

1. Record Nr.	UNIORUON00081664
Autore	POPE, Maurice
Titolo	The story of decipherment : From egyptian hieroglyphic to linear B / Maurice Pope
Pubbl/distr/stampa	London, : Thames and Hudson, 1975
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Autore	Norbury David
Titolo	Soil and rock description in engineering practice / / David Norbury, consultant, director, David Norbury Limited, Reading, UK, Honorary Professor in Engineering Geology, University of Sussex, UK
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; Preface ; Definitions ; 1 Introduction ; 1.1 What are we

describing and why?; 1.2 Description compared with classification; 1.3 Communication in description; 1.4 Soil meets rock ; 1.5 Health and Safety in description ; 2 History of Description in Codification ; 2.1 Prior to 1970 ; 2.2 The period 1970-1981; 2.3 The period 1981-1999 and the first BS 5930 ; 2.4 Rock weathering; 2.5 1999 and the second BS 5930 ; 2.6 The period since 1999 ; 2.7 Multiple usage of defined terms; 2.7.1 Clay and silt terminology; 2.7.2 Secondary constituent terms; 2.7.3 Loose and dense
2.7.4 Compactness of silt2.7.5 Rock strength ; 2.7.6 Rock weathering; 2.7.7 Comparison of descriptive technology ; 3 Systematic Description ; 3.1 Standard word order ; 3.2 Standard word order in US practice ; 3.3 The multiple sentence approach ; 4 Description of Materials ; 4.1 Principal soil and rock types ; 4.2 Size fractions ; 4.3 Description procedure using flow chart; 4.4 Very coarse soils; 4.5 Coarse soils; 4.6 Particle shape ; 4.7 The coarse soil/fine soil boundary ; 4.8 Fine soils ; 4.9 Classification of plasticity of fine soils; 4.10 The soil/rock boundary; 4.11 Rock naming
4.11.1 General naming of rocks 4.11.2 Description of coal ; 4.11.3 Naming of carbonate sediments ; 4.11.4 Naming of volcaniclastic sediments ; 4.12 Grain size in rocks ; 5 Relative Density and Strength ; 5.1 Relative density in coarse soils; 5.2 Consistency of fine soils; 5.3 Strength: shear or unconfined ; 6 Structure, Fabric and Texture; 6.1 Structure; 6.2 Fabric ; 6.3 Texture ; 7 Colour ; 8 Secondary and Tertiary Fractions ; 8.1 Secondary fractions; 8.1.1 Secondary fractions in very coarse soils; 8.1.2 Very coarse particles as a secondary fraction; 8.1.3 Secondary fractions in coarse soils
8.1.4 Fine soil as a secondary constituent 8.1.5 Secondary fractions in fine soils; 8.1.6 Multiple secondary fractions; 8.2 Tertiary fractions; 8.3 Description of widely graded soils ; 8.4 Description and classification of particle size grading ; 8.5 Other information ; 9 Geological Unit; 10 Weathering ; 10.1 Weathering of soils; 10.2 Rock weathering; 10.3 Approach 1: description of weathering; 10.4 Approaches 2 and 3: classifications for homogeneous stronger rocks ; 10.5 Approach 4: classification for heterogeneous weather rocks ; 10.6 Material specific weathering schemes
10.7 Approach 5: special cases 10.7.1 Chalk ; 10.7.2 Karstic limestone ; 10.7.3 Tropical weathering ; 11 Discontinuity Logging ; 11.1 Types of discontinuity ; 11.2 Discontinuity description ; 11.3 Orientation; 11.4 Spacing ; 11.5 Persistence and termination; 11.6 Surface form ; 11.7 Wall strength; 11.8 Aperture and infilling; 11.9 Seepage ; 11.10 Discontinuity sets ; 12 Discontinuity State Recording ; 12.1 Total core recovery ; 12.2 Solid core recovery ; 12.3 Rock quality designation; 12.4 Fracture spacing ; 13 Low Density Soils; 13.1 Organic soils; 13.1.1 Topsoil; 13.1.2 Peat
13.2 Volcanic soils or rocks

Sommario/riassunto

This is a revised and updated version of the highly successful first edition. It continues to provide invaluable practical guidance in carrying out engineering geological logging of soil and rock samples and exposures in the field.

3. Record Nr.	UNINA9910220124203321
Titolo	Improving school leadership through support, evaluation, and incentives : the Pittsburgh principal incentive program / / Laura S. Hamilton ... [et al.]
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Disciplina	371.2/07
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Nota di contenuto	Cover; Title Page; Copyright; Preface; Contents; Figures; Tables; Summary; Acknowledgments; Abbreviations; CHAPTER ONE: Introduction; What We Know About Relationships Between School Leadership and Student Achievement; The Need for New Systems for Evaluating Principals; Evaluation Questions; Organization of This Report; CHAPTER TWO: Data Sources and Analytic Approach; Data Sources; Principal Surveys; Coach Surveys; Teacher Survey; Interviews with Building-Level Staff; Interviews and Email Communications with District-Level Staff and External Consultants; Reviews of Documentation Principals' Scores on the Administrators' Performance Standard RubricStudent Data; Analytic Approach; Principal, Coach, and Teacher Survey Data; Factor Analysis; Interviews with Building-Level Staff; District Interviews and Document Review; Rubric, Achievement, and Bonus Data; Method for Linking and Jointly Analyzing Rubric and Achievement Data; Limitations; CHAPTER THREE: District Context and Pittsburgh Principal Incentive Program Theory of Action; District Context and Related Reforms; Theory of Action Overview; Interventions

for Building Capacity

Professional Development to Improve LeadershipEvaluation and Feedback; Mechanisms for Evaluation; Mechanisms for Feedback: Assistant Superintendent Coaching; Mechanisms for Feedback: Teaching and Learning Teams; Incentives; Salary Increment; Achievement Bonus; Determination of Bonus Award Amounts; Impact on Principals; Impact on Schools; Impact on Classrooms and Students; CHAPTER FOUR: Capacity-Building Interventions; Professional Development; Evaluation and Feedback; Incentives; Summary of Key Findings

CHAPTER FIVE: Principals' Leadership Practices, Principals' Skills, and School- and Classroom-Level Responses to the Pittsburgh Principal Incentive ProgramChanges in Principals' Leadership Practices and Skills; Principals' Practices; Principals' Perceptions of Their Skills and Need for Support; Other Staff Perceptions of Principals' Leadership; Perceived Role of the Pittsburgh Principal Incentive Program; School- and Classroom-Level Changes; In-School Professional Development; Incorporating Data into Instructional Leadership; Teaching and Learning Teams; Changes in Classrooms; Summary

CHAPTER SIX: Principals' Performance on Rubric and Achievement MeasuresPrincipals' Performance on the Evaluation Rubric; Principals' Performance on the Achievement Bonus Measures; Bonus Payments and Principals' Mobility; Summary; CHAPTER SEVEN: Student Achievement Trends; Achievement Trends; Addressing Racial/Ethnic and Socioeconomic Achievement Gaps; Summary; CHAPTER EIGHT: Key Findings and Recommendations; Key Findings; What Is the District's Theory of Action Regarding How the Pittsburgh Principal Incentive Program Is Expected to Promote Improved Student Outcomes? How Were the Pittsburgh Principal Incentive Program Capacity-Building Interventions Implemented, and How Have Principals Responded to Them?

Sommario/riassunto

This report examines Pittsburgh Public Schools' implementation and outcomes of the Pittsburgh Principal Incentive Program from school years 2007-2008 through 2010-2011, how principals and other school staff have responded to the reforms, and what outcomes accompanied program implementation.
