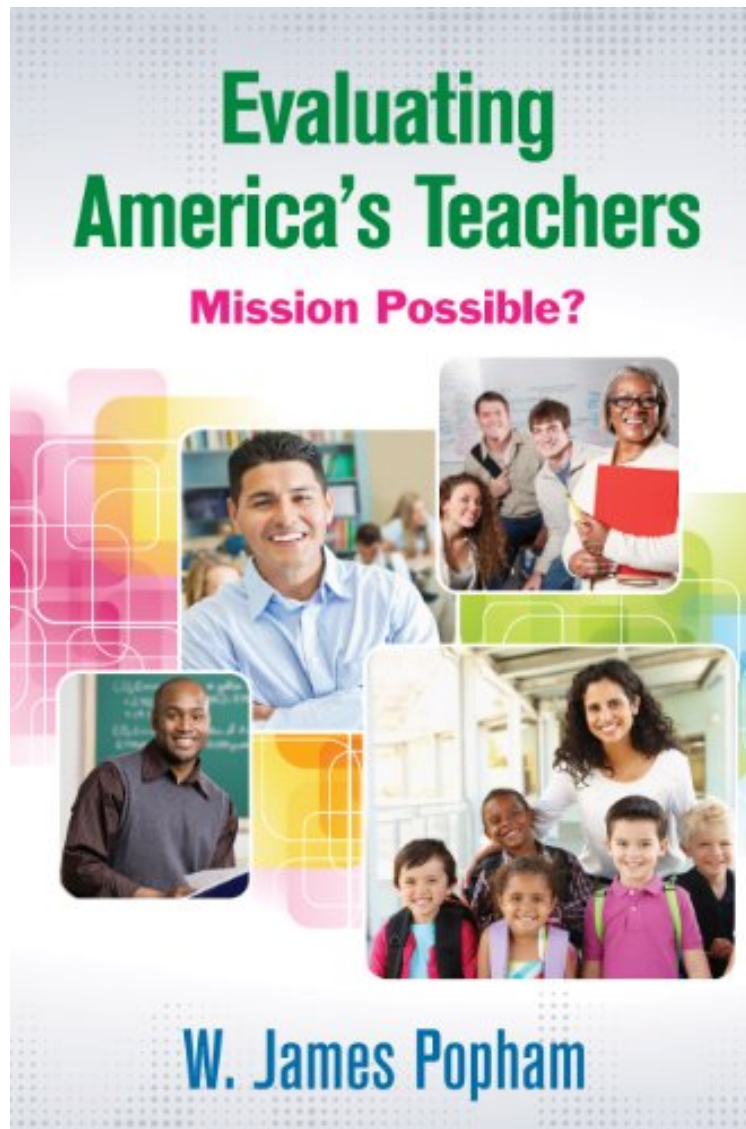


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W. James Popham

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good book

When teacher evaluations are fair, everyone wins. Poor evaluation systems don't just hurt teachers—they hurt students, too. That's why America can't afford to wait for the teacher-evaluation problem to be solved. To provide balanced, accurate, and rigorous evaluations that take into account each teacher's particular circumstances, only one system can work: evidence-governed collegial judgment. This book includes: A discussion of common evaluation systems, including testing, value-added models, and observations
Analysis of federal guidelines and state responses
Action steps teachers and school leaders can take to influence policy
A clear rationale and strategies for implementing a teacher evaluation model based on human judgment

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"Dr. Popham makes many true and important points in this book. Particularly noteworthy is his point that tests are not validated, inferences are. A measure that may well allow valid inferences about what a student knows may not necessarily be valid in making an inference about teacher effectiveness. I believe that many of those wishing to evaluate teacher effectiveness miss this important point." (William A. Mehrens, Professor Emeritus 2012-10-23)
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"Popham's gift of writing and his wealth of knowledge and experience pour out of every page in this book. It recognizes the inevitable "we will evaluate teachers" and shows how it can be done properly provided we remember that it is humans weighing the various sources of evidence that make judgements and not isolated instruments (observations, tests, ratings) that make these decisions. Hence, multiple methods, growth models, a clarity between formative and summative interpretations, and an emphasis on ensuring that the methods have instructional validity. The book glimmers with goodness, it is sobering but optimistic, and it is fun to read." (John Hattie, Director, Melbourne Education Research Institute 2012-10-31)
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In this important and well-argued book, Jim Popham explains why teacher evaluation absolutely has to be based on a "weighted evidence" approach, and shows what policy-makers, administrators, and teachers need to do to make this work. Everyone interested in the quality of education in the United States should read this book." (Dylan Wiliam, Emeritus Professor of Educational Assessment 2012-12-02)"Jim Popham provides a step-by-step analysis of the do's and don'ts regarding evaluation, and leaves the reader with hope that, done properly, teacher evaluation can lead to better instruction. Evaluating America's Teachers is a must read for policy makers, district and school administrators, and classroom teachers grappling with reviewing and improving teacher evaluation." (Alan Burke, Deputy Superintendent, K-12 Education 2012-09-23)"Dr. Popham makes many true and important points in this book. Particularly noteworthy is his point that tests are not validated, inferences are. 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spent the bulk of his educational career as a teacher. His first teaching assignment, for example, was in a small eastern Oregon high school where he taught English and social studies while serving as yearbook advisor, class sponsor, and unpaid tennis coach. That recompense meshed ideally with the quality of his coaching. Most of Dr. Popham's teaching career took place at UCLA where, for nearly 30 years, he taught courses in instructional methods for prospective teachers as well as courses in evaluation and measurement for graduate students. At UCLA he won several distinguished teaching awards. In January 2000, he was recognized by UCLA Today as one of UCLA's top 20 professors of the 20th century. (He notes that the 20th century was a full-length century, unlike the current abbreviated one.) In 1992, he took early retirement from UCLA upon learning that emeritus professors received free parking. Because at UCLA he was acutely aware of the perishability of professors who failed to publish, he spent his non-teaching hours affixing words to paper. The result: 30 books, 200 journal articles, 50 research reports, and 175 papers presented before research societies. Although not noted in his official vita, while at UCLA he also authored 1,426 grocery lists. His most recent books are Classroom Assessment: What Teachers Need to Know, 6th Ed. (2010) and Assessment for Educational Leaders (2006), Allyn Bacon; The Truth About Testing (2001), Test Better, Teach Better (2003), Transformative Assessment (2008) and Instruction that Measures Up (2009) ASCD; "Failing Schools" (2005) and Mastering Assessment (2006), Routledge; and Unlearned Lessons (2009) Harvard Education Press. He encourages purchase of these books because he regards their semi-annual royalties as psychologically reassuring. In 1978, Dr. Popham was elected to the presidency of the American Educational Research Association (AERA). He was also the founding editor of Educational Evaluation and Policy Analysis, a quarterly journal published by AERA. A Fellow of the Association, he has attended each year's AERA meeting since his first in 1958. He is inordinately compulsive. In 1968, Dr. Popham established IOX Assessment Associates, an RD group that formerly created statewide student achievement tests for a dozen states. He has personally passed all of those tests, largely because of his unlimited access to the tests' answer keys. In 2002 the National Council on Measurement in Education presented him with its Award for Career Contributions to Educational Measurement. In 2006 he was awarded a Certificate of Recognition by the National Association of Test Directors. In 2009, he was appointed to be a board member of the National Assessment Governing Board. Dr. Popham's complete 44-page, single-spaced vita can be requested. It is really dull reading. School Leadership Briefing Interview