

[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

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. 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. 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 to enhance supervision, if supervision is enhanced then the teachers' job performance shall be monitored and timely effective corrective measures implemented to ensure improvement of teacher competencies and general professional growth. Instructional problems can be easily detected through observations and appraisals. 3. staff evaluations, and communications with the public fall under the purview of educational supervisors. They also have a hand in planning school events and. Purpose Supervision 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