

Teacher Evaluation Policy

**FROM ACCOUNTABILITY TO
PROFESSIONAL DEVELOPMENT**

EDITED BY

Daniel L. Duke

Teacher Evaluation Policy From Accountability To Professional Development Suny Series In Educational Leadership

Sabine Zange



Teacher Evaluation Policy From Accountability To Professional Development Suny Series In Educational Leadership:

Teacher Evaluation Policy Daniel Linden Duke,1995-01-01 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 **Forthcoming Books** Rose Arny,2003-04 **Resources in Education** ,2001-04

Educational Reform Jordan T. Ville,2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to use a map This bibliography provides access via Title Author and Subject Indexes Contents Educational Accountability Educational Change Educational Equalisation Educational Leadership Educational Planning Educational Indicates **Reach the Highest Standard in Professional Learning: Data** Thomas R. Guskey,Patricia Roy,Valerie von Frank,2014-06-05 When teachers use data effectively students see results Learning Forward is a leader in understanding and advancing professional learning that leads to student success This series explores Learning Forward s seven Standards for Professional Learning which outline the characteristics of effective professional learning In this volume the authors explore the crucial function of data for designing implementing and evaluating professional learning The book s features include An original think piece by Thomas Guskey on using data in deliberate and thoughtful ways in the context of professional learning Specific implementation strategies that focus on analyzing student educator and system data and assessing progress A detailed case study of one district s journey to successful use of data and how it led to measurable improvement in student achievement Learning to collect analyze and use data is an essential component of professional development When schools are able to make data work for them students are the ones who benefit **Resources in Education** ,1997 **American Book Publishing Record** ,2004 **Bibliographic Guide to Education** ,2001 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library *Subject Guide to Books in*

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