

From these gestures, we the Reading Team / Teachers experience how to handle and adjust different personalities, characters, the comprehension level of our pupils, we could say that in dealing children we should be fair enough and have more patient for the slow learners. Through this experiences we have develop interest, loyalty and pre-saverance to teach our pupil to read to eradicate non readers in class.

Conclusion:

From all the experiences derived through teaching reading, we can conclude that these experiences played a great help to the reading teachers both personal and social development in teaching.

To have fair treatment with pupils, one can develop a whole some personality and strength the good relationship being established with them. By using visual aid or audio visual and also using the reading center with the Reading Instructional devices, the presentation of the lessons the pupils attention can be easily caught and deliver the lesson every well.

Teach with a smile, develop good rapport to children, don't let them feel resistant to approach us teacher. Encourage them to feel free to participate reading activities.

Recommendation:

Based on the preceding observations the following actions are recommended:

A. Administrators / Head Teacher / School - In- Charge must:

1. Support the reading - Teachers' need in terms of facilities, reading materials and sent teachers for seminars in developing communication skills both English and Filipino.
2. Encourage parents to be a part of Reading Program by conducting also a seminar for parents with in the school level.
3. Recognized the efforts of Reading - Teachers. Give encouragements and motivation for them be more inspired and confident on the efforts she/he has made.

B. The Reading Teachers' must:

1. Update themselves with the modern techniques, methods and strategies in teaching reading with comprehension:
2. Give ample chance and encourage pupils to articulate their ideas in class (ex. story retelling, debate or smart - talking).
3. Exert Effort to assist the slow learners:
4. Have a peer- tutoring sessions.
5. Develop the pupils, ability to answer why and how questions or HOTS.
6. Most of all have the heart of being a mother to pupils to guide them to read well and develop reading skills.

IV. DOCUMENTATIONS

Teacher Evaluation Sample Narrative Comments

James Stronge



Teacher Evaluation Sample Narrative Comments:

OECD Reviews of Evaluation and Assessment in Education Teacher Evaluation in Chile 2013 Santiago Paulo, Benavides Francisco, Danielson Charlotte, Goe Laura, Nusche Deborah, 2013-11-08 This book provides from an international perspective an independent analysis of major issues facing teacher evaluation current policy initiatives and possible future approaches in Chile

OECD Reviews of Evaluation and Assessment in Education Synergies for Better Learning An International Perspective on Evaluation and Assessment OECD, 2013-04-11 This report provides an international comparative analysis and policy advice to countries on how evaluation and assessment arrangements can be embedded within a consistent framework to improve the quality equity and efficiency of school education

Effective Teacher Evaluations, 1994 How can you fairly evaluate your teachers day to day teaching style and classroom management on the basis of sporadic classroom visits How can stress be alleviated for both the principal and teachers Effective Teacher Evaluations is a must have reference for all principals It is a 192 page how to handbook that helps reduce tension at evaluations and provides better methods for assessing performance This easy to read guide supplies models and suggests creative ways to constructively criticize Plus it discusses legalities that will protect you and your school from potential lawsuits

Handbook on Teacher Evaluation with CD-ROM James Stronge, Pamela Tucker, 2020-10-14 Easy to use authoritative and flexible the tools in this book and downloadable resources 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

Rethinking Teacher Supervision and Evaluation Kim Marshall, 2013-03-28 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 apps 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

Resources in Education, 2001-10

Viewpoint Level 1 Teacher's Edition with Assessment Audio CD/CD-ROM Michael McCarthy, Jeanne McCarten, Helen Sandiford, 2012-06-29 Viewpoint is an innovative course that's based on extensive research into the Cambridge English Corpus taking students from a high intermediate to advanced level of proficiency CEFR B2 C1 Viewpoint Level 1 Teacher's Edition with Assessment CD ROM features page by page teaching notes with step by step lesson plans audio scripts and answer key for the Level 1

Student's Book and Workbook It also includes fully customizable quizzes for each unit as well as mid terms and end of book tests

Maximum Mentoring Gwen L. Rudney, Andrea M. Guillaume, 2003-01-07 To be an effective mentor takes time and training It requires a whole new set of skills Maximum Mentoring offers an array of training strategies for mentors and helps to codify what it means to be an effective mentor From the Foreword by Ellen Moir Executive Director The New Teacher Center University of California Santa Cruz What worries and activities did you think about most during your student teaching experience What were your most consistent concerns Your own experience as a student teacher is vital in the success of our next generation of teachers New teacher development requires intensive levels of one to one training and mentoring Maximum Mentoring provides you the mentor with an action guide through the complexities of the school based mentoring process to ensure maximum success for both mentor and mentee This excellent resource features Step by step guidance for one on one mentoring and supervision of student teachers and novice teachers including clear coverage of rules roles relationships responsibilities and procedures Hands on essentials such as reproducible forms checklists activities answers to frequently asked questions and reflective exercises for mentor and mentee Input on school university supervisory partnerships Information on observation and feedback formative assessment summative evaluation and professional growth and development Suggestions for working with struggling students and novice teachers As a mentor you provide leadership by guiding the classroom based portion of student teachers professional education as well as collaborative opportunities for new teachers to explore and reflect on their practice in a safe setting The purpose of this essential text is to provide support for you as you support future teacher development

Educational Administration, Policy, and Reform Wayne K. Hoy, Cecil Miskel, 2004-05-01 This book series on Theory and Research in Educational Administration is about understanding schools We welcome articles and analyses that explain school organizations and administration We are interested in the why questions about schools To that end case analyses surveys large data base analyses experimental studies and theoretical analyses are all welcome We provide the space for authors to do comprehensive analyses where that is appropriate and useful We believe that the Theory and Research in Educational Administration Series has the potential to make an important contribution to our field but we will be successful only if our colleagues continue to join us in this mission

Conflicting Stakeholders in Higher Education Assessment H. Russell Searight, 2024-08-28 Assessment requirements in universities have become nearly universal Evaluation efforts typically focus on documenting student and program learning outcomes Despite being framed as tools for enhancing educational quality decades of assessment efforts suggest that this goal is not being met This critique is contextualized within broader social historical shifts in higher education pointing out how assessment practices have paralleled trends toward corporatization and heightened administrative oversight Many assessment professionals adopted methodologies from behavioural science and educational measurement while neglecting essential measurement principles resulting in data quality issues Existing assessment measures often exhibit questionable

reliability and validity undermining their effectiveness This book suggests that the prevalent summative approach to course objectives may not be the best method for improving instruction or assessing student learning Alternatives such as research derived from the Scholarship of Teaching and Learning and qualitative formative assessments may yield more meaningful quality driven information *Music Assessment for Better Ensembles* Brian P. Shaw, 2018-09-07 Assessment is central to ensemble music Yet teachers do not always have the expertise to harness its potential to improve rehearsals and performances and promote and document student learning Written specifically for band choir and orchestra teachers at all levels this book contains all of the information necessary to design and use assessment in a thriving music classroom The first section addresses foundations such as learning targets metacognition and growth mindset Assessment jargon such as formative assessment summative assessment Assessment for Learning self and peer assessment and authentic assessment is clarified and illustrated with music examples Readers will learn practical strategies for choosing which concepts to assess which methods to use and how to use results to provide accurate and effective feedback to students The second section brings assessment fundamentals into the music room Filled with practical advice each chapter examines a different facet of musicianship Sample assessments in all performance areas are provided including music literacy fundamentals and technique terminology interpretation evaluation and critique composition and improvisation beliefs and attitudes and more There is an entire chapter devoted to tips for applying assessment and feedback strategies in rehearsals which can result in a fresh and effective approach to performance preparation The final section is an examination of grading practices in music classes Readers will gain information about ensemble grades that communicate what students know and are able to do rather than whether they remembered their black socks A variety of approaches including Standards Based Grading are evaluated in light of music teachers unique situations The book concludes with ways for music educators to take their first steps toward implementing these strategies in their own teaching including the use of instructional technology Assessing like an expert is possible and this book is just what teachers need to get started *Evaluating What Good Teachers Do* James

Stronge, 2013-08-06 This book is based on author James H Stronge s 20 plus years of consulting with school districts and other educational organizations in designing piloting and training educators in the use of teacher performance evaluation systems Its primary purpose is to help both teachers and their evaluators collect more comprehensive and accurate assessment data for judging teacher effectiveness The author provides field tested teacher evaluation systems based on performance standards which include data collection tools and performance appraisal rubrics **Teaching and Learning**

Pragmatics Noriko Ishihara, Andrew D. Cohen, 2021-09-30 An understanding of sociocultural context is crucial in second language learning yet developing this awareness often poses a real challenge to the typical language learner This book is a language teachers guide that focuses on how to teach socially and culturally preferred language for effective intercultural communication Moving beyond a purely theoretical approach to pragmatics the volume offers practical advice to teachers

with hands on classroom tasks included in every chapter Readers will be able to Understand the link between language use linguacultural diversity and multilingual identity Identify possible causes of learner errors and choices in intercultural communication Understand applied linguistics theories that support culturally sensitive classroom practices Develop a pragmatics focused instructional component classroom based assessments and curricula Help learners to become more strategic about their learning and performance of speech acts Incorporate technology into their approach to teaching pragmatics This book aims to close the gap between what research in pragmatics has found and how language is generally taught today It will be of interest to all language teachers graduate students in language teaching and linguistics teacher educators and developers of materials for teaching language

To Improve the Academy James E. Groccia, Laura Cruz, 2012-08-31 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants Contents include Professional development for geographically dispersed faculty Implementing a learning consortium for communication and change Faculty engagement in program level outcomes assessment What educational developers need to know about faculty artists Exploring the spiritual roots of midcareer faculty Raising funds from faculty for faculty development centers Mentoring in higher education Tough love consulting in order to effect change Research on the impact of educational development Examining effective faculty practice Insights on millennial students Contemplative pedagogy of teaching and learning centers Faculty and student perspectives on course evaluation terminology Questions about student ratings Small group individual diagnosis to improve online instruction Supporting international faculty Complex ecologies of diversity identity teaching and learning Organizational strategies for fostering faculty racial inclusion The truth about students capacity for multitasking Tweeting the 2011 POD HBCUFDN Conference Twitter backchannel Designing active learning with flexible technology

Documentation in Institutional Contexts of Early Childhood Maarit Alasuutari, Helga Kelle, Helen Knauf, 2020-04-28 Internationally documentation has gained importance in institutional contexts of early childhood during the last 20 years This edited volume illuminates different practices and aspects of documentation in early childhood and provides theoretically informed analytical perspectives on documentation in childhood institutions Whilst drawing on different national and early service contexts the edited volume explores the ways in which documentation may be consequential in childhood and in the practices of early childhood professionals The different chapters examine assessment and normativity in documentation children s participation in it and the impact of documentation on professionalism The edited volume is targeted to students researchers and professionals in the field of education and social sciences

Assessment Portfolios for Elementary Students Milwaukee Public Schools, Kathryn Henn-Reinke, 2002 Developed by educators in Milwaukee s public schools and successfully used with over 15 000 students this book will show

you how to engage your students in high quality work reveal information about your students which cannot be seen through standardized tests help students become responsible for their own academic growth The tasks and rubrics in this book will help you discover the strengths and learning needs of your students With concrete detailed examples from Kindergarten through 5th grade this book demonstrates how to implement assessment portfolios in your classroom Part I provides concrete details about how to organize implement and maintain assessment portfolios throughout the school year In Part II are assessments in reading writing and math featuring class tested scoring rubrics and samples of student work Also included are learning projects rich classroom activities requiring high quality intellectual work Part III contains student handouts and scoring sheets ready for you to distribute and use with the students in your class *Research Literacy* Jeffrey S. Beaudry, Lynne Miller, 2016-03-27 Preparing students to become informed critical consumers of research this accessible text builds essential skills for understanding research reports evaluating the implications for evidence based practice and communicating findings to different audiences It demystifies qualitative quantitative and mixed methods designs and provides step by step procedures for judging the strengths and limitations of any study Excerpts from real research reports are used as opportunities to develop methodological knowledge and practice analytic skills Based on sound pedagogic principles the text is structured for diverse learning styles visual learners concept maps icons active learners building block exercises and templates for writing and story learners examples reading guides and reflections Pedagogical Features Rubrics checklists of steps to take and reading guides that walk students through analyzing different types of research articles Journal abstracts with questions that home in on key aspects of a study Exemplars of each type of study with descriptions of methodological and design choices End of chapter skills building exercises that lead up to writing a research review essay Chapter appendices featuring sample responses to the exercises *A Practical Guide to Teaching and Assessing the ACGME Core Competencies* Elizabeth A. Rider, Ruth H. Nawotniak, Gary Smith (Ed. D.), 2007 *Understanding Reading Problems* Jean Wallace Gillet, Charles A. Temple, Alan N. Crawford, 2008 This market leading resource features classroom based teacher driven approaches to reading assessment and remediation *Understanding Reading Problems* Seventh Edition maintains its focus on struggling readers with significant new coverage of ELL and of readers with special needs The authors integrate authentic vignettes and case studies with clear vivid writing featuring the latest research Expanded coverage of portfolio assessment lexiles and guided reading levels running records developmental spelling stages emergent literacy assessments assessing and teaching students with limited English proficiency and practical strategies for adapting instruction for special needs students in inclusive classrooms make this Seventh Edition the foremost book in its field *Managing Classroom Assessment to Enhance Student Learning* Nicole Barnes, Helenrose Fives, 2020-04-23 As teachers are required to integrate an increasing number of assessment practices into the classroom it is crucial that they have effective routines for organizing and evaluating the generated data *Managing Classroom Assessment to Enhance Student Learning* introduces pre and in service

teachers to the major categories of assessment management and provides empirical and theoretical support for their effectiveness. In depth chapters consider management in the context of assigning and collecting work interpreting and organizing assessment results and providing students with feedback.

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