

Diagnostic Classroom Observation: Moving Beyond Best Practice

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Reviews

A really awesome book with lucid and perfect information. Of course, it is actually play, nonetheless an amazing and interesting literature. You are going to like just how the article writer create this ebook. (Nakia Toy Jr.)

DIAGNOSTIC CLASSROOM OBSERVATION: MOVING BEYOND BEST PRACTICE



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Corwin, 2008. Book Condition: New. Brand New, Unread Copy in Perfect Condition. A+ Customer Service! Summary: List of Figures Preface Acknowledgments About the Author 1. Defining the "Technology of Good Instruction" Assumptions Underlying Diagnostic Classroom Observation Assumption #1: Active, Investigative Environment Research Supporting Assumption #1 Assumption #2: Content and Process Research Supporting Assumption #2 Assumption #3: Learning Is an Interactive Process Research Supporting Assumption #3 Assumption #4: Technology Enhances Instruction Research Supporting Assumption #4 Intended Uses Supervision of Instruction Program Evaluation Large-Scale and Action Research Key Distinctions of Diagnostic Classroom Observation The Process/Content Interaction The Analysis of Assessments Emphasis on Teacher Knowledge Emphasis on Teacher Skill Classroom Culture A Strong Protocol for Professional Development Guidelines for Pre- and Post-Conferences Final Thoughts Before Proceeding 2. Ending the "Process Versus Content" Argument The Math/Science Version of Diagnostic Classroom Observation The Implementation Criteria The Content Criteria Using the Math/Science Version Method #1: Scoring the Examples in Chapter 2 Method #2: Focused Discussions Method #3: Classroom Co-Observation Discussion Questions Concluding Thoughts 3. Learning to Read and Reading to Learn The Literacy Version of Diagnostic Classroom Observation The Implementation Criteria The Content Criteria The Composite Version of Diagnostic Classroom Observation Reading and Writing in the Content Areas Using the Literacy and Composite Versions Method #1: Scoring the Examples in Chapter 3 Method #2: Focused Discussions Method #3: Classroom Co-Observation or "Walk-Throughs" Discussion Questions Concluding Thoughts 4. Classroom Culture: Treating Everyone as You Would Be Treated The Classroom Culture Criteria Applying the Classroom Culture Criteria Method #1: General Discussion Questions Method #2: Focused Discussion Questions Method #3: Scoring Culture Concluding Thoughts on Equity of Access 5. Assessing Assessment The Bullets: Characteristics of Good Assessments Systematic Ongoing Help Students Adjust Their Thinking Help Teachers Adapt Their Teaching Is Based on Agreed-Upon Standards Choosing the Right Assessment for...

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