

1. Record Nr.	UNINA9910963629603321
Titolo	Assessing teacher effectiveness : developing a differentiated model // Jim Campbell ... [et al.]
Pubbl/distr/stampa	London ; New York, : RoutledgeFalmer, 2004
ISBN	1-134-40722-X 0-415-30479-2 1-134-40723-8 1-280-04948-0 0-203-40370-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (241 p.)
Altri autori (Persone)	CampbellR. J
Disciplina	371.14/4
Soggetti	Teachers - Rating of Teacher effectiveness
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 (p. [196]-219) and index.
Nota di contenuto	The background to teacher effectiveness research -- Towards a differentiated model -- Values and policy implications -- Differentiated teacher effectiveness research: the model in practice.
Sommario/riassunto	How can we really evaluate teacher effectiveness?Systems of teacher appraisal and evaluation are being created across the world in order to monitor and assess teacher performance. But do the models used really give a fair evaluation?Based on international research, the authors argue that teacher effectiveness is too narrowly conceptualised and methods of measuring it are not attuned to the real contexts in which teachers work. They propose a model of differential teacher effectiveness which takes into account that:* teachers may be more effective with some categories of