

Download Ebook Teacher Self Supervision Why Teacher Evaluation Has Failed And What We Can Do About It World Class Schools Series Read Pdf Free

Getting Teacher Evaluation Right **Teacher Evaluation that Makes a Difference** **Teacher Evaluation Around the World** **A Guide to Impactful Teacher Evaluations** **Teacher Evaluation as a Growth Process** *Effective Teacher Evaluation* Everyone at the Table *Teacher Evaluation That Makes a Difference* *The New Handbook of Teacher Evaluation* **Teacher Self-Supervision: Why Teacher Evaluation Has Failed and What We Can Do About it** **Defensible Teacher Evaluation** **Teacher Evaluation in Second Language Education** **Multidisciplinary Perspectives on Teacher Evaluation** **Teacher Evaluation and Student Achievement** Evaluating Teaching Making Evaluation Meaningful **Making Teacher Evaluation Work** **Improving Teacher Evaluation Systems** *The Law of Teacher Evaluation* *Effective Teacher Evaluation* **Student Growth Measures in Policy and Practice** *The Case for Commitment to Teacher Growth* Rethinking Teacher Supervision and Evaluation **Teacher Evaluation that Works!!** *Effective Teachers=Student Achievement* Improving Teacher Development and Evaluation Linking Teacher Evaluation and Student Learning **Making Evaluation Meaningful** Evaluating Teaching Ineptitude, Conformity, and Obfuscation **The Framework for Teaching Evaluation Instrument, 2013 Edition** **0 Designing Teacher Evaluation Systems** **Teacher Evaluation Policy** **Writing Meaningful Teacher Evaluations - Right Now!!** **10 Models of Teacher Evaluation** Evaluating ALL Teachers of English Learners and Students With Disabilities *Teacher Evaluation* **Take Charge of Your Teaching** **Evaluation Designing and Implementing the Next Generation of Teacher Evaluation Systems**

Writing Meaningful Evaluations---Right Now!! is an instrument designed to quickly and easily facilitate the completion of quality performance-based written evaluations. The book serves as an invaluable aid to not only experienced administrators and supervisors, but most especially to those new to the task of conducting written evaluation documents. The book supplies users with quick and efficient variety of tools necessary for writing fact-filled, performance-based, comprehensive, quality teacher evaluations. It seeks to empower educators in their effort to meet goals efficiently and expeditiously, pertaining to monitoring, assessing, and documenting instructional performance. This innovative guide can be used to transpose those competencies into the universal language of education. What's wrong with today's teacher-evaluation systems- and how to improve them Unsound teacher evaluation practices lead to misinformed decisions regarding strategies for student learning, resulting in negative effects to students. Education measurement and evaluation expert W. James Popham critiques what is wrong with many existing teacher-evaluation systems and offers an alternate system that respects the professionalism and dignity of teachers. Popham argues that, because teaching is a very situation- specific profession, the use of any paint-by-numbers, one- size-fits-all teacher evaluation system is patently absurd. Rather, the only defensible approach to teacher evaluation is to base it on collegial judgment, that is, on the evaluative conclusions of experienced teachers who have been specifically trained and formally certified to carry out this function. This book discusses: Key strengths and weaknesses of prominent teacher-evaluation evidence How to improve a flawed teacher-evaluation program The merits of a teacher evaluation program based on "evidence-governed collegial judgment Foster the development of highly qualified teachers and improve your school's teaching and learning with solid teacher evaluations! The connection between teacher evaluation fostering school improvement and the development of highly qualified teachers is receiving more attention than ever before. Just as there is a rational connection between school improvement and teacher performance, there is a necessary and rational connection between supporting and cultivating highly qualified teachers through effective evaluations and improving relationships in the school. In this updated edition, top-selling author James H. Stronge and his colleagues synthesize current teacher evaluation research and blend it with practice, highlighting how to: Design a sound teacher evaluation system Assess teacher performance thoroughly and accurately Implement a successful teacher evaluation system Incorporate student performance data, teaching portfolios, and classroom observation into the evaluation process By aligning teaching performance and improvement goals with your school's mission, this text demonstrates how you can effectively encourage teachers to achieve a high

standard of instruction at all levels. Many, perhaps even most schools, are not reaching their potential to be places of collective learning. The authors believe that one of the greatest impediments to realizing this vision is the deleterious effect of traditional systems of teacher evaluation. Rather than infantilizing teachers, we need to empower them. Traditional forms of teacher evaluation have failed. They are riddled with negative expectations about teachers and what motivates them. Taken together, these underlying assumptions form a pernicious cloud of counterproductive expectations that many teachers will "live down to". Inadvertently, the traditional system of teacher evaluation has created a vicious cycle of "self-sealing logic." It is now time for teachers to reclaim their profession, the process of which involves a relentless focus on adult learning: professional learning that is self-directed. The more dynamic and stimulating the culture of adult learning, the more dynamic and stimulating student learning will be. What if everything we thought we knew about effective teacher evaluations was wrong? A Guide to Impactful Teacher Evaluations walks educators through an important shift in thinking about how to evaluate teachers: from systems focused on individuals and results to solutions focused on collectives and processes. Disregarding older, ineffective models that rely on faulty assumptions, this book embraces new approaches for measuring teacher competency that achieve valid assessment of effective teaching, teacher professional growth, and student learning. Chapters explore teacher evaluation systems based on professional learning community principles, confront the current system of teacher evaluation that has led to frustration, criticism, and disrespect, provide strategies for delivering new skills and supporting teachers' growth, and include "Tips and Talking Points" for schools and districts. Outlining best practice and sharing actionable tools grounded in collaboration and teamwork, this book helps K-12 school leaders explore teacher evaluation that has a real and lasting impact on the profession and student learning. While this book focuses on evaluation of teachers, it is actually a book about fostering professional growth and improvement. In our writings, we provide support for teacher evaluation as a growth exercise, and show how creating a feedback rich culture in a school nurtures this process. The underlying theme is that evaluation data be utilized to drive professional development and growth, leading to reduction of teacher attrition and improved learning for students. At the heart of this feedback rich culture is the observation and evaluation process. For evaluation to be an exercise in professional growth, data must be collected and reviewed with the teacher so the administrator can provide support with transparency. This culture also places an urgency on the teacher evaluation process that has been historically absent. We include practical tips for creating this culture and maximizing opportunities for feedback, and examine traditional methods of evaluation and why these fell short in giving meaningful feedback to teachers. We will share innovative trends in teacher evaluation, and how these can be utilized to drive teacher growth, ultimately leading to improved student achievement. As our nation faces a teacher shortage and increasing teacher attrition rate, it is more vital than ever to retain and develop those currently practicing in the classroom. We highlight a research study by the author of teachers who have been evaluated consistently over a three-year period. This is more than a how to book, with a list of how to best implement the teacher evaluation process in your school. Instead, it is a how book, with best practices from experienced administrators and research from experts in the field such as Charlotte Danielson, Harvey Silver, and Robert Marzano, to guide educators to make informed decisions about implementing and improving their evaluation processes to meet their district's needs. Re-evaluate your perspective on teacher evaluation to truly transform school performance! The tools, strategies, and reflections in this book provide realistic solutions to the problem faced by many schools: meaningless evaluation. A considerable amount of time, energy, and money is spent on the teacher evaluation process, yet the question remains whether it is truly transforming the learning of teachers and, therefore, students. This practical guide shows how evaluation can become the tie that binds all school improvement activities together to: Bring clarity and purpose to all educators making their roles more effective. Improve teacher practice since they receive better support. Increase student achievement and overall school culture. For years, building leaders have been agonizing over teacher evaluations, pouring countless hours into a practice that consistently fails to produce the desired result; more meaningful conversations that produce improved quality instructional practices and increases in student achievement. In his book, Making Evaluation Meaningful, PJ Caposey shares a step by step framework filled with quick & easy to follow Tips for Tomorrow, as well as detailed examples to help you shift your mindset and behave yourself to a more effective instructional leader. This book will leave you questioning your own evaluation system while at the same time inspiring you to re-commit the time and resources needed to help grow and develop your teachers.--Jimmy Casas, Principal and CEO. PJ Caposey, through a practitioner lens, has developed an incredible guide that not only helps to demystify the evaluation process, but also provide ready-to-use strategies to ensure reflection and growth are the result. In the end evaluation must be meaningful for both parties. This book will help get you there. Eric Sheninger, Author/Consultant, Senior Fellow/Thought Leader. PJ Caposey has developed a great resource on teacher evaluation that actually provides realistic, encouraging, and supportive guidance instead of an arbitrary checklist!--Larry Ferlazzo, Teacher, Author and Education Week Teacher advice blogger Luther Burbank High School, Sacramento, CA. Unique Student Strengths and Needs Require Unique Teacher Evaluation Methods. Teacher evaluation should never be used in a "one-size-fits-all" manner, especially when evaluating all teachers who work with English Learners (ELs) and students with disabilities. Evaluations

of all teachers who work with diverse learners require unique considerations. Such considerations are precisely what you'll learn in this comprehensive, action-oriented book. Backed by research and case studies, the authors detail: Four Principles for Inclusive Teacher Evaluation of diverse learners compatible with the Danielson and Marzano frameworks Specialized "look-fors" evaluators can use and adapt to recognize effective teaching of diverse learners Strategies for coaching teachers who need more support reaching diverse learners This book presents some of the leading technical, professional, and political challenges associated with the development and implementation of teacher evaluation systems, along with characterizing some of these systems in different countries around the world. The book promotes a broader comprehension of the complexities associated with this kind of initiatives, which have gained relevance in the last two decades, especially in the context of policies aimed at improving the quality of education. The first section of the book includes conceptual chapters that will detail some of the central debates around teacher evaluation, such as a) performance evaluation versus teaching effectiveness; b) tensions between formative and summative uses of evaluation; c) relationship between evaluation and teacher professionalization; and d) political tensions around teacher evaluation. In the second section, the book addresses specific examples of national or state-wide initiatives in the field of teacher evaluation. For this section, the authors have invited contributions that reflect experiences in North America, Asia, Europe, Oceania, and Latin America. In each chapter, a teacher evaluation system is presented, including their main results and validity evidence, as well as the main challenges associated with its design and implementation. This wide-ranging presentation of teacher evaluation systems around the world is a valuable reference to understand the diverse challenges for the implementation of teacher evaluation programs. The presence of conceptual chapters with others that illustrate how teacher evaluation has been implemented in different contexts gives the reader a comprehensive view of the complex nature of teacher evaluation, considering their technical and political underpinnings. It is a valuable source for anyone interested in the design, improvement, and implementation of teacher evaluation systems. This book discusses four approaches to incorporating student achievement in teacher evaluation. Seven chapters discuss: (1) "Teacher Evaluation and Student Achievement: An Introduction to the Issues"; (2) "What is the Relationship between Teaching and Learning?" (e.g., whether teachers are responsible for student learning and how to measure student learning); (3) "Assessing Teacher Performance through Comparative Student Growth: The Dallas Value-Added Accountability System"; (4) "Assessing Teacher Performance through Repeated Measures of Student Gains: The Tennessee Value-Added Assessment System"; (5) "Assessing Teacher Performance with Student Work: The Oregon Teacher Work Sample Methodology"; (6) "Assessing Teacher Performance in a Standards-Based Environment: The Thompson, Colorado, School District"; and (7) Teacher Evaluation and Student Achievement: What are the Lessons Learned and Where Do We Go from Here?" (e.g., basic requirements of fair testing programs that are to be used to inform teacher evaluation). Chapters 3-6 include information on the purposes of the accountability system and how it was developed; student assessment strategies; how the accountability system works; how the accountability system relates to teacher evaluation; the advantages and disadvantages of the accountability system for teacher evaluation; and results of implementation. (Contains 66 references.) (SM) In a very short period during the spring and summer of 2012, researchers at the University of Chicago Consortium on Chicago School Research (ccsr) and the Illinois Education Research Council (ierc) collected data from respondents in five districts across Illinois to examine how school districts in the state approach designing and implementing new teacher evaluation systems. Drawing on research in these districts, which are located in north, central, and southern Illinois, this report describes the challenges experienced across the districts. In addition, the authors present strategies the districts used to address these challenges as they occurred and their reflections on lessons learned: (1) Cultivating Buy-In and Understanding; (2) Using Evaluations for Instructional Improvement; (3) Reducing the Burden on Principals; and (4) Incorporating Student Growth into Teacher Evaluation Systems. For all that has been accomplished by these case study districts, teacher evaluation, in all cases, remains a work in progress. Many in their interview sample described ongoing issues and some complicated problems. The report synthesizes these issues and raises some key questions for districts to consider around three common themes: teacher and principal support, communication, and buy-in; ensuring that ratings are accurate and consistent; and developing high-quality student assessments. Appended are: (1) Matrix of Teacher Evaluation Program Characteristics; and (2) Methodological Notes and Protocols. (Contains 2 tables and 3 endnotes.) [Funding for this paper was provided by the Grand Victoria Foundation.] Effective language learning depends on effective instruction. In order to investigate whether or not this is taking place, teachers' classroom pedagogical practices, both in-service and pre-service, are frequently monitored by means of observation and feedback. However, research indicates that although this process has potential value for teacher learning and development, there are also a number of attendant problems and it is therefore important that practitioners share their experience with others in the field in order to expand the existing knowledge base. This volume investigates participant experiences, looking beyond the materials used and examining the way in which language teachers are evaluated and supported throughout their careers. Particular attention is given to the practices and frameworks involved, outlining key approaches and discussing tools for investigation and collaboration. The book highlights the importance of the use of talk to foster reflection and

teacher learning, the value of learning from experienced others and the importance of giving voice to all those involved in the process of development and evaluation. In this essential new book, best-selling author and researcher Robert J. Marzano and teacher-effectiveness expert Michael D. Toth lay out a framework for the "next generation" of teacher evaluation: a model focused primarily on helping educators develop and improve their practice. By taking into account multiple accurate, data-rich measures of teacher performance and student growth, the model ensures that all teachers receive fair, meaningful, and reliable evaluations. The book includes * Standards, rubrics, and suggested rating methodologies; * A detailed, five-phase plan for implementing the model; * Guidelines for calibrating evaluation criteria according to teachers' experience levels; * A step-by-step guide to creating a coaching program for teachers who require intervention; and * Recommendations for using technology platforms to enable teacher collaboration. Teacher evaluation has too often focused on affixing ratings to teachers rather than helping them grow into mastery. The practical, field-tested model proposed in *Teacher Evaluation That Makes a Difference* has everything your school or district needs to provide teachers—and, by extension, their students—with the support necessary for success. Offers practical and effective methods for evaluating educators and provides districts with the tools to systematically and cost effectively assess and revise their supervision and evaluation programs. Enrich the quality of teaching and learning in your school with meaningful teacher evaluations! This is the essential guide for principals who want to improve the teacher evaluation process, develop highly qualified teachers, and improve student achievement levels in their schools. This "hands-on," practical handbook provides principals with specific strategies, including: Using the best objective evidence available Putting the teacher at the center of the process Using multiple data sources which vary by individual teacher Incorporating student achievement data Inspiring ongoing teacher reflection and analysis Providing strategies for the development and implementation of classroom assessment systems, this book explores using evidence of student achievement in the evaluation of teacher performance. Litigation in the area of teacher evaluation has developed around issues concerning the processes and criteria used by school districts in conducting evaluations. Following an introduction explaining basic concepts, chapter 2 discusses the appropriate content of teacher evaluation, examining formal adoption of evaluation policies, compliance with state statutes and regulations, and content and constitutional requirements. Chapter 3 focuses on the use of commonly recognized statutory grounds for terminating teachers and the part these grounds play in evaluation. The procedural aspects of evaluation, such as the use of objective criteria and remediation, are described in chapter 4. The fifth chapter discusses the use of competency testing, issues of test validity, potential constitutional challenges, discrimination, and miscellaneous legal considerations. Issues in teacher evaluation and defamation claims are examined in the final section, presenting lines of defense available to administrators to protect against such claims. A conclusion points to the pervasive attitude of judicial deference to the decisions of educational policymakers. (317 footnotes) (LMI) *In Linking Teacher Evaluation and Student Learning*, researchers Pamela D. Tucker and James H. Stronge show that including measures of student achievement in teacher evaluations can help schools focus their efforts to meet higher standards. You'll see how four school systems have built such measures into their evaluation programs in these distinct ways: * Documenting how desired learning outcomes translated into actual student learning * Tracking progress on key content standards * Setting annual quantifiable goals for students' academic progress * Analyzing changes in students' achievement test scores The authors explore the strengths of each approach, offer insights from teachers and administrators, and describe practical ways to incorporate similar measures of student learning into your own evaluation program. Detailed appendixes provide hands-on tools and resources to help you adapt these approaches to your school's particular needs. For any school that is working to meet higher standards, linking teacher evaluation to measures of student learning is a powerful way to refocus professional development and improve student achievement. This book tells the story of teacher evaluation from the perspective of a high school principal, one who has been an active participant in the process. Teacher evaluation is a fraud and this book explains why and how it can be fixed. This book begins with a historical perspective, followed by a description of what is wrong with the currently applied process. It ends with suggestions for making the process workable and productive. In this important book, education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher's performance. Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students. Emphasizing trust-building and teamwork, Marshall's innovative, four-part framework shifts the focus from periodically evaluating teaching to continuously analyzing learning. This book offers school principals a guide for implementing Marshall's framework and shows how to make frequent, informal classroom visits followed by candid feedback to each teacher; work with teacher teams to plan thoughtful curriculum units rather than focusing on individual lessons; get teachers as teams involved in low-stakes analysis of interim assessment results to fine-tune their teaching and help struggling students; and use compact rubrics for summative teacher evaluation. This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development. Re-evaluate your perspective on teacher evaluation to truly transform school performance! The tools, strategies, and reflections in this

book provide realistic solutions to the problem faced by many schools: meaningless evaluation. A considerable amount of time, energy, and money is spent on the teacher evaluation process, yet the question remains whether it is truly transforming the learning of teachers and, therefore, students. This practical guide shows how evaluation can become the tie that binds all school improvement activities together to:

- Bring clarity and purpose to all educators making their roles more effective
- Improve teacher practice since they receive better support
- Increase student achievement and overall school culture

"Throughout history education systems have strived to help teachers be as effective as possible in order to help students learn as much as possible. However, these teacher evaluation efforts have long been unhelpful in the pursuit of teacher development. Reflecting on, Observing, and Coaching Teaching presents a case for the necessity of effective teacher evaluation in the name of strong teacher development. Authors Robert J. Marzano, Cameron L. Rains, and Philip B. Warrick provide in-depth background research on the history of teacher evaluation, strong cases for the necessity of an intertwined evaluation and development system, as well as specific suggestions for improvement in both fields. Teachers should not be interchangeable parts. They should be vital cogs in an educational machine who each fill their niche as effectively as possible, and this book serves that end"-- The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance. Teacher Evaluation: Guide to Professional Practice is organized around four dominant, interrelated core issues: professional standards, a guide to applying the Joint Committee's Standards, ten alternative models for the evaluation of teacher performance, and an analysis of these selected models. The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation (CREATE). The reader will come to grasp the essence of sound teacher evaluation and will be able to apply its principles, facts, ideas, processes, and procedures. Finally, the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation. "Evaluations can be seen as someone else's judgment. Or they can be seen as a way for us to show what we can do and how amazing our students are." -Jennifer Ansbach This year's evaluation can be different Evaluation can be scary, unproductive, and even unfair. But this year it doesn't have to be. Not if you let Jennifer Ansbach help you take charge of the story of your practice, make the most of the process, and keep the focus on student learning. Documenting your practice and professional learning to improve your evaluation Take Charge of Your Teacher Evaluation, isn't about gaming your evaluation. Instead, Jen shows how to build a Professional Development Journal piece-by-piece-one that aligns to your evaluation system, boosts your professional growth, deepens student learning, and actually makes your evaluation a productive two-way conversation. You'll be prepared at any time to clearly present unmistakable evidence of your work and your students' growth. Best of all, Jen brings it back to the kids, always suggesting ways to connect professional learning to the young people in front of you. A blueprint for growth and success With examples from Jen's own journal and helpful downloadable forms, you'll create a living document that helps you: reflect on areas for professional growth map growth paths directly onto your evaluation rubric plan lessons that help you and your students grow document student work collaborate effectively with observers in a pre- or post-observation meeting. A more meaningful evaluation "Just as we encourage students to use assessments to showcase their learning," writes Jen Ansbach, "our evaluations can be a way to reflect on our practice and showcase our growth." This year, be ready for any observation, even unannounced ones, and bring meaning and value to your evaluation with Take Charge of Your Teacher Evaluation. A proven method for working with teachers to design better evaluations There is no magic formula for successfully designing a teacher evaluation system. However there is abundant evidence that suggests involving teachers in the process will reduce the likelihood of opposition, gridlock, and reform failure. Everyone at the Table provides materials to genuinely engage teachers in the evaluation process. The book is a research-based and field-tested practical guide for school leaders. With this resource, educators will have the tools they need to develop meaningful teacher evaluations. Offers a collaborative approach to designing teacher evaluations Includes a companion web-based resource, with video This research-based program outlines a solid plan for improving teacher effectiveness through evaluation reform. Since the beginning of the school reform movement in the early 1980's, various efforts have been made to improve teacher evaluation. Most of the initial efforts were designed to promote greater accountability. They were characterized by research-based performance standards, sophisticated classroom observation procedures, and extensive training. More recently, the focus of teacher evaluation has been expanded to include provisions for professional development. Supporters of this trend have argued that accountability-based evaluation diminishes in value as teachers gain experience and expertise. Teacher Evaluation Policy presents case studies describing how new teacher evaluation policies have been created. The contributors go behind the scenes to examine the complex negotiations between politicians and special interest groups that

accompany policy making. They identify the public and the private agendas guiding decision makers. What emerges is a vivid portrait of professionals and politicians grappling over the control of education. Accounts include the formulation of teacher evaluation policy in North Carolina, Louisiana, Connecticut, Washington State, and Great Britain. This book examines the intersection of policy and practice in the use of student growth measures (SGMs) for high-stakes purposes as per such educator evaluation systems. The book also focuses on examinations of educators' perceptions of and reactions to the use of SGMs; ethical implications pertaining to the use of SGMs; contextual challenges when implementing SGMs; and legal implications of SGM use. The use of student test score data has been the cornerstone of the recent transfiguration of educator evaluation systems in forty-two states and the District of Columbia. Three leading voices on SGMs—Sean Corcoran, Henry Braun, and David Berliner—also serve as section and concluding commentators. This is the first book to gather and address what we have learned about the impacts and challenges of data-intensive teacher evaluation systems—a defining characteristic of the current education policy landscape. Book Features: Contributions by scholars working at the cutting edge of research and pioneering leaders directly involved in the implementation of teacher evaluation systems. Examination of the challenges and impact multiple measures-based evaluations are having on teaching and learning. Empirical research on the reliability and validity of evaluation measures, including classroom observation instruments, value-added measures, student surveys, and teacher portfolios. Contributors include: Ryan Balch, Marisa Cannata, Casey D. Cobb, Julie Cohen, Sean P. Corcoran, Morgaen L. Donaldson, Tim Drake, Dan Goldhaber, Ellen Goldring, Bridget K. Hamre, Gary T. Henry, Nathan D. Jones, Venessa A. Keesler, Susanna Loeb, Robert C. Pianta, Min Sun, Andrea Whittaker “Grissom and Youngs collect our best research-based knowledge on the topic in a smart, accessible volume that sets the standard in the field.” —John Tyler, Brown University “An insightful guide to new teacher evaluation systems. The contributions from individual authors couple what we know about measurement quality in these systems with a valuable first look at on-the-ground implementation.” —Heather Hill, Harvard Graduate School of Education “One of the most significant recent changes in school district administration has been the widespread development and implementation of teacher evaluation systems based on pupil performance and other measures. This book brings together top scholars who identify key issues, providing insights into possible benefits and perils.” —Robert E. Floden, Michigan State University This book presents current research and thinking about teacher evaluation, and provides a coherent and comprehensive approach to designing, implementing and monitoring quality teacher-evaluation systems. Most evaluations of teacher performance are brief, superficial, pro forma affairs involving a few moments of classroom observation every year or two followed by the completion of required evaluation forms. Not surprisingly, much of what has been written about teacher evaluation over the past decade reflects the dissatisfaction of teachers, the frustration of administrators, and the confusion of all parties as to the proper purposes for and methods of teacher evaluation. In this long-awaited book, Richard J. Stiggins and Daniel L. Duke approach teacher evaluation from a positive perspective. They present the results of three unique studies from over a three-year period, designed to uncover the inherent problems in current evaluation practices and find potential solutions to those problems. Relying on ethnographic case study methodology, Study One focuses on the procedures and concerns in the teacher evaluation systems of four school districts, uncovering barriers to teacher growth. Study Two also relies on case study methodology to highlight the keys to success for a few teachers who experienced significant professional growth as a result of a good-quality evaluation event. Study Three uses an instrument—the Teacher Evaluation Profile—to explore and analyze the evaluation experiences of over 400 teachers. The result is a book that gives a clear insight into the important attributes of positive growth-producing evaluation events. Implications of these studies for future teacher evaluation programs in terms of research, policy, and practice are also included in this valuable resource book. The topic is very timely. The significance of this work is that the effort begins linking staff development participation to teacher evaluation. A worthy successor to 'The Handbook of Teacher Evaluation', this landmark volume is an important source of information for anyone concerned with teacher evaluation, training and development. Making Teacher Evaluation Work is a resource for teachers and evaluators to read together, filling a much-needed role by providing valuable information about every step of the evaluation process. Rachael Gabriel and Sarah Woulfin walk you through the entire process from policy to practice, offering context and strategies with the goal of improving the teacher evaluation process for everyone involved and support student literacy learning. Enrich the quality of teaching and learning in your school with meaningful teacher evaluations! This is the essential guide for principals who want to improve the teacher evaluation process, develop highly qualified teachers, and improve student achievement levels in their schools. This "hands-on," practical handbook provides principals with specific strategies, including: Using the best objective evidence available Putting the teacher at the center of the process Using multiple data sources which vary by individual teacher Incorporating student achievement data Inspiring ongoing teacher reflection and analysis In the wake of national interest in teacher evaluation, this book examines what we have learned about how and whether teacher evaluation holds teachers accountable and improves their practice. Drawing on literature in psychology, economics, and sociology, this multi-disciplinary and multi-perspectival book explores teacher evaluation's intended goals of development and accountability, as well as its unintended

consequences, especially as they relate to equity. Blending theory from diverse disciplines with decades of research, this book provides new insights into how teacher evaluation has played out in schools across the United States and offers recommendations for research, policy, and practice in the years to come. Insights include how to embed teacher evaluation in a larger culture of continuous learning; rethinking assumptions on accountability and development aims; and highlighting the importance of equity in the design, implementation, and outcomes of teacher evaluation. Every chapter concludes with practical recommendations informed by theory and research to guide policymakers, researchers, and district and school leaders as they seek to understand, design, and implement better teacher evaluation systems. Research has shown that there is no greater influence on a student's success than the quality of his or her teacher. This book presents the research findings which demonstrate the connection between teacher effectiveness and student achievement. Author James Stronge describes and explains the value-added teacher-assessment research that has emerged in the past decade and demystifies the power and practices of effective teachers. For the first time, school districts around the country are being required to adopt formal accountability measures to assess teacher effectiveness. In a radical shift, teacher quality will be based on outputs (student achievement; teacher observations) rather than inputs (years of service; degrees attained). This change in school culture and practice is an attempt to improve everything from individual student learning to national economic competitiveness. It also requires that administrators implement new and rigorous teacher evaluation programs that align with state and federal guidelines. Busy administrators lack the training and experience necessary to quickly and efficiently craft a teacher evaluation system that successfully meets the needs of their district. Questions like "What is the best program for my district?" or "How do I get the teachers on-board?" are being asked by school leaders across the country. This book provides real-world answers by highlighting 10 diverse model programs from around the country. Teacher evaluation systems are being overhauled by states and districts across the United States. And, while intentions are admirable, the result for many new systems is that good often excellent teachers are lost in the process. In the end, students are the losers. In her new book, Linda Darling-Hammond makes a compelling case for a research-based approach to teacher evaluation that supports collaborative models of teacher planning and learning. She outlines the most current research informing evaluation of teaching practice that incorporates evidence of what teachers do and what their students learn. In addition, she examines the harmful consequences of using any single student test as a basis for evaluating individual teachers. Finally, Darling-Hammond offers a vision of teacher evaluation as part of a teaching and learning system that supports continuous improvement, both for individual teachers and for the profession as a whole. In *Teacher Evaluation That Makes a Difference*, Robert J. Marzano and Michael D. Toth introduce a new model of teacher evaluation that takes into account multiple data-rich measures of teacher performance and student growth to ensure fair, meaningful, and reliable evaluations for all teachers. Definitive research for meaningful teacher evaluations All across America, in urban, suburban, and rural schools, teacher evaluation procedures are much-debated. Evaluation processes for teachers have varied over the years, and the usefulness of those processes to improve and assess the quality of a teacher's instruction has been questionable and often non-existent. *Designing Teacher Evaluation Systems, New Guidance from the Measures of Effective Teaching Project* provides you with original research from an extensive study that will help you rethink and redesign teacher evaluation.

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