

1. Record Nr.	UNINA9910797304003321
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Titolo	Assessing teacher competency : five standards-based steps to valid measurement using the CAATS model / / Judy R. Wilkerson, William Steven Lang ; foreword by Richard C. Kunkel ; acquisitions editor Faye Zucker ; cover designer Audrey Snodgrass
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , 2007 ©2007
ISBN	1-4522-9752-5
Descrizione fisica	1 online resource (408 p.)
Disciplina	379.157
Soggetti	Teachers - Certification - United States Teacher effectiveness - United States
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	<p>""Cover""; ""Contents""; ""List of Abbreviations and Acronyms""; ""List of Tables, Figures, and Boxes""; ""A Step-by-Step Guide to Competency Assessment Aligned with Teacher Standardsa€?The CAATS Model for Improved Teacher Assessment""; ""Foreword""; ""Preface""; ""Acknowledgments""; ""About the Authors""; ""Chapter 1 - Expectations and Options for Accountability and Teacher Assessment""; ""The Challenge f rom the National Commission on Teaching and Americaa€?s Future""; ""Title II of the Higher Education Act Amendments of 1998""; ""No Child Left Behind (NCLB) Legislation"" ""National Research Councila€?The Committee on Assessment and Teacher Quality""""What a Few Others Have Said: A Brief Review of the Literature on Testing and Licensure""; ""Standards: The Road Map to Accountability and Scientifically Based Performance Assessment""; ""The Principal Sets of Standards Governing our Work ""; ""National and State Pedagogical and Content Standards""; ""Unit Accreditation and Operational Standards""; ""Technical Standards for Measurement of Teacher Competency""; ""Some Major Threats to Validity in Most Current Assessment Systems""</p> <p>""Conceptual Frameworks: Pulling it all Together""""NCATE Standards""; ""INTASC Principles: Where NCATE and AERA, APA, and NCME Standards</p>

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"; "Ka€?12 Student
 Work Samples"; "Wrap-Up"; "Activity #1.1: Whata€?s Happening in
 Your State and School?"
 "Activity #1.2: Questionnaire for Faculty Views on Competency
 Assessment""Activity #1.3: Assessment Belief Scalea€?Beliefs about
 Assessment"; "Activity #1.4: Assessment Options"; "Chapter 2 -
 Portfoliosa€?To Be or Not to Be? That is the Question!"; "The Portfolio:
 Panacea or Pandoraa€?s Box?"; "Portfolios as Certification a€œTestsa
 €?: 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.

2. Record Nr.	UNINA9910793488303321
Autore	Parisse Gelsomina
Titolo	El acuario tropical de agua marina / / Gelsomina Parisse
Pubbl/distr/stampa	[Place of publication not identified] : , : Editorial De Vecchi, , [2018] ©2019
ISBN	1-64461-628-9
Descrizione fisica	1 online resource (146 pages) : illustrations
Disciplina	639.342
Soggetti	Marine aquariums Marine animals - Tropics
Lingua di pubblicazione	Spagnolo
Formato	Materiale a stampa
Livello bibliografico	Monografia