

[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

7. Supervision and evaluation reinforce teacher isolation. One of the American principal's toughest challenges is countering two tendencies prevalent in our schools: teachers. I've argued that the theory of action behind supervision and evaluation is flawed and that the conventional process rarely changes what teachers do in their classrooms. Here is an alternative theory: The engine that drives high student achievement is teacher teams working collaboratively toward common curriculum expectations and using interim assessments to continuously improve teaching and attend to students who are not successful. *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. 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 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.