

1. Record Nr.	UNINA9910807237403321
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Titolo	Collaborative peer coaching that improves instruction : the 2+2 performance appraisal model / / Dwight W. Allen, Alyce C. LeBlanc
Pubbl/distr/stampa	Thousand Oaks, Calif., : Corwin Press, c2005
ISBN	1-4833-5162-9 1-4522-1311-9 1-4416-5357-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource (136 p.)
Collana	1-Off
Altri autori (Persone)	LeBlancAlyce C
Disciplina	371.14/4
Soggetti	Mentoring in education Peer review Teaching teams
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	The performance appraisal paradox -- The fine art of feedback : an interlude -- What is 2+2 anyway? -- The feedback dilemma -- The 2+2 pilot -- 2+2 takes shape -- 2+2 : a matter of leadership -- 2+2 takes off -- Beyond the 2+2 basics : a second interlude -- Institutionalizing 2+2.
Sommario/riassunto	Based on frequent, mutual feedback from peers, students and administrators, the 2+2 method increases meaningful contact and collaboration between teachers. It also allows for administrator participation in a less threatening context than the traditional performance appraisal, greatly reducing teachers levels of anxiety and self-doubt, which in turn leads to increased job-satisfaction.