifacts in Portfolios?; What are Artifacts?
Types of Artifacts Available to TeachersHow Can Captions Add Value to Portfolios?; How Can Portfolios be Organized Effectively?; Using Performance Standards to Organize Portfolios; Using Required Entries to Organize Portfolios; Summary; References; 3 Putting Portfolios into Action; What Practical Tips Will Help Teachers to Assemble and Sustain Portfolios?; Assembling a Teacher Portfolio; Sustaining a Teacher Portfolio; Know What You're Going For; Capture the Practice; Work on Your Portfolio Over Time; Emphasize Quality Over Quantity; Be Selective; Collaborate with Other Professionals
Selecting ArtifactsHow Can a School or District Begin to Implement Portfolios?; Key Questions to Answer Before Implementing Portfolios; Steps to Take in Implementing Portfolios; Enlist Volunteers; Start Small; Minimize Risk; Offer Incentives and Provide Support; Study Examples of Best Practice; Allow Time for Change; Provide Training; Conduct Field Tests and Refine the Portfolio Process; Communicate and Collaborate; Evaluate the Use of Portfolios After Implementation; Summary; References; 4 Teacher Portfolios and Teacher Evaluation
What Are Alternatives to Observation- Only Teacher Evaluation Systems?Do Teacher Portfolios Contribute to a Valid Assessment of Teacher Performance?; Validity of Portfolios: A Case Study; Validity of Portfolios: Additional Evidence; Enhanced Validity and the Use of Multiple Data Sources; Balancing Process and Product in Teacher Evaluation; Do Portfolios Have a Value-Added Effect on Teacher Evaluation?; Differentiating Performance in Teacher Evaluation; Differentiating Teacher Effectiveness: The National Board Study; Differentiating Summative Results: A School District Study
What Are Additional Benefits in Using Portfolios in Teacher Evaluation?

Sommario/riassunto

This research-based book provides details on how educators can dramatically increase student achievement. It offers numerous experience-based ideas and strategies which can be applied to any school or district. This book will help you: establish a results-oriented focus on the curriculum, increase time-on-task and academic rigor for ALL students, provide a supportive accountability system for all staff members, identify and eliminate educational practices that lower student achievement, and introduce an achievement audit process that will increase student performance in any school or district.
