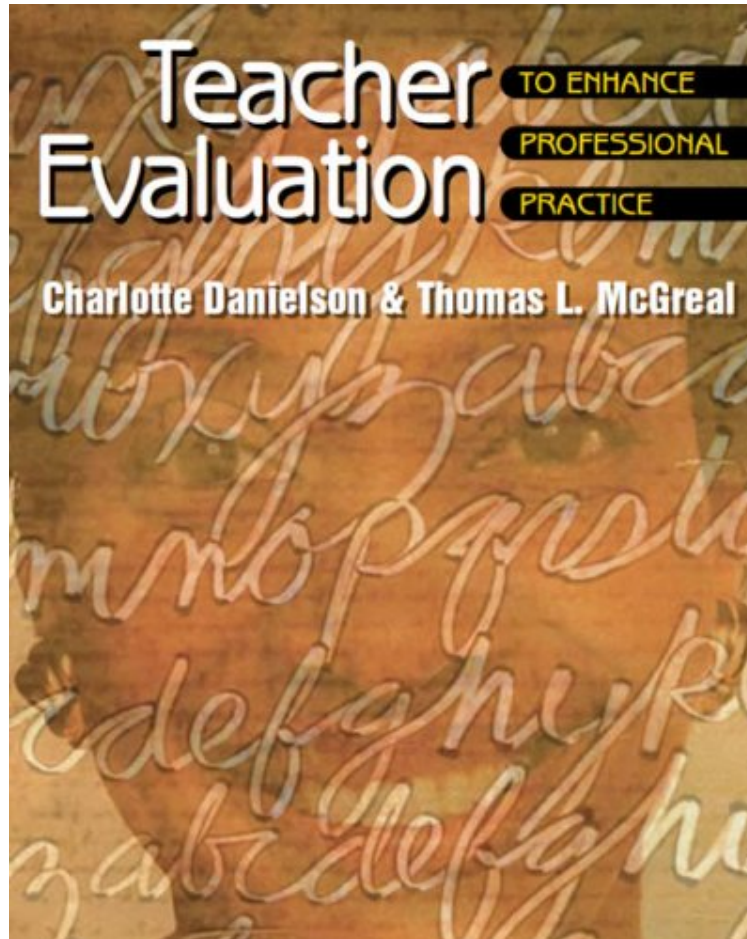


# Teacher Evaluation to Enhance Professional Practice

*Charlotte Danielson, Thomas L. McGreal*  
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**Charlotte Danielson, Thomas L. McGreal : Teacher Evaluation to Enhance Professional Practice** before purchasing it in order to gage whether or not it would be worth my time, and all praised Teacher Evaluation to Enhance Professional Practice:

2 of 2 people found the following review helpful. Has some outstanding contentBy GreenyThis book has some truly outstanding content. The author understands that evaluators need a rubric and now most districts seem to be using her rubric. I have a difficult dilemma if I'm going to refer this book to readers. I just want to make sure readers can separate the good from the misconceived. You can't merge supervision with evaluation without screwing both up, but the author tries to merge them anyway. Therefore, read this book with caution because the reader must know which sections are misconceptions.0 of 0 people found the following review helpful. Five StarsBy Joseph J. MatulaCharlotte Danielson is an expert!0 of 0 people found the following review helpful. What we are moving towards..By Animal LoverOur district is moving towards a Danielson framework and it was great to get the background and purpose of this model. If you don't know anything about Danielson's framework, you need to read this book .

Teacher evaluation--a term that brings fear, anticipation, stress, anxiety, or even boredom to the hearts of teachers and administrators everywhere. How can we reinvent teacher evaluation so that it really makes a difference--so that everyone in school benefits from it, so that teachers and administrators learn from it, so that students succeed as a result of it? The bad news is that many schools and districts seem to be stuck in old ruts, involving The Observation, The Behavior Checklist, and The Conference. The good news is that many districts have paved the way for teacher evaluation to actually become professional development, by using a three-track evaluation system:\* Track I, for beginning teachers, promotes growth and new learning through mentoring, frequent observations, and support systems.\* Track II, for tenured teachers--that is, most teachers in the system--promotes professional learning experiences through self-assessment, goal setting, data collection, formative evaluations, study groups, action plans, and evaluation in which teachers play an active role. \* Track III, for tenured teachers needing assistance, focuses on remediating difficulties and recommending further action. More good news: Through concrete examples, useful forms, and assessment tools, this book provides a clear roadmap to effective teacher evaluation systems that combine quality assurance with professional development for all teachers.