

1. Record Nr.	UNINA9910781338503321
Autore	Danielson Charlotte
Titolo	Teacher evaluation to enhance professional practice [[electronic resource] /] / Charlotte Danielson, Thomas L. McGreal
Pubbl/distr/stampa	Alexandria, Va., : Association for Supervision & Curriculum Development, 2000
ISBN	1-4166-1582-2 9786610931231 1-4166-0118-X 0-87120-767-2 1-280-93123-X 0-87120-925-X
Descrizione fisica	1 online resource (167 p.)
Altri autori (Persone)	McGrealThomas L
Disciplina	371.14/4
Soggetti	Teachers - Rating of - United States Teaching - United States - Evaluation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	""Cover ""; ""Title Page ""; ""Copyright ""; ""Table of Contents ""; ""List of Figures ""; ""Prologue: A Tale of Two People""; ""Chapter 1: A Flawed System""; ""Chapter 2: The Once and Present Context for Teacher Evaluation: Important Lessons""; ""Chapter 3: A Blueprint for Teacher Evaluation""; ""Chapter 4: The Evaluative Criteria, or the a€œWhata€?""; ""Chapter 5: Sources of Information""; ""Chapter 6: Evaluation Procedures, or the a€œHowa€?""; ""Chapter 7: The Design Process""; ""Preamble to Chapters 8a€?10: The Structural Framework for Designing the Evaluation System"" ""Chapter 8: Track Ia€?The Beginning Teacher Program""""Chapter 9: Track IIa€?The Professional Development Track""; ""Chapter 10: Track IIIa€?The Teacher Assistance Track""; ""Epilogue""; ""Appendixes: Evaluation Case Studies""; ""Appendix A: Addison, Illinois, Public Schools""; ""Appendix B: Newport News, Virginia, Public Schools""; ""References""; ""Index""; ""About the Authors""; ""Related ASCD Resources""; ""About ASCD""; ""Search this Book""

Teacher evaluation--a term that brings fear, anticipation, stress, anxiety, or even boredom to the hearts of teachers and administrators everywhere. How can we reinvent teacher evaluation so that it really makes a difference--so that everyone in school benefits from it, so that teachers and administrators learn from it, so that students succeed as a result of it? The bad news is that many schools and districts seem to be stuck in old ruts, involving The Observation, The Behavior Checklist, and The Conference. The good news is that many districts have paved the way for teacher evaluation to actually become professional development, by using a three-track evaluation system: * Track I, for beginning teachers, promotes growth and new learning through mentoring, frequent observations, and support systems. * Track II, for tenured teachers--that is, most teachers in the system--promotes professional learning experiences through self-assessment, goal setting, data collection, formative evaluations, study groups, action plans, and evaluation in which teachers play an active role. * Track III, for tenured teachers needing assistance, focuses on remediating difficulties and recommending further action. More good news: Through concrete examples, useful forms, and assessment tools, this book provides a clear roadmap to effective teacher evaluation systems that combine quality assurance with professional development for all teachers.
