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| Autore | CAI Shangxiang |
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| 2. Record Nr. | UNINA9910815548803321 |
| Autore | Wilkerson Judy R. |
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Improved Teacher Assessment"; "Foreword"; "Preface";
 "Acknowledgments"; "About the Authors"; "Chapter 1 -
 Expectations and Options for Accountability and Teacher Assessment";
 "The Challenge from the National Commission on Teaching and
 America's Future"; "Title II of the Higher Education Act
 Amendments of 1998"; "No Child Left Behind (NCLB) Legislation"
 "National Research Council's 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"; "K-12 Student
 Work Samples"; "Wrap-Up"; "Activity #1.1: What's Happening in
 Your State and School?"
 "Activity #1.2: Questionnaire for Faculty Views on Competency
 Assessment"
 "Activity #1.3: Assessment Belief Scale? Beliefs about
 Assessment"; "Activity #1.4: Assessment Options"; "Chapter 2 -
 Portfolios? To Be or Not to Be? That is the Question!"; "The Portfolio:
 Panacea or Pandora's Box?"; "Portfolios as Certification Tests?
 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.