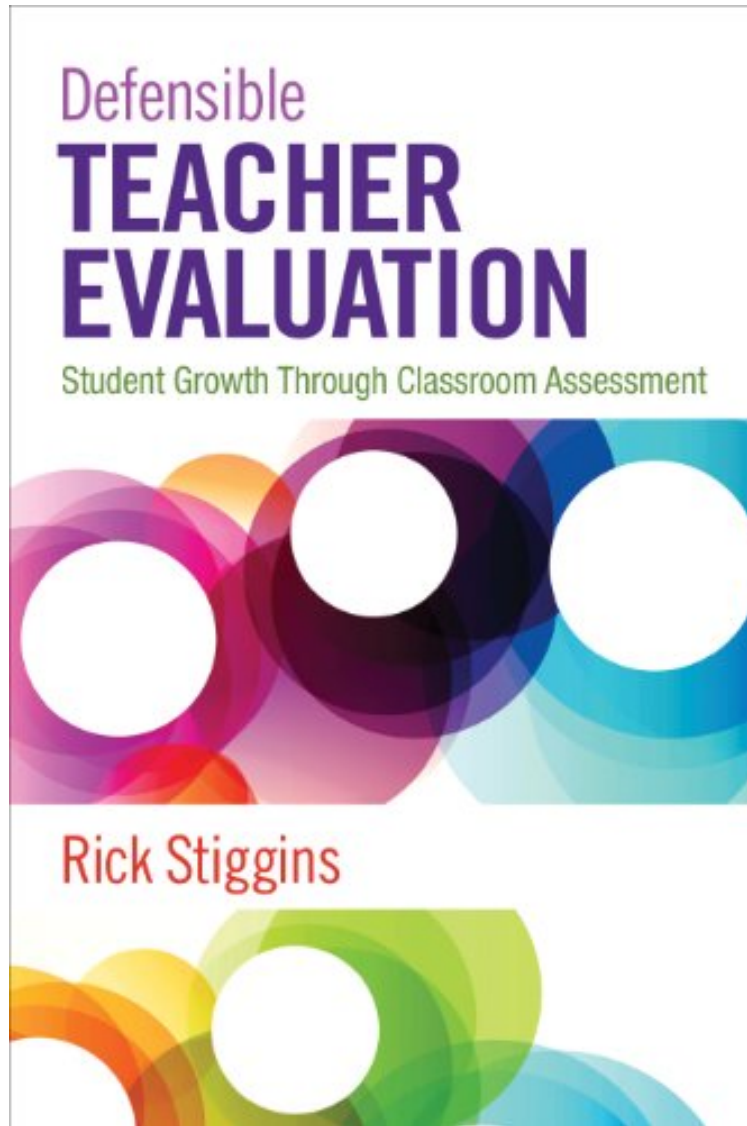


Defensible Teacher Evaluation: Student Growth Through Classroom Assessment

Richard J. Stiggins

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""Developing a fair, practical, and effective teacher evaluation system is like climbing a high mountain: it's impossible until someone finds a route. That's what Rick does in this book. He identifies the immense challenges associated with using evidence on student learning as the principal criteria in teacher evaluation and then offers practical guidance for overcoming those challenges. He hasn't made the climb easy, but he shows us the way."--Thomas R. Guskey, Professor of Educational Psychology"Rick Stiggins thoroughly describes the problems associated with current efforts to institute test-based teacher evaluation. He describes how quality classroom assessments can be woven into the teacher evaluation equation in ways that better illustrate teachers' impact on student learning. Stiggins builds a compelling case for the development of a solid foundation of assessment competence throughout our educational system."--Linda Darling-Hammond, Charles E. Ducommun Professor of Education""For the last several decades, no one in America--certainly no member of the educational measurement community--has more effectively described how classroom assessments can contribute to students' learning. Happily, Stiggins has now brought his experience-honed view of classroom testing to the appraisal of teachers' instructional skills. For all teachers and administrators, this is requisite reading!""--W. James Popham, Emeritus Professor, UCLA"Rick Stiggins thoroughly describes the problems associated with current efforts to institute test-based teacher evaluation. He describes how quality classroom assessments can be woven into the teacher evaluation equation in ways that better illustrate teachers' impact on student learning. Stiggins builds a compelling case for the development of a solid foundation of assessment competence throughout our educational system."--Linda Darling-Hammond, Charles E. 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Drawing on a half century of experience, Stiggins offers practical advice on how sound assessment practice can benefit all students."--Dan Duke, Professor of Educational Leadership"Developing a fair, practical, and effective teacher evaluation system is like climbing a high mountain: it's impossible until someone finds a route. That's what Rick does in this book. He identifies the immense challenges associated with using evidence on student learning as the principal criteria in teacher evaluation and then offers practical guidance for overcoming those challenges. He hasn't made the climb easy, but he shows us the way."--Thomas R. Guskey, Professor of Educational Psychology"For the last several decades, no one in America--certainly no member of the educational measurement community--has more effectively described how classroom assessments can contribute to students' learning. 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learners play a leading role, has the power to transform American education. Anyone interested in what is wrong with education in America today--and what we can do about it--should read this book.--Dylan Wiliam, Emeritus Professor of Educational Assessment"Every once and awhile a book appears that is so honest, so sensible, and so impassioned that it must not be ignored. This is such a book, and it will make many education policy makers and assessment experts wince. Stiggins decries the damage done by poorly designed tests and thoughtless assessment practice. Thankfully, he doesn't stop with an indictment. Drawing on a half century of experience, Stiggins offers practical advice on how sound assessment practice can benefit all students."--Dan Duke, Professor of Educational Leadership-Developing a fair, practical, and effective teacher evaluation system is like climbing a high mountain: it's impossible until someone finds a route. That's what Rick does in this book. 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challenges of day-to-day classroom assessment in the context of truly balanced assessment systems. Rick earned a doctoral degree in education measurement from Michigan State University. He began his assessment work on the faculty of Michigan State before becoming a member of the faculty of educational foundations at the University of Minnesota, Minneapolis. In addition, he has served as director of test development for the ACT, Iowa City, IA; as a visiting scholar at Stanford University; as a Libra Scholar, University of Southern Maine; as director of the Centers for Classroom Assessment and Performance Assessment at the Northwest Regional Educational Laboratory, Portland, Or; and as a member of the faculty of Lewis and Clark College, Portland. He has authored numerous articles, books and training videos on sound classroom assessment, assessment for learning and balanced assessment systems.