

	Domain #1: Planning and Preparation	
Framework Guidelines	Artifacts/Actions to Illustrate proficiency	
1a - Demonstrating knowledge of content and pedagogy	<p>Artifacts should show that the teacher is remaining up-to-date with current pedagogical practice</p> <ul style="list-style-type: none"> *List of content area resources/links to relevant content/pedagogical knowledge *List of workshops attended/related to teacher's content/pedagogical area/teacher's discipline *List of presentations made at conferences/workshops pertaining to content-related material *List of articles/books written for professional journals/publications that pertain to a teacher's content area *List of activities created/used that pertain to content-related material/Common Core State Standards, CCSS/related initiatives *List of content-related pedagogy of teachers that teacher participated in/discuss class and certificate of completion, if provided *List of free online courses (edX/edX, Coursera, etc.) that teacher took to enhance content/pedagogical knowledge (include dates and certificate of completion, if provided) *List of courses taught at upper-level institutions *Examples of student work that show relevant, meaningful comments made by the teacher comments that illustrate the teacher is content/pedagogical expertise *Teacher meeting with professional organization 	
1b - Demonstrating knowledge of students	<ul style="list-style-type: none"> *List of accommodations made for individual students *List of modifications made for students with IEP/504s *Examples of differentiation in the classroom -- i.e., different for individual/learning groups based on specific learning groups *Examples of individualized scaffolding in the classroom 	
1c - Setting instructional outcomes	<ul style="list-style-type: none"> *Lesson outcomes aligned to standards/guides/CCSS *Instructional outcomes are aligned to the focus for the lesson *Examples of activities/tasks that illustrate a spectrum of outcomes (basic understanding/competencies, high level skills eg. communication, problem-solving, etc.) *Assessments that show outcomes are being achieved in your classroom 	
1d - Demonstrating knowledge of resources	<ul style="list-style-type: none"> *Examples of diverse resources used in the classroom (print and electronic) *List of websites used in your class *Supplemental materials/links provided or recommended for your students -- after school tutoring, supplemental resources, etc. *Examples of how you use video and technology in your class *Instructional journals you regularly read and consult 	
1e - Designing coherent instruction	<ul style="list-style-type: none"> *List plans that include: <ol style="list-style-type: none"> 1. Objectives (standards, materials, assessments all made together) 2. Variety of instructional activities and methods 3. Student-based learning 4. Student choice 5. Student center thinking activities 	
1f - Designing student assessments	<ul style="list-style-type: none"> *A variety of formative/summative assessments connected to classroom instruction/activities *Rubrics used to evaluate student work *Examples of student assessments with teacher comments 	

Danielson Evidence Examples

**Neil Dempster, Tony Townsend, Greer
Johnson, Anne Bayetto, Susan
Lovett, Elizabeth Stevens**

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School Improvement Rocky Wallace, 2021-08-15 This book is a descriptive treatment of the Professional Standards for Education Leaders PSEL developed by several professors in Kentucky who teach graduate ed leadership courses and their colleagues at the Kentucky Department of Education PSEL has been adopted by the Kentucky Educational Professional Standards Board as the leadership standards that drive instruction and practice This resource is an excellent guide for any school leader as it breaks down PSEL and follows with bulleted examples and scenarios that illustrate best practice in serving a school effectively and creating a culture of school improvement

Teacher Evaluation to Enhance Professional Practice Charlotte Danielson, Thomas L. McGreal, 2000 Identifies some of the problems with many teacher evaluation systems presents a rationale for teacher evaluation and describes a structural framework for designing an effective evaluation system for beginning and tenured teachers

Criminal and Environmental Soil Forensics Karl Ritz, Lorna Dawson, David Miller, 2008-12-23 Soils have important roles to play in criminal and environmental forensic science Since the initial concept of using soil in forensic investigations was mooted by Conan Doyle in his Sherlock Holmes stories prior to real world applications this branch of forensic science has become increasingly sophisticated and broad New techniques in chemical physical biological ecological and spatial analysis coupled with informatics are being applied to reducing areas of search by investigators site identification site comparison and measurement for the eventual use as evidence in court Soils can provide intelligence in assisting the determination of the provenance of samples from artifacts victims or suspects enabling their linkage to locations or other evidence They also modulate change in surface or buried cadavers and hence affect the ability to estimate post mortem or post burial intervals and locate clandestine graves This interdisciplinary volume explores the conceptual and practical interplay of soil and geoforensics across the scientific investigative and legal fields Supported by reviews case studies from across the world and reports of original research it demonstrates the increasing convergence of a wide range of knowledge It covers conceptual issues evidence from recovery to use in court geoforensics taphonomy as well as leading edge technologies The application of the resultant soil forensics toolbox is leading to significant advances in improving crime detection and environmental and national security

Diagnostic Classroom Observation Nicole Saginor, 2008-05-22 Covers the entire supervision process from preconference analysis to postconference follow up and includes protocols for observing math science and literacy instruction

Developing Evidence-Based Generalist Practice Skills Bruce A. Thyer, Catherine N. Dulmus, Karen M. Sowers, 2013-01-07 An essential overview of the core skills needed by every social work practitioner Developing Evidence Based Generalist Practice Skills features contributions from top scholars in social work practice presenting essential information for the ethical and effective practice of social work This clearly written guide provides step by step guidance for using evidence based practice to make joint decisions with clients about assessment and treatment options through a careful consideration of the best available research evidence the client s

preferences and values professional ethical standards and other key issues Comprehensive and straightforward this book addresses foundational practice skills expected of all social work practitioners including Evidence based practice Trauma informed practice Interviewing skills Problem identification contracting and case planning Case management Advocacy Crisis intervention Practice evaluation Termination stabilization and continuity of care Each chapter begins with an overarching question and what if scenarios and ends with a set of suggested key terms online resources and discussion questions Designed as a foundation level social work education text for undergraduate and graduate students in social work programs this book meets the Council on Social Work Education's CSWE Educational Policy and Accreditation Standards EPAS for a thorough and up to date presentation of core social work skills featuring in depth scholarship *Trial Technique and Evidence* Michael R. Fontham, 2002 Trial Technique Evidence goes right to the heart of a mock case file to demonstrate how to apply the evidence rules in actual practice It shows by example the various techniques you would use through every step of the trial Follow the demonstrations to see how to accomplish specific objectives establishing facts persuading the trier they are true create an impressive style while you're doing it *Emerging Technologies for the Analysis of Forensic Traces* Simona Francese, 2019-09-30 This book provides a line of communication between academia and end users practitioners to advance forensic science and boost its contribution to criminal investigations and court cases By covering the state of the art of promising technologies for the analysis of trace evidence using a controlled vocabulary this book targets the forensics community as well as crucially informing the end users on novel and potential forensic opportunities for the fight against crime By reporting end users commentaries at the end of each chapter the relevant academic community is provided with clear indications on where to direct further technological developments in order to meet the law requirements for operational deployment as well as the specific needs of the end users Promising chemistry based technologies and analytical techniques as well as techniques that have already shown to various degrees an operational character are covered The majority of the techniques covered have imaging capabilities that is the ability to visualize the distribution of the target molecules within the trace evidence recovered This feature enhances intelligibility of the information making it also accessible to a lay audience such as that typically found with a court jury Trace evidence discussed in this book include fingerprints bodily fluids hair gunshot residues soil ink and questioned documents thus covering a wide range of possible evidence recovered at crime scenes **Implementing Evidence-Based Academic Interventions in School Settings** Sylvia Rosenfield, Virginia Wise Berninger, 2009-02-26 Designed for both researchers and practitioners this book is a guide to bridging the gap between the knowledge generated by scientific research and application of that knowledge to educational practice With the emphasis on evidence based practice in the schools growing exponentially school practitioners must learn how to understand judge and make use of the research being produced to full effect Conversely researchers must understand what is being used in real world settings and what is still needed The editors of this book have outlined this process as a series of steps beginning with

being a critical consumer of current research literature followed by concepts to consider in translating research into practice systems issues at local district and state levels the role of teachers in program implementation evaluation of implementation effectiveness and preservice and inservice professional development of teachers and psychologists Each chapter is written by leaders on the topic and contributors include both researchers and school based practitioners With contributing authors from a variety of disciplines this book is an invaluable treatise on current understanding of the complexities of translating research into educational practice **Handbook of Evidence-Based Therapies for Children and Adolescents** Ric G.

Steele,Michael C. Roberts,2020-09-26 The comprehensive coverage in this hugely important and timely handbook makes it invaluable to clinical child school and counseling psychologists clinical social workers and child psychiatrists As a textbook for advanced clinical and counseling psychology programs and a solid reference for the researcher in child adolescent mental health its emphasis on flexibility and attention to emerging issues will help readers meet ongoing challenges as well as advance the field Its relevance cannot be overstated as growing numbers of young people have mental health problems requiring intervention and current policy initiatives identify evidence based therapies as the most effective and relevant forms of treatment Evidence-based Practice Martin Dawes,1999 A how to do it manual with step by step instructions aimed at primary health care practitioners

Evidence and Religious Belief Kelly James Clark,Raymond J. VanArragon,2011-07-28 A fundamental question in philosophy of religion is whether religious belief must be based on evidence in order to be properly held In recent years two prominent positions on this issue have been staked out evidentialism which claims that proper religious belief requires evidence and Reformed epistemology which claims that it does not Evidence and Religious Belief contains eleven chapters by prominent philosophers which push the discussion in new directions The volume has three parts The first part explores the demand for evidence some chapters object to it while others seek to restate it or find space for compromise between Reformed epistemology and evidentialism The second part explores ways in which beliefs are related to evidence that is ways in which the evidence for or against religious belief that is available to a person can depend on that person s background beliefs and other circumstances The third part contains chapters that discuss actual evidence for and against religious belief Evidence for belief in God includes the so called common consent of the human race and the way that such belief makes sense of the moral life evidence against it includes profound puzzles about divine freedom which suggest that it is impossible for a being to be morally perfect *Developing High Impact*

Teaching: An Evidence-Based Guide Cat Chowdhary,2025-06-04 This vital book delves into key teaching strategies that drive student progress and enhance classroom learning Both accessible and practical it demonstrates how building routines and structures allows teachers to have a lasting positive impact on student s learning and offers the tools to ensure students feel supported and engaged throughout their learning journey Working as a practical guide for teachers at all stages these chapters delve into topics such as delivering clear instructions fostering metacognitive skills assessing progress effectively

and leading impactful learning Developing High Impact Teaching offers valuable advice on how to develop your students as active learners and participants in their own education how to set up impactful routines and good learning habits how to give clear instructions so students understand what success looks like and how to use cognitive acceleration techniques to improve learning It is an essential resource for any busy classroom teacher or school Designed with newly qualified teachers and those looking to refine their approach in mind it emphasises evidence based techniques rooted in Visible Learning principles Through actionable advice and relatable insights this book serves as an invaluable resource for educators seeking continuous growth and classroom success

Dissemination and Implementation of Evidence-Based Practices in Child and Adolescent Mental Health Rinad S. Beidas, Philip C. Kendall, 2014-05-20 Mental health disorders are common in youth impacting up to 1 in 5 children and adolescents Typically mental health difficulties result in impaired functioning and lower quality of life for both youth and their families Fortunately there are psychosocial treatments for the mental health needs of youth that have earned the evidence based label However these treatments are not widely available and it is estimated that it can take up to 17 years for them to be transported into community settings As a result a new field of dissemination and implementation science has emerged to address this problem Dissemination refers to the transfer of information about evidence based practices to community settings and implementation refers to active strategies to assist adoption of evidence based practices in community settings Dissemination and Implementation of Evidence Based Practices in Child and Adolescent Mental Health is the first book to bring together the world's foremost experts in implementation science and evidence based practices for youth to provide the latest findings around DI for children and adolescents Chapters provide comprehensive coverage of the science of dissemination and implementation across contexts disorders and international perspectives This volume will be an essential resource to implementation scientists and scholars instructors in doctoral level training programs and graduate students as well as policymakers community mental health clinicians and administrators school administrators researchers and other mental health professionals

Teacher Adaptive Practices Tony Loughland, 2019-03-27 This book introduces the construct of teacher adaptive practices extending existing research on teacher adaptability into classroom practices It identifies specific teaching practices that constitute the just in time adaptation during lessons that provides opportunities for students critical and creative thinking 278 classroom observations of teachers resulted in a summary of teaching behaviours that constitute teacher adaptive practices Based on these findings the book develops a practical teacher improvement program

Evidence Based Practices for Healing Interpersonal and Racial Trauma Metzger, 2023-12-06 Credible and Actionable Evidence Stewart I. Donaldson, Christina A. Christie, Melvin M. Mark, 2014-09-10 Addressing one of the most important and contentious issues challenging applied research and evaluation practice today what constitutes credible and actionable evidence this volume offers a balanced and current context in which to analyze the long debated quantitative qualitative paradigms In the Second Edition the contributors a

veritable who s who in evaluation discuss the diversity and changing nature of credible and actionable evidence offer authoritative guidance about using credible and actionable evidence explain how to use it to provide rigorous and influential evaluations and include lessons from their own applied research and evaluation to suggest ways to address the key issues and challenges Reflecting the latest developments in the field and covering both experimental and non experimental methods the new edition includes revised and updated chapters summaries of strengths and weaknesses across varied approaches and contains diverse definitions of evidence Also included are two new chapters on assessing credibility and synthesizing evidence for policy makers This is a valuable resource for students and others interested in how to best study and evaluate programs policies organizations and other initiatives designed to improve aspects of the human condition and societal well being

Population Dynamics in Ecological Space and Time Olin E. Rhodes,Ronald K. Chesser,Michael H.

Smith,1996-08 As profound threats to ecosystems increase worldwide ecologists must move beyond studying single communities at a single point in time All of the dynamic interconnected spatial and temporal processes that determine the distribution and abundance of species must be understood in order to develop new conservation and management strategies This volume is the first to integrate mathematical and biological approaches to these crucial topics The editors include not only a wide variety of theoretical approaches but also a broad range of experimental and field studies with chapters written by renowned experts in community ecology ecological modeling population genetics and conservation biology In addition to providing new insights into well known topics such as migration the authors also introduce some less familiar subjects including bacterial population genetics and ecotoxicology For anyone interested in the study management and conservation of populations this book will prove to be a valuable resource

Leadership and Literacy Neil Dempster,Tony

Townsend,Greer Johnson,Anne Bayetto,Susan Lovett,Elizabeth Stevens,2017-04-01 This book focuses on what school leaders need to know and understand about leadership for learning and for learning to read in particular It brings together theory research and practice on leadership for literacy The book reports on the findings from six studies that followed school principals from their involvement in a professional learning program consisting of five modules on leadership and the teaching of reading to implementation action in their schools It describes how they applied a range of strategies to create leadership partnerships with their teachers pursuing eight related dimensions from a Leadership for Learning framework or blueprint The early chapters of the book feature the use of practical tools as a focus for leadership activity These chapters consider for example how principals and teachers can develop deeper understandings of their schools contexts how professional discussions can be conducted with a process called disciplined dialogue and how principals might encourage approaches to shared leadership with their teachers The overall findings presented in this book emphasise five positive positions on leadership for learning to read the importance of an agreed moral purpose sharing leadership for improvement understanding what learning to read involves implementing and evaluating reading interventions and recognising the need

for support for leaders learning on the job

The Portfolio Organizer Noreen Carol Rolheiser-Bennett, Barbara

Bower, Laurie Stevahn, 2000 This ultimate guide to portfolios makes the process of developing and using portfolios easier and more rewarding for you and your students Clear steps guide you through critical decisions in 10 major categories Hands on activities discussion questions and planning tools help you anticipate and address every key issue Practical samples and easy to use templates and forms ensure that the portfolio process is meaningful to students and manageable for you Publisher

Markets and People World Bank, 2020-02-10 Romania's income per capita has increased from 26 percent of the EU 28 average in 2000 to 63 percent in 2017 but this economic success rests on the wobbly foundations of unfavorable demographics weak human capital and ineffective institutions Going forward stronger competition and better human capital are critical to increasing the economy's growth potential Romanian manufacturing firms are exposed to domestic and international competition ensuring the flow of resources and market shares to more efficient players This has not been the case for services where anticompetitive regulations and direct state control often limit efficiency gains Romanian state owned enterprises do not compete on an equal footing with private sector firms distorting market outcomes and hampering the efficient allocation of resources Removal of these restrictions would have a significant positive impact on GDP growth Competitively neutral policies are needed to ensure that all enterprises public or private domestic or foreign face the same set of rules Romania's human capital accumulation proxied by the World Bank's Human Capital Index HCI is the lowest in the European Union and varies widely across counties Disparities in education outcomes remain relevant across and within regions of Romania Learning gaps in primary and secondary education persist These can be seen clearly between urban and rural areas across regions and across social groups requiring changes both at the systems level and at the learning center level In the labor market the automation of production processes has started driving demand for higher levels of cognitive skills while jobs involving the routine application of procedural knowledge are shrinking in number A paradigm shift would require reforms in primary and secondary schooling in addition to more targeted actions to establish an effective skills development system to bolster human capital

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

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