



Evaluation In Schools

Gerry McNamara, Joe O'Hara



Evaluation In Schools:

Testing for Learning Ruth Mitchell, 1992 Evaluation sends a message It points to what is valued and ignores what is not perceived to be important Educational evaluation testing and assessment has been telling students teachers administrators and legislators that the system values rote memorization and passive recognition of single correct answers International Handbook of Educational Evaluation T. Kellaghan, D.L. Stufflebeam, 2012-12-06 Thomas Kellaghan Educational Research Centre St Patrick's College Dublin Ireland Daniel L. Stufflebeam The Evaluation Center Western Michigan University MI USA Lori A. Wingate The Evaluation Center Western Michigan University MI USA Educational evaluation encompasses a wide array of activities including student assessment measurement testing program evaluation school personnel evaluation school accreditation and curriculum evaluation It occurs at all levels of education systems from the individual student evaluations carried out by classroom teachers to evaluations of schools and districts to district wide program evaluations to national assessments to cross national comparisons of student achievement As in any area of scholarship and practice the field is constantly evolving as a result of advances in theory methodology and technology increasing globalization emerging needs and pressures and cross fertilization from other disciplines The beginning of a new century would seem an appropriate time to provide a portrait of the current state of the theory and practice of educational evaluation across the globe It is the purpose of this handbook to attempt to do this to sketch the international landscape of educational evaluation its conceptualizations practice methodology and background and the functions it serves The book's 43 chapters grouped in 10 sections provide detailed accounts of major components of the educational evaluation enterprise Together they provide a panoramic view of an evolving field *The New Handbook of Teacher Evaluation* Jason Millman, Linda Darling-Hammond, 1989-12-01 Now available in paper this version is the first comprehensive look at the process of selecting assessing and assisting teachers in nearly a decade Since the publication of the first Handbook the profession of teaching has witnessed dramatic change including a greater awareness of teacher accountability an increase in teacher testing and the development of teaching incentives At the same time the political social and organizational factors affecting the performance and evaluation of teachers have been subjects of intensive scrutiny Reflecting these changes the new Handbook contains 25 new chapters and explores current practices issues and controversies related to the evaluation of teachers at elementary and secondary levels **Evaluating School Programs** James R. Sanders, Carolyn D. Sullins, 2005-11-28 This updated edition of the bestseller features a five step NCLB based process that demonstrates how skillfully administered annual program evaluations result in lasting educational benefits *School-based Evaluation* David Nevo, 2002-09-04 Divided into two parts this volume first discusses the concept of school based evaluation followed by a presentation of case studies of school evaluation from across the world In part one school based evaluation is examined from three perspectives school based evaluation as a dialogue between internal and external evaluation school evaluation from a perspective of institutional self evaluation in a

democracy and issues of definition methods and implementation The second part of the book presents case studies from Norway England The Netherlands Austria Spain United States Canada Israel Scotland and Germany All of the case studies are based on actual experience with school based evaluation in various educational and social contexts Authors recognise the wide range of local constraints and reflect upon multiple evaluation perspectives describing their educational context evaluation perspective and specific school based experience They highlight difficulties encountered in their work discuss the implications and make recommendations for further development of the concept of school based evaluation and its practice School Based Evaluation An International Perspective does not suggest internal self school evaluation as an alternative to external objective evaluation However an attempt is made to advocate the combination of both for the benefit of school accountability and school improvement

Evaluating School Programs James R. Sanders, Carolyn D. Sullins, 2005-11-28 Achieve lasting educational benefits through masterfully administered school program evaluations The annual process of evaluating school programs raises a legitimate question how to implement quality program evaluations that will not drain a school's resources but instead help create a school culture that promotes inspired teaching and high academic achievement and meets NCLB guidelines In this updated edition of the bestselling text authors James R Sanders and Carolyn D Sullins demonstrate how an effective program evaluation process can conserve resources while yielding substantial benefits for teachers parents students and schools This user friendly resource provides concise yet comprehensive coverage of school program evaluation through a highly regarded five step program Illustrated by examples and case studies this approach is designed to help educators develop competence and confidence in program evaluation Both practicing and aspiring educators can learn to Successfully manage logistical and scheduling problems Strategically approach school politics ethical considerations and interpersonal relations Comprehensively organize and analyze information regarding school programs Effectively respond to the No Child Left Behind Act Discover how to skillfully administer school evaluations that produce lasting educational results

School Evaluation with a Purpose Eli Ottesen, Fiona Stephens, 2018-10-15 In recent years there has been an increased interest in and demand for school evaluation Evaluation is often linked to issues of accountability performance assessment regulation and inspection This book explores and develops the latest thinking surrounding external and self evaluation in schools

K-12 School Evaluative Criteria National Study of School Evaluation, 1983

The Educational Imagination Elliot W. Eisner, 1994 The Educational Imagination explores the current state of American education and provides a historical view of earlier efforts to reform our schools It describes the ideological positions of those who wish to shape the aims and content of school programs in ways that reflect their values

Encyclopedia of Evaluation Sandra Mathison, 2005 All humans are nascent evaluators Evaluation has been with us throughout history and in its modern form has moved from the margins to the centers of organizations agencies educational institutions and corporate boardrooms No longer a specialized part time activity evaluation has become institutionalized a

common practice and indeed an important commodity in political and social life The Encyclopedia of Evaluation is an authoritative first of its kind who what where why and how of the field of evaluation Covering professional practice as well as academia this volume chronicles the development of the field its history key figures theories approaches and goals From the leading publisher in the field of evaluation this work is a must have for all social science libraries departments that offer courses in evaluation and students and professional evaluators around the world The entries in this Encyclopedia capture the essence of evaluation as a practice methods techniques roles people as a profession professional obligations shared knowledge ethical imperatives events places and as a discipline theories and models of evaluation ontological and epistemological issues International Scope Despite the fact that evaluation practice is not institutionalized in the same way around the world the encyclopedia recognizes the international growth of the profession due in large part to organizations such as UNICEF the World Bank and USAID Entries cover the following Afghanistan Belgium Cambodia Ethiopia Germany Greece Guyana Israel Netherlands Niger Scotland South Africa Spain and Uganda In addition the international group of authors includes contributions from more than a dozen nations There are a number of stories about evaluation practice around the world that are set off as sidebars in the text These stories provide a glimpse into the nature of evaluation practice in a diverse set of circumstances delineate the common and uncommon issues for evaluators around the world and point to the complexities of importing evaluation from one culture to another Interdisciplinary Methodological Coverage Much of the practice of evaluation has grown out of the social science research tradition While psychological methods and psychometrics continue to be useful evaluation research today draws from a wide range of disciplines including anthropology education political science literary criticism systems theory and others This Encyclopedia covers all of the relevant methodologies including both qualitative and quantitative approaches Evaluators and Theories The Encyclopedia of Evaluation includes significant coverage of the major figures in the field throughout its history Many of these figures are well known for a particular theory or approach and whenever applicable the entries make this connection for the reader as well as provide references for further reading Good examples include Michael Quinn Patton and Utilization Focused Evaluation David Fetterman and Empowerment Evaluation Daniel Stufflebeam s CIPP Model of Evaluation and Huey Chen and Theory driven Evaluations Key Themes Concepts Evaluation Concepts Methodological Concepts Philosophical Concepts Social Science Ethics and Standards Evaluation Approaches and Models Evaluation around the World Stories Evaluation Planning Evaluation Theory Laws and Legislation Organizations People Publications Qualitative Methods Quantitative Methods Representation Reporting Communicating Systems Technology Utilization Key Features More than 100 contributors from around the world Single affordable volume with nearly 600 entries arranged alphabetically Entries written by an international team of experts including narratives that depict evaluation practice around the world Reader s Guide arranges entries into 18 thematic categories to facilitate browsing among core topics Editorial Board Ross Connor University of

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Measurement and Evaluation in the Schools Louis J. Karmel, 1970 *Handbook on Educational Specialist Evaluation* Dr James H Stronge, Pamela D. Tucker, 2003-03-01 Easy to use authoritative and flexible the tools in this book and CD ROM have been developed over the last 15 years and have been field tested in over 500 schools These tools will empower you to do your evaluations based on current thinking and best practices

Linking Teacher Evaluation and Student Learning Pamela D. Tucker, James H. Stronge, 2005-04-15 In *Linking Teacher Evaluation and Student Learning* researchers Pamela D Tucker and James H Stronge show that including measures of student achievement in teacher evaluations can help schools focus their efforts to meet higher standards You ll see how four school systems have built such measures into their evaluation programs in these distinct ways Documenting how desired learning outcomes translated into actual student learning Tracking progress on key content standards Setting annual quantifiable goals for students academic progress Analyzing changes in students achievement test scores The authors explore the strengths of each approach offer insights from teachers and administrators and describe practical ways to incorporate similar measures of student learning into your own evaluation program Detailed appendixes provide hands on tools and resources to help you adapt these approaches to your school s particular needs For any school that is working to meet higher standards linking teacher evaluation to measures of student learning is a powerful way to refocus professional development and improve student achievement

Teacher Evaluation Anthony J. Shinkfield, D.L. Stufflebeam, 1995-11-30 *Teacher Evaluation Guide to Professional Practice* is organized around four dominant interrelated core issues professional standards a guide to applying the Joint Committee s Standards ten alternative models for the evaluation of teacher performance and an analysis of these selected models The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation CREATE The reader will come to grasp the essence of sound teacher evaluation and will be able to apply its principles facts ideas processes and procedures Finally the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation

Quality in Schools Great Britain. Department of Education and Science, 1985 *Trusting Schools and Teachers* Gerry McNamara, Joe O'Hara, 2008 *Trusting Schools and Teachers* Developing Educational Professionalism Through Self Evaluation emerged from a series of studies undertaken with teachers at various stages of their careers exploring the impact of a range of evaluation

systems on their personal and professional development The book begins with a comparative analysis of the rise of school and teacher evaluation charting the trends conceptual and political influences and highlights how the concept of self evaluation has come for a variety of reasons to play a surprisingly large role in the emerging approaches to school and teacher evaluation This is illustrated by a detailed analysis of the emerging system of whole school evaluation in Ireland Research indicates that while self evaluation looms large in the system s theoretical framework in fact there is strong evidence that neither schools nor teachers have the expertise required to systematically self evaluate This book identifies methodologies designed to empower schools and teachers to become genuinely self evaluating through the development of research skills in the context of online communities of practice Evaluating School Programs James R. Sanders, Carolyn D. Sullins, 2005-12-20 This updated edition of the bestseller features a five step NCLB based process that demonstrates how skillfully administered annual program evaluations result in lasting educational benefits **Measurement and Evaluation in the Schools** Donald L. Beggs, Ernest L. Lewis, 1974 *Self-evaluation* John MacBeath, Archie McGlynn, 2002 Self Evaluation What s in it for Schools demystifies school self evaluation Accessible and packed full of case studies it tackles the issues that are at the forefront of the national agenda in most countries in Europe **Evaluation in Schools** Glyn Rogers, 1992

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