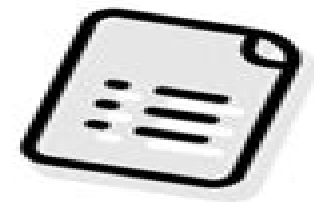


**YOUR
LOGO**

TEACHER EVALUATION



	Strongly agree	Agree	Disagree	Strongly disagree
The teacher in this class makes me feel that he/she cares about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher really tries to understand the student's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students in this class treat the teacher with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our class keeps busy and does not waste time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher has several ways to explain each topic we cover in this class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher explains difficult things clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this class we learn a lot almost every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this class we learn to correct our mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher makes the classes interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like the way we learn in this class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students talk and share their ideas about class work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher respects my ideas and suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher checks that we understand what he/she teaches us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The corrections I receive on my work help me to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Evaluating Teachers Of Writing

Amy E. Dayton



Evaluating Teachers Of Writing:

Evaluating Teachers of Writing Christine A. Hult, 1994 Describing the various forms evaluation can take this book delineates problems in evaluating writing faculty and sets the stage for reconsidering the entire process to produce a fair equitable and appropriate system The book discusses evaluation through real life examples evaluation of writing faculty by literature faculty student evaluations of teachers peer evaluation videotaped evaluation of class sessions and standard departmental numerical evaluation Chapters in the Background and Theory section are 1 Introduction Christine A Hult 2 Evaluating the Teacher of Writing Questions of Ideology David Bleich and 3 Evaluating College Teaching An Overview Jesse Jones Chapters in the Evaluation Methods section are 4 The Devil Is in the Details A Cautionary Tale Edward M White 5 Peer Review of Writing Faculty Ellen Strenski 6 The Observer Observed Retelling Tales in and out of School Anne Marie Flanagan 7 E VALUE D When Writing Teachers Teach Literature Michael J Vivion 8 Making Better Use of Student Evaluations of Teachers Peter Elbow and 9 Using Microteaching to Evaluate Teaching Assistants in a Writing Program Mark A Baker and Joyce A Kinhead Chapters in the Evaluating Specific Faculty Groups section are 10 Evaluating Adjunct Faculty David E Schwalm 11 Teaching Assistants as Collaborators in Their Preparation and Evaluation Irwin Weiser 12 Evaluating Teachers in Writing across the Curriculum Programs John C Bean and 13 Evaluating Teachers in Computerized Classrooms Deborah H Holdstein RS

Assigning, Responding, Evaluating Edward M. White, Cassie A. Wright, 2015-05-08 The advent and innovation of computer technologies for composing has dramatically and rapidly changed the classroom environment and even the curriculum with which writing teachers now find themselves charged to teach writing Assigning Responding Evaluating A Writing Teacher's Guide is designed to help the teacher create writing assignments evaluate student writing and respond to that writing in a consistent and explainable way But it also suggests ways that writing programs can take advantage of our new digital environment and meet the increasing demands for accountability without decreasing the role or creativity of teachers or the importance of writing instruction to college education

Assessing the Teaching of Writing Amy E. Dayton, 2015-03-15 Although fraught with politics and other perils teacher evaluation can contribute in important positive ways to faculty development at both the individual and the departmental levels Yet the logistics of creating a valid assessment are complicated Inconsistent methods rater bias and overreliance on student evaluation forms have proven problematic The essays in Assessing the Teaching of Writing demonstrate constructive ways of evaluating teacher performance taking into consideration the immense number of variables involved Contributors to the volume examine a range of fundamental issues including the political context of declining state funds in education growing public critique of the professoriate and demands for accountability resulting from federal policy initiatives like No Child Left Behind the increasing sophistication of assessment methods and technologies and the continuing interest in the scholarship of teaching The first section addresses concerns and advances in assessment methodologies and the second takes a closer look at unique

individual sites and models of assessment Chapters collectively argue for viewing teacher assessment as a rhetorical practice Fostering new ways of thinking about teacher evaluation Assessing the Teaching of Writing will be of great interest not only to writing program administrators but also to those concerned with faculty development and teacher assessment outside the writing program

Practical Ideas for Teaching Writing as a Process Carol B. Olson,1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated *Assessing the Teaching of Writing* Amy E. Dayton,2015-03-04 Although fraught with politics and other perils teacher evaluation can contribute in important positive ways to faculty development at both the individual and the departmental levels Yet the logistics of creating a valid assessment are complicated Inconsistent methods rater bias and overreliance on student evaluation forms have proven problematic The essays in *Assessing the Teaching of Writing* demonstrate constructive ways of evaluating teacher performance taking into consideration the immense number of variables involved Contributors to the volume examine a range of fundamental issues including the political context of declining state funds in education growing public critique of the professoriate and demands for accountability resulting from federal policy initiatives like No Child Left Behind the increasing sophistication of assessment methods and technologies and the continuing interest in the scholarship of teaching The first section addresses concerns and advances in assessment methodologies and the second takes a closer look at unique individual sites and models of assessment Chapters collectively argue for viewing teacher assessment as a rhetorical practice Fostering new ways of thinking about teacher evaluation *Assessing the Teaching of Writing* will be of great interest not only to writing program administrators but also to those concerned with faculty development and teacher assessment outside the writing program

Assigning, Responding, Evaluating Edward M. White,2002-11 Assigning Responding Evaluating offers teaching faculty a new kind of support for the writing class It is not a mere collection of tests and assignments though it includes both but is rather an evaluation guide based on writing and reading theory and integrally related to the teaching of writing It is designed to help the teacher create writing assignments evaluate student writing and respond to that writing in a consistent and explainable way Book jacket

Evaluating Children's Writing Suzanne Bratcher,Linda Ryan,2003-09-12 Introduces statement from preface about application activities for a wide range of writing evaluation strategies elementary classroom teachers can use to determine a grade Txbk for undergrad graduate elementary language arts writing methods courses

Evaluating Teaching James H. Stronge,2005-11-02 Foster the development of highly qualified teachers and improve your school s teaching and learning with solid teacher evaluations The connection between teacher evaluation fostering school improvement and the development of highly qualified teachers is receiving more

attention than ever before Just as there is a rational connection between school improvement and teacher performance there is a necessary and rational connection between supporting and cultivating highly qualified teachers through effective evaluations and improving relationships in the school In this updated edition top selling author James H Stronge and his colleagues synthesize current teacher evaluation research and blend it with practice highlighting how to Design a sound teacher evaluation system Assess teacher performance thoroughly and accurately Implement a successful teacher evaluation system Incorporate student performance data teaching portfolios and classroom observation into the evaluation process By aligning teaching performance and improvement goals with your school s mission this text demonstrates how you can effectively encourage teachers to achieve a high standard of instruction at all levels *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing* Carl Whithaus,2005-04-27 This book takes on a daunting task How do writing teachers continue to work toward preparing students for academic and real world communication situations while faced with the increasing use of standardized high stakes testing Teachers need both the technical ability to deal with this reality and the ideological means to critique the information technologies and assessment methods that are transforming the writing classroom *Teaching and Evaluating Writing in the Age of Computers and High Stakes Testing* serves this dual need by offering a theoretical framework actual case studies and practical methods for evaluating student writing By examining issues in writing assessment ranging from the development of electronic portfolios to the impact of state wide standards based assessment methods on secondary and post secondary courses this book discovers four situated techniques of authentic assessment that are already in use at a number of locales throughout the United States These techniques stress interacting with students as communicators using synchronous and asynchronous environments describing the processes and products of student learning rather than enumerating deficits situating pedagogy and evaluation within systems that incorporate rather than exclude local variables and distributing assessment among diverse audiences By advocating for a flexible system of communication based assessment in computer mediated writing instruction this book validates teachers and students experiences with writing and also acknowledges the real world weight of the new writing components on the SAT and ACT as well as on state mandated standardized writing and proficiency exams **Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing** Carl Whithaus,2005-04-27 *Teaching and Evaluating Writing in the Age of Computers and High Stakes Testing* offers a theoretical framework case studies and methods for evaluating student writing By examining issues in writing assessment the book discovers four situated techniques of authentic assessment that are already in use at a number of locales throughout the US *Evaluating Children's Writing* Suzanne Bratcher,Linda Ryan,2003-09-12 *Evaluating Children s Writing A Handbook of Grading Choices for Classroom Teachers* Second Edition introduces and explains a wide range of specific evaluation strategies used by classroom teachers to arrive at grades and gives explicit instructions for implementing them Samples of student writing accompany the instructions to

illustrate the techniques and an appendix of additional student writing is provided to allow readers to practice particular evaluation strategies More than just a catalog of grading options however this is a handbook with a point of view Its purpose is to help teachers become intentional about their grading practices Along with recipes for grading techniques it offers a philosophy of evaluating student writing that encourages teachers to put grading into a communication context and to make choices among the many options available by determining the instructional purpose of the assignment and considering the advantages and disadvantages of particular grading strategies Specific grading techniques are integrated with suggestions about the craft of evaluation guidelines for instructional objectives for student audience analysis and for teacher self analysis that help define communication contexts New in the Second Edition a new chapter on state standards and assessments a reorganization of the chapter on approaches to grading additions to the chapter on management systems additions to the chapter on teaching yourself to grade additions to the annotated bibliography and updated references throughout the text

Testing Student Learning, Evaluating Teaching Effectiveness Williamson F. Evers, Herbert J. Walberg, 2013-09-01 This book takes a hard look at the professional technical and public policy issues surrounding student achievement and teacher effectiveness and shows how testing and accountability can play a vital role in improving American schools

Teaching Writing in English as a Foreign Language Huan Zhao, Lawrence Jun Zhang, 2022-05-30 This book explores teachers cognitions about the teaching of writing in English as a foreign language EFL and their teaching practice as well as factors influencing the formation and reformation process of their cognition Taking stock of Bakhtin's dialogism as the theoretical framework the authors argue that the formation and reformation of teacher cognition is a dialogic process A systematic analysis of participating teachers cognition formation and reformation process suggests the highly individual nature of teachers cognitions EFL researchers and teachers teacher educators teacher education policymakers university administrators and EFL textbook writers could draw on the findings of the study to provide better resources to implement the teaching of EFL writing more effectively The study has adopted a mixed methods approach whose quantitative results show the patterns and differences of teacher cognition among teachers of different backgrounds and with different schooling education and working experiences The qualitative findings show in detail teachers cognition formation and reformation processes and the factors contributing to such processes revealing convergence and divergence of teachers stated cognitions with a focus on the discrepancy between teacher cognition and teaching practice These are useful lenses through which researchers and teachers will find significant implications for offering EFL writing instruction more effectively [Resources in Education](#) ,1998 [Student and Teacher Writing Motivational Beliefs](#) Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers

motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

Classroom Writing Assessment and Feedback in L2 School Contexts Icy Lee, 2017-03-28 While assessment and feedback tend to be treated separately in the L2 writing literature this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing Drawing upon current educational and L2 writing theories and research the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms providing a comprehensive up to date review of key issues such as assessment for learning assessment as learning teacher feedback peer feedback portfolio assessment and technology enhanced classroom writing assessment and feedback The book concludes with a chapter on classroom assessment literacy for L2 writing teachers outlines its critical components and underscores the importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy Written in an accessible style the book provides a practical and valuable resource for L2 writing teachers to promote student writing and for teacher educators to deliver effective classroom writing assessment and feedback training Though the target audience is school teachers L2 writing instructors in any context

will benefit from the thorough and useful treatment of classroom assessment and feedback in the book *A Guide to Curriculum Planning in English Language Arts* Ellen L. Last, 1989

The Writing Program Administrator's Resource Stuart C. Brown, Theresa Jarnagi Enos, 2005-04-11 This handbook offers wisdom and guidance from experienced college writing program administrators It is intended for WPAs at all levels of experience

Teaching Writing in Chinese Speaking Areas Mark Shiu-Kee Shum, De-lu Zhang, 2005-11-23 One of the most civilized nations in history China has a long standing writing tradition and many Chinese texts have become world treasures However the way the Chinese teach writing in various countries in contemporary times is little known to the outside world especially in Western countries Undoubtedly the Chinese have had an established traditional method of writing instruction However recent social and political developments have created the perception amongst both practitioners and researchers of a need for change Whilst certain socio political changes both in Mainland China and in the territories acted as agents for reform of the teaching of composition the shape these reforms are taking has been due to many different influences coming both from inside the countries themselves and from foreign sources Mainland China Hong Kong Taiwan and Singapore have each developed their own approach to the teaching of composition

Teaching Writing Colin Peacock, 2017-11-28 Originally published in 1986 The traditional approach to teaching writing concentrates on mastering the different aspects of writing in the hope that these will eventually unite as a set of integrated skills More progressive teachers emphasise that writing is a total process which is caught intuitively rather than explicitly taught Both models are partially unsatisfactory and consequently a third approach has evolved which seeks to combine the best of both This book considers this systematic approach which seeks to retain the emphasis on writing as a total process but identifies within each communicative context the set of sub skills involved The author discusses and illustrates the strengths and weaknesses of this approach and the changes in professional thinking and practice that are essential to its successful adoption He presents an overview of the nature of the writing process to enable teachers to make clearer and more explicit statements about their objectives in setting classroom writing tasks

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