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Autore	CAI Shangxiang
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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 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 aœTests? 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"

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#### 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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