

| | |
|-------------------------|---|
| 1. Record Nr. | UNINA9910779574503321 |
| Autore | Marshall Kim <1948-> |
| Titolo | Rethinking teacher supervision and evaluation [[electronic resource]] : how to work smart, build collaboration, and close the achievement gap // Kim Marshall |
| Pubbl/distr/stampa | San Francisco, : Jossey-Bass, 2013 |
| ISBN | 1-118-41661-9 1-299-44907-7 1-118-41997-9 |
| Edizione | [2nd ed.] |
| Descrizione fisica | 1 online resource (242 p.) |
| Disciplina | 371.14/4 |
| Soggetti | Teachers - Rating of Teachers - In-service training |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Cover; Title Page; Copyright; Contents; The Author; Acknowledgments; Introduction; Good Teaching Really Matters; Chapter 1 The Challenge: Closing the Achievement Gap; Supervision as Seen By a Rookie Teacher; Out of the Classroom; My Own Ship; Low Expectations; A Resistant Culture; Teacher Isolation; Weak Teamwork; Curriculum Anarchy; Weak Alignment between Teaching and Assessment; Mystery Grading Criteria; Not Focusing on Learning; The Aha! Moment: State Standards and Tests; Slim Curriculum Booklets and Achievement Targets; Necessary but not Sufficient Chapter 2 Supervision and Evaluation: Why We Need a New Approach There Isn'T a Shared Definition of Good Teaching; The Principal Sees Only a Tiny Fraction of Teachers' Work; The Principal'S Presence Changes What'S Going on in the Classroom; Full-Lesson Write-Ups Rarely Change Anything; The Process is Extremely Time-Consuming, Which Keeps Principals out of Classrooms; Teachers are Passive Recipients of Evaluations and are Evaluated in Isolation from their Colleagues; Student Learning is not Part of the Process; The Imperative for Change; Chapter 3 Mini-Observations 1: A System Is Born |

Supervision Hits a Brick Wall
Managing by Rushing Around; An Idea is Born; Mini-Observations take off; Developing a Style; Keeping track of Visits; Keeping it up; Closing the Loop with Teachers; So far, so Good;
Chapter 4 Mini-Observations 2: Doing Them Right; 1. Unannounced; 2. Frequent; 3. Short; 4. Face-to-Face; 5. Perceptive; 6. Humble; 7. Courageous; 8. Systematic; 9. Documented; 10. Linked to Teacher Teamwork and Schoolwide Improvement; 11. Linked to End-of-Year Teacher Evaluation; 12. Explained well; Necessary but not Sufficient
Chapter 5 Curriculum Design: The Foundation of Good Teaching
The Curriculum Planning Gap; The K-12 Curriculum Plan; Year-end Learning Expectations; A Curriculum Calendar; Curriculum Unit Plans; Lessons: Where the Rubber Meets the Road; Taking Stock;
Chapter 6 Interim Assessments: Using During-the-Year Evidence of Learning to Continuously Improve and Evaluate Instruction; I Taught it, Therefore they Learned it; Finding the Right Assessments; On-the-spot Assessments; Interim Assessments; What Interim Assessments Add; Problems Implementing Interim Assessments; Doing Interim Assessments Right
Team Value-Added Accountability
Taking Stock; Chapter 7 Rubrics: Potent, Efficient End-of-Year Evaluation Tools; Creating a new set of Rubrics; Step 1: Deciding on Domains; Step 2: Deciding on a Rating Scale; Step 3: Sorting the Criteria; Step 4: Creating the Rubrics; Introducing the Rubrics; Using the Rubrics; Teachers Scoring below Proficient; The Bridge to Continuous Improvement; Professional Learning Community; Goal Setting; Midyear Check-In; Teacher Input in End-of-Year Rubric Evaluation; Student Input; Charting Faculty Results; Taking Stock
Chapter 8 Time Management: Doing First Things First

Sommario/riassunto

Teacher supervision and evaluation that emphasizes fairness, excellence, and achievement In this thoroughly revised and updated edition of his bestselling book, education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher's performance. Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students. Revised edition of the classic book on teacher s
