

[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

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 Teacher's evaluation crosses supervision and evaluation. When I was appointed as evaluator I was distressed as I wasn't prepared to exercise my duties. In this aspect, the Master's degree helped me in getting to know authors, perspectives and supervision and evaluation strategies, which I am now putting into practice with the teachers I am to evaluate. (Teacher 9). Overall, teachers consider that teachers' supervision and evaluation have distinct but complementary functions in educational communities. Thus, they agree that supervision allows for professional growth, improving the teachers' performance and the quality of teaching-learning practices. 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 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. 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