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"Conceptual Frameworks: Pulling it all Together"; "NCATE Standards";
 "INTASC Principles: Where NCATE and AERA, APA, and NCME Standards
 Converge"; "Making Sense of Conceptual Frameworks"; "Our
 Conceptual Framework: What We Value"; "Assessment Options";
 "Records of Training Completed"; "Tests and Exam Scores";
 "Observations of Performance"; "Portfolios of Assessable Artifacts";
 "Job-Related Tasks and Work Sample Products"; "K-12 Student
 Work Samples"; "Wrap-Up"; "Activity #1.1: What's Happening in
 Your State and School?"
 "Activity #1.2: Questionnaire for Faculty Views on Competency
 Assessment"; "Activity #1.3: Assessment Beliefs"; "Beliefs about
 Assessment"; "Activity #1.4: Assessment Options"; "Chapter 2 -
 Portfolios: To Be or Not to Be? That is the Question!"; "The Portfolio:
 Panacea or Pandora's Box?"; "Portfolios as Certification Tests:
 Lessons from Standards and History"; "Assessment Illiteracy,
 Paradigm Shifts, and Conflicting Purposes"; "The Conflict of Formative
 vs. Summative Assessment"; "The Conflict of Program Approval vs.
 Accreditation"
 "The Conflict of Regulatory vs. Professional Perspectives"; "The Conflict
 of Freedom vs. Accountability"; "The Conflict of Constructivism vs.
 Positivism"; "Recommendations for Use of Portfolios in Accountability
 Contexts"; "Ten Recommendations for Assessment System Design";
 "A Recommended, Standards-Based Model"; "Overview of
 Competency Assessments Aligned with Teacher Standards (CAATS)
 Model"; "CAATS Step 1: Define Purpose, Use, Propositions, Content,
 and Other Contextual Factors"; "CAATS Step 2: Develop a Valid
 Sampling Plan"
 "CAATS Step 3: Create or Update Tasks Aligned with Standards and
 Consistent with the Sampling Plan"

Sommario/riassunto

This comprehensive five-step model for measuring teacher knowledge
 and skills helps teacher educators and school administrators prepare
 fair, valid, and reliable assessments of teacher performance.

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