

1.	Record Nr.	UNIBAS000016583
	Autore	Guy, Richard K.
	Titolo	Unsolved problems in number theory / Richard K. Guy
	Pubbl/distr/stampa	New York [etc.] : Springer, c1981
	ISBN	0-387-90593-6
	Descrizione fisica	XVIII, 161 p. ; 25 cm.
	Collana	Problem books in mathematics Unsolved problems in intuitive mathematics ; 1
	Disciplina	512.7
	Soggetti	Numeri - Teoria
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNISOBSOBE00022671
	Autore	Evans, Malcolm
	Titolo	Signifying Nothing : Truth's True Contents in Shakespeare's Text / Malcolm Evans
	Pubbl/distr/stampa	London ; Sydney ; Tokyo : Harvester Wheatsheaf, 1989
	Edizione	[2 edition]
	Descrizione fisica	XII, 317 p. ; 24 cm
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia

3.	Record Nr.	UNISALENTO991000750329707536
	Autore	Ventura, Andrea
	Titolo	Progettazione e sviluppo del monitoring on-line della camera a drift di KLOE a Dafne. Tesi di laurea / laureando Andrea Ventura ; relatore Edoardo Gorini
	Pubbl/distr/stampa	Lecce : Università degli Studi. Facoltà di Scienze. Corso di laurea in Fisica, a.a. 1997-1998
	Descrizione fisica	viii, 130 p. : ill. ; 30 cm
	Altri autori (Persone)	Gorini, Edoardo
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
4.	Record Nr.	UNISALENTO991001166409707536
	Autore	Rubinstein, Nicolai
	Titolo	Lucrezia Borgia / Nicolai Rubinstein
	Pubbl/distr/stampa	Roma : Istituto della enciclopedia italiana, stampa 1971
	Descrizione fisica	39 p. ; 18 cm
	Collana	Bibliotheca biographica ; 3
	Disciplina	945.0609
	Soggetti	Borgia, Lucrezia Borgia, Lucrezia
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia

5. Record Nr.	UNINA9910963218403321
Autore	Danielson Charlotte
Titolo	Teacher evaluation to enhance professional practice // Charlotte Danielson, Thomas L. McGreal
Pubbl/distr/stampa	Alexandria, Va., : Association for Supervision & Curriculum Development, 2000
ISBN	9786610931231 9781416615828 1416615822 9781416601180 141660118X 9780871207678 0871207672 9781280931239 128093123X 9780871209252 087120925X
Edizione	[1st ed.]
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""

Sommario/riassunto

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.
