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| 1. Record Nr. | UNISA996389619003316 |
| Autore | Matthew Tobie, Sir, <1577-1655.> |
| Titolo | A collection of letters, made by Sr Tobie Mathews, Kt [[electronic resource]] : With a character of the most excellent lady, Lucy Countess of Carlisle: by the same author. To which are added many letters of his own, to several persons of honour. // Published by the Revd Dr J. Donne |
| Pubbl/distr/stampa | London, : Printed for Tho. Horne, Tho. Bennet, and Francis Saunders; at the Royal-Exchange, St. Paul's Church-yard, and the New-Exchange in the Strand., 1692 |
| Descrizione fisica | [1]+ p |
| Soggetti | Letters |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Fragment: title page only. Reproduction of original in the British Library. |
| Sommario/riassunto | eebo-0062 |

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| 2. Record Nr. | UNINA9910797304003321 |
| Autore | Wilkerson Judy R. |
| 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 | ""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"" ""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""; ""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.

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| 3. Record Nr. | UNIORUON00394027 |
| Autore | HEMPEL, Heinrich |
| Titolo | Heinrich Hempel : Kleine Schriften : Zur Vollendung seines 80. Lebensjahres am 27. August 1965 / Heinrich Hempel ; herausgegeben von Heinrich Matthias Heinrichs |
| Pubbl/distr/stampa | Heidelberg, : Carl Winter - Universitätsverlag, 1966 |
| Descrizione fisica | 446 p. : tav. ; 25 cm. |
| Disciplina | 410 830.2 |
| Soggetti | CIVILTA' GERMANICA - Medioevo Linguistica |
| Lingua di pubblicazione | Tedesco |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |