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Nota di contenuto	Cover; Title Page; Copyright Page; Dedication; Table of Contents; List Of Figures; Preface; Acknowledgments; About the Authors; Part I: Developing And Implementing An Educational Specialist Evaluation System; Chapter 1: Educational Specialist Evaluation: Getting Started; Who Are Educational Specialists?; What Is Unique About Evaluating Educational Specialists?; Multiple Supervisors; Job Description Problems; Multiple Specialist Positions with Specialized Training; Multiple Data Sources; Why Do We Need Quality Performance Evaluation for All Educators? What Are the Purposes of Educational Specialist Evaluation?Identifying Evaluation Purposes; Linking Professional Growth and Accountability in Educational Specialist Evaluation; Why Has Educational Performance Evaluation Often Failed to Be Effective?; What Components Are Essential for a Quality Performance Evaluation System?; Communication in Evaluation; Commitment to Evaluation; Collaboration in Evaluation; What Are Guidelines for Developing and Implementing Quality Educator Performance Evaluation Systems?; What Is the Purpose of the Handbook?; What Does the Handbook Not Provide?; Summary Chapter 1 ReferencesChapter 2: Educational Specialist Evaluation: Background and Context; What Is the History of Evaluation for Educational Specialists?; What Are the Frameworks for Evaluating

Educational Specialists?; What Are the Different Models of Personnel Evaluation?; What Are the Standards for Quality Personnel Evaluation; Propriety Standards; Utility Standards; Feasibility Standards; Accuracy Standards; Summary; Chapter 2 References; Chapter 3: The Goals and Roles Evaluation Model; What Are the Underlying Assumptions?; What Is the Purpose of the Model?; What Are the Key Features? What Are the Basic Steps in the Model?Summary; Chapter 3 References; Chapter 4: Developing Performance Standards; What is the Job of the Educational Specialist?; What Are Performance Standards?; Overview of Performance Standards; Domains; Performance Standards; Performance Indicators; What Are the Steps in Developing Performance Standards?; Selecting Terminology; Determining Content for Performance Standards; What Performance Standards Are Recommended for Use with Educational Specialists?; Summary: How Should Educational Specialist Performance Standards Be Used?; Chapter 4 References Chapter 5: Rating Performance of Educational SpecialistsWhat Are the Intended Outcomes of Performance Evaluation?; What Assessment Tools Can Be Used in Providing Formative Feedback?; Performance Indicators and Formative Feedback; Interim Reviews and Formative Feedback; What Types of Rating Scales Can Be Used in Summative Evaluation?; Designing Rating Scales; Using Rating Scales; What Is a Performance Appraisal Rubric and How Can It Be Used?; Summary; Chapter 5 References; Chapter 6: Documenting Performance of Educational Specialists So What Is Wrong with Observation-only Educational Specialist Evaluation Systems?

Sommario/riassunto

Easy-to-use, authoritative, and flexible, the tools in this book and CD-ROM have been developed over the last 15 years and have been field tested in over 500 schools. These tools will empower you to do your evaluations based on current thinking and best practices.
