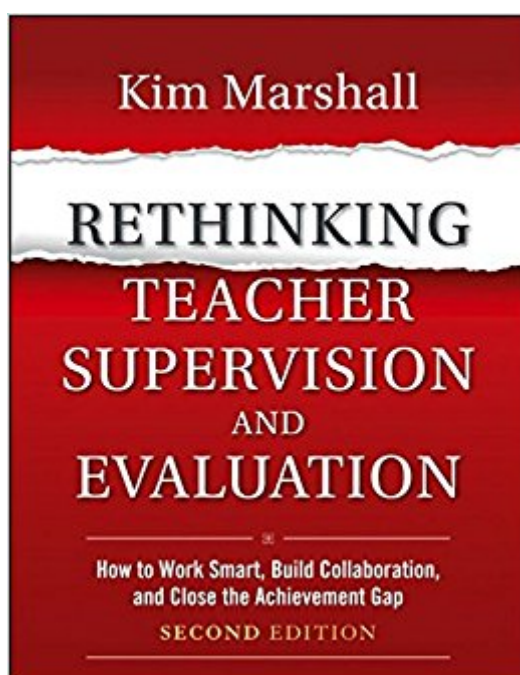


The book was found

Rethinking Teacher Supervision And Evaluation: How To Work Smart, Build Collaboration, And Close The Achievement Gap



Synopsis

Teacher supervision and evaluation that emphasizes fairness, excellence, and achievement In this thoroughly revised and updated edition of his bestselling book, education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher's performance. Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students. Revised edition of the classic book on teacher supervision and evaluation Includes thoughts on iPad and iPhone aps for classroom observation Offers new chart on how principals can manage ten mini-observations per teacher per year Contains new thoughts on merit pay, a different approach to the test-score argument from Arne Duncan This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development.

Book Information

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Customer Reviews

Rethinking Teacher Supervision and EvaluationN | Second Edition In this thoroughly revised and updated resource, education expert Kim Marshall reveals why principals should reject the typical and often ineffective evaluation approaches, in which they use infrequent classroom visits or rely on standardized test scores, to assess a teacher's performance. As an antidote, Marshall offers a time-tested framework for supervision and evaluation that enlists teachers in improving the performance of all students. The book focuses on four strategies principals can take that make a

real-world difference in the classroom: Making short, unannounced classroom visits followed by one-on-one feedback conversations; Participating much more actively in the curriculum unit-planning process; Working with teacher teams to analyze and follow up on interim assessment results; and Using rubrics for end-of-year teacher evaluation. This new edition includes: twelve key success factors for mini-observations, a deconstruction of the time management challenge that all principals face, a new chapter on the superintendent's role, and "clicker" questions for professional development. This second edition of the bestselling book is filled with a wealth of useful tools and expert advice for using supervision and evaluation practices to promote and encourage professional development. Praise for *Rethinking Teacher Supervision and Evaluation* "Kim Marshall's combination of real-world experience and visionary thinking creates a roadmap that has the potential to alter the national landscape on teacher supervision." #151;Paul Bambrick-Santoyo, managing director, North Star Academy Network, Uncommon Schools "Kim Marshall brings the wisdom of a seasoned principal and the insights of a scholar/researcher to this analysis of instructional leadership. His work is practical, smart, and, most of all, clear and accessible." #151;Pedro A. Noguera, Ph.D., Peter L. Agnew Professor of Education, Steinhardt School of Culture, Education, and Development; executive director, Metropolitan Center for Urban Education, New York University

Kim Marshall was a teacher, central office administrator, and principal in the Boston public schools. He now advises and coaches new principals, working with New Leaders; teaches courses and leads workshops on instructional leadership; and publishes a weekly newsletter, the Marshall Memo, which summarizes ideas and research from fifty publications. (www.marshallmemo.com)

I read this book after being becoming fairly familiar with Dr. Marshall's rubric as part of our work in complying with our state's new evaluation system (Oregon, SB290). I would recommend this book to anyone with background knowledge and interest in teacher evaluation and instructional leadership. If you have such a background, the first part of the book reads like a mystery novel. Marshall tells about his sleuthing over several years to find a way to provide meaningful feedback to teachers that would actually help their teaching, not just be a dog and pony show. He explains in detail his successes and failures over many years of developing his rubric and a system of mini-observations. The second part of the book discusses structural issues in detail: managing administrator's time, how to have professionally valuable conversations with teachers, the superintendent's role, and more. I almost gave it

four stars because of the contrast between the first half of the book and the (dry) second half. However, the entire book was filled with useful information and I highly recommend it.

This is a great resource for school administrators! The author provides many great free resources and links throughout the book, so this book is a read-and-do book. I would recommend this book for every administrator (especially a new admin) and anyone looking to improve the academic and professional culture of a school.

Quick Service

This was a required textbook which arrived on time and in the condition promised. The price was about half of that at the university bookshop. I got an "A" so I would have to say the textbook delivered in the information department. The textbook was clearly organized and easily understood. I would recommend this textbook.

Kim Marshall shares his monumental struggle to create a system not only of supervision and evaluation, but of change. This book is easy to read and understand through real life examples.

This book is available for free online. I wish I would have saved my money.

This was an exceptional book that provided great insight into the processes and practices related to effectively supervising and evaluating staff.

Very useful and from a teacher's perspective enlightening.

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