

[PDF] Teacher Supervision And Evaluation

James Nolan Jr., Linda A. Hoover - pdf download free book



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Description:

This concise new edition equips teachers with the knowledge and skills needed to transform teacher supervision and evaluation into a powerful vehicle for maximizing growth and enhancing student learning. New and reconceptualised content has been integrated throughout the pages. New case studies, examples, and vignettes have been included to offer the most up-to-date information. Additional pedagogical tools have been added as well to help build understanding. These include skill and concept development exercises, discussion question, and theory-into-practice applications. This practical approach enables teachers to gain a new perspective on the classroom experience.

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WHY Evaluate Teachers? First, teacher quality is positively linked with student learning. This is the primary reason to develop, implement, and continue our efforts to improve teacher evaluation systems. As a nation the US has historically struggled to come to a consensus about what constitutes "teacher quality" and how exactly to define it. By the 1970s teacher evaluation incorporated the now familiar "clinical supervision" model, a "multiphase process that required the supervisor and the teacher to plan, observe, analyze, and discuss the teacher's "professional practice." Modern-day teacher evaluation systems that emerged from this model continue to vary among the states, but most share a couple of common elements

Keywords: Supervision, Teachers, Performance, Decision-making, Education, Evaluation, Services, Head teachers.

INTRODUCTION. Involving teachers in the decision-making activities of a school have been seen as an important contributory factor, for the success of educational institutions (Atakpa & Ankomah, 1998). This claim was revealed in a study conducted by Atakpa & Ankomah (1998) when they stated that, we have two categories of basic schools in Ghana; efficiently managed basic schools and ineffectively managed basic schools. The effectively controlled schools have good headteachers wh

Currently, teacher supervision and evaluation systems vary greatly across the nation, particularly for tenured teachers, but the results of these diverse systems have been historically very similar. The 2009 publication *The Widget Effect* (Weisberg, Sexton, Mulhern, & Keeling, 2009), a study of teacher evaluation practices in 12 diverse districts in four states, found that over 99 percent of tenured teachers in districts using a satisfactory or unsatisfactory rating system earned a positive rating. The influential publication of *The Widget Effect* coupled with new federal incentives and requirements for states to revamp and improve teacher evaluation, including the enactment of federal "Race to the Top" grants in 2009 which encouraged states

Interpretating and making use of the data. Teacher supervision and Evaluation. Wide-lens Techniques. (Script taping or anecdotal notes).
Organizational function concerned with promoting teacher growth, leading to improvement in teaching performance and greater student learning. to serve as a guide who facilitates a teacher's continuous self-improvement through an informed "reshaping" of underlying assumptions and overt actions. Garman (1986). The greatest benefit of teacher reflection lies in its potential effect on students. Barth (1990). Thanks!
Organizational function designed to make comprehensive judgments concerning teacher performance and competence. SCORE Instruments. Charts questioning in terms of gender , ethnicity , Chapter 3 Standards For Effective Teaching And Teacher Evaluation. Chapter 4 Procedures For Evidence-Based Teacher Evaluation. Chapter 5 Supervision And Evaluation Of The Novice Teacher. Chapter 6 Supervision And Evaluation Of The Marginal Teacher. Part III Embedded Professional Development Strategies For Differentiated Supervision. Chapter 7 Peer Coaching. Chapter 8 Self-Directed Teacher Growth. Currently, teacher supervision and evaluation systems vary greatly across the nation, particularly for tenured teachers, but the results of these diverse systems have been historically very similar. The 2009 publication *The Widget Effect* (Weisberg, Sexton, Mulhern, & Keeling, 2009), a study of teacher evaluation practices in 12 diverse districts in four states, found that over 99 percent of tenured teachers in districts using a satisfactory or unsatisfactory rating system earned a positive rating.
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Teacher Evaluation That Makes a Difference: A New Model for Teacher Growth and Student Achievement by Robert J. Marzano Paperback \$28.95. Only 8 left in stock (more on the way). Ships from and sold by Amazon.com.
As an antidote, Marshall offers a time-tested framework for supervision and evaluation that enlists teachers in improving the performance of all students. The book focuses on four strategies principals can take that make a real-world difference in the classroom: Making short, unannounced classroom visits followed by one-on-one feedback conversations; Participating much more actively in the curriculum unit-planning process; Working with teacher teams to analyze and follow up on interim assessment results; and Using rubrics for end-of-year teacher evaluation. Supervision and evaluation is linked through identifying, planning, and providing professional development to increase teacher effectiveness and student achievement (DiPaola & Hoy, 2008). Previous evaluation methods included one or two classroom observations, using checklists, rating forms, and/or anecdotal records (Boyd, 1989; Loup, Garland, Ellett, & Rugutt, 1996).
Teacher tenure and job security was once based on maintaining teacher certification and licensing with an occasional evaluation of classroom presentation and classroom management. Today, teacher evaluations are becoming a yearly requirement with rigorous goals to be met by the teacher and proof of student growth and achievement must be visible.

Teacher evaluation is defined as a systematic procedure for reviewing the performance of a teacher in a classroom and analyzing the review to provide constructive feedback for the teacher's professional growth. Details of a teacher evaluation survey may vary from district to district as they are governed by state laws. Principals and administrative staff members are traditionally involved in evaluating a teacher. Aspects such as student performance in terms of class work, records maintained by the teacher, daily or weekly lesson plans etc. are considered while evaluating a teacher. It is one of Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognise and reward the work of teachers. TALIS results reveal that the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers (OECD, 2009b). This paper proposes a conceptual framework to analyse teacher evaluation. It elaborates on the main component Purpose Supervision and evaluation and evaluation of school personnel has several goals: to evaluate performance quality control (is there quality learning in the classroom?) quality control (effective teaching and administration) teacher growth school improvement Specific objectives for each teacher will vary. Setting Expectations Before performance may be evaluated, expectations should be communicated. This may be accomplished through a variety of means: Job descriptions Evaluation criteria (distributed or posted as forms) Contracts Professional development (Orientation, ongoing) Mentoring a Differentiated Supervision and Evaluation Plan. Pottsgrove School District. May 2013. Our Supervision and Evaluation Plan is designed to provide a forum for enhancing teacher quality and promoting continuous growth. Components of the plan begin with individual goal setting and progress through continuous inquiry, evidence gathering, feedback and self-reflection on research-based best practices to meet organizational goals in one of the following three formats: Direct Self-directed Collaborative It is critical that each individual meet standards of effective instructional practice. In the direct strand, new teachers will be afforded a high degree of support through Interpretating and making use of the data. Teacher supervision and Evaluation. Wide-lens Techniques. (Script taping or anecdotal notes). Organizational function concerned with promoting teacher growth, leading to improvement in teaching performance and greater. student learning. to serve as a guide who facilitates a teacher's continuous self-improvement through an informed "reshaping" of underlying assumptions and overt actions. Garman (1986). The greatest benefit of teacher reflection lies in its potential effect on students. Barth (1990). Thanks! Organizational function designed to make comprehensive judgments concerning teacher performance and competence. SCORE Instruments. Charts questioning in terms of gender , ethnicity ,

More Praise for Rethinking Teacher Supervision and Evaluation ~ Kim has written an important book, a must-read for anyone who believes that school can be and must be greatly improved. His argument is clear, cogent, and buttressed by endless practical ideas borne of his long work on the front lines of urban education. But his message applies to all educators: pay attention to what does and doesn't work; build upon a rich curriculum; and most of all redefine supervision and evaluation to ensure that it is ongoing, efficient and always focused on staff learning about learning. Marshall has written Differentiated Modes of Supervision to Promote Teacher Growth Distinction Between Supervision/Evaluation DIMENSION purpose EVALUATION SUPERVISION scope Insure satisfactory performance Broad Promote growth beyond current level of performance Narrow rationale State obligation Complexity of teaching process Instrument driven Individualized expertise Evaluator as expert Shared expertise * utilizes a single paradigm * lacks collegiality * lacks self-reflection * does not direct professional growth Green & Snyder (1996). GUIDING QUESTIONS _ Where are we now and what is our vision about where we would like to be concerning supervision and evaluation in our district? _ Where are we now and what is our vision in terms of classroom observation and conferencing? _ Teacher evaluation literature that demonstrates the value of teacher capacity building, collaboration, and career development (Danielson, 2007; Darling-Hammond, 2013; Marshall, 2009; Popham, 1988) is an additional, particularly relevant body of literature for this study of school leaders' implementation of evaluation policy. Prior to RtT, teacher evaluation processes nationwide were not consistently functioning to improve teaching (Danielson & McReal, 2000; Darling-Hammond, 2013; Kennedy, 2010; Marzano, Frontier, & Livingston, 2011; Popham, 1988; Weisberg et al., 2009). ... In this study, we explore teachers' viewpoints on the concept of collegial supervision and supporting elements which believed advocated the collegial practice in Malaysian public secondary schools. Teacher Supervision and Evaluation 3rd Edition. by James Nolan Jr. (Author), Linda A. Hoover (Author). Nolan and Hoover's text on teacher Supervision and Evaluation is simply outstanding. It goes over, in great detail and in conjunction with sample/model artifacts, how to give different types of feedback to different types of teachers. It is both practical and well studied. While not as popularized as Marzano or Danielson, the ideas discussed here are just as powerful. Differentiated Supervision and Evaluation Plan. Pottsgrove School District. May 2013. Our Supervision and Evaluation Plan is designed to provide a forum for enhancing teacher quality and promoting continuous growth. Components of the plan begin with individual goal setting and progress through continuous inquiry, evidence gathering, feedback and self-reflection on research-based best practices to meet organizational goals in one of the following three formats: Direct Self-directed Collaborative It is critical that each individual meet standards of effective instructional practice. In the direct strand, new teachers will be afforded a high degree of support through