

2008

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EDUCATION CATALOG



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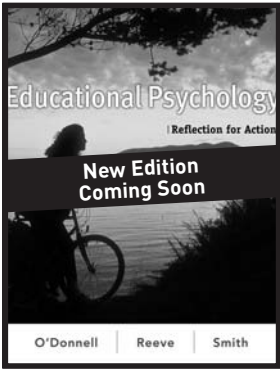
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1807-2007 KNOWLEDGE FOR GENERATIONS

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NEW

EDUCATIONAL PSYCHOLOGY:
Reflection for Action, 2nd Edition

Angela O'Donnell, Rutgers University
Johnmarshall Reeve, University of Iowa
Jeffrey Smith, Rutgers University
978-0-470-13630-0, 2009

Guided through a 4-step process—Reflection, Information Gathering, Decision-making, and Evaluation—preservice teachers learn how to apply research in educational psychology to decision making. Authors are nationally renowned scholars and experts in educational theory, motivation, and assessment. Highly praised classroom cases, thought-provoking questions, and synthesizing activities help students develop the skills they need to be reflective scientist-practitioners who frame questions about their classrooms, think critically about the answers, and then take action.


TEXT FEATURES:

- NEW!, Analyzing a Lesson Plan: Found throughout the text, this new two-page feature asks students to evaluate both elementary and secondary lesson plans in the context of the chapter topic.
- New! Mindful Habits of Effective Teachers: Found throughout the text, these tips exemplify habits of successful teachers.
- New! Expanded coverage of Special Needs students.
- New! Author edited test item file. Jeff Smith who is known for his research on assessment has edited the test item file for accuracy and effectiveness.
- Chapter Opener cases of classroom situations, dilemmas, and challenges that teachers encounter permit students to engage in reflection for action.
- Guiding Questions encourage reflection by tying teaching issues to theories and research.
- Taking It to the Classroom guidelines that help preservice teachers link theory to practice.
- Reflection for Action Questions relate content back to chapter-opener cases.

- What Kids Say and Do samples of children's work and conversation link theory and practice.
- Uncommon Sense boxes present myths/ misconceptions not supported by research.
- Reflection for Action Activities encourage drawing upon theory and research to provide answers to teaching questions.

CONTENTS

1. Introducing Educational Psychology & Reflective Practice
2. Effective Teachers and the Process of Teaching
3. Cognitive Development
4. Personal and Social Development
5. Individual Differences and Special Needs
6. Behavior Learning Theory
7. Classroom Management
8. Cognitive Theories of Learning
9. Learning from Peers
10. Social Constructivism and Learning in Community
11. Engaging Students in Learning
12. Motivation to Learn
13. Assessment for Learning
14. Standardized Assessments

 The supplements package includes Wiley PLUS, a powerful suite of teaching and learning resources in one easy-to-use website. See the back page of this catalog for more information.

NEW

THE JOSSEY-BASS READER ON
THE BRAIN AND LEARNING

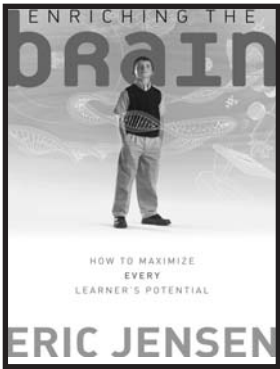
Jossey-Bass Publishers,
San Francisco, California
978-0-7879-6241-8, 480 pp., 2008



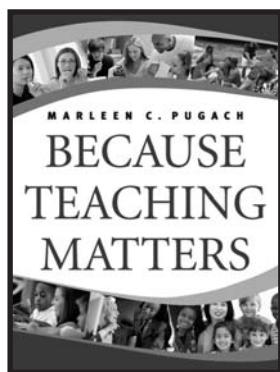
Combining pieces directly from scientific research with those written for the classroom teacher, the book demystifies recent neuroscience findings, and offers valuable insights into how students learn, and how we should teach them. Some of the topic areas covered are: memory and the multiplication table, decoding and comprehending language, the alphabetic principle and dyslexia, attention and imagination, brain plasticity, multiple intelligences, and the brain-based classroom debate. Many of the pieces include interesting visual tests, easy-to-understand brain diagrams, and other useful illustrative material. The volume engages readers, and takes them on a unique journey into the brain, mind, and education.

ENRICHING THE BRAIN:
How to Maximize Every
Learner's Potential

Eric Jensen
978-0-7879-7547-0, 352 pp., 2005



Is intelligence fixed at birth, or is it malleable? What's the relationship between intelligence, the brain, and learning? And how do we assess a student's learning potential? Should students be sorted based on their IQ scores? Why should some students receive educational enrichment and not others? Addressing these and other questions, this book argues that educators greatly underestimate students' learning potential and shows how schools can do much more to promote cognitive enrichment to accelerate learning in all students from underachievers to the gifted.



BECAUSE TEACHING MATTERS

Marleen C. Pugach, University of Wisconsin—Milwaukee
978-0-471-06818-1, 512 pp., 2006

This new Introduction to Teaching text addresses classroom realities, and highlights the responsibilities that come with deciding to become a teacher. Organized around 5 professional commitments: * Using Multiple Sources of Knowledge to Learn to Teach * Using the Curriculum Responsibly * Crossing Your Own Familiar Borders to Embrace Diversity * Meeting the Needs of Individual Students within the Context of the Classroom and School * Contributing Actively to the Profession. This text reinforces these commitments with cases of real teachers in real classrooms, showing best practices in action while underscoring the direct impact of a teacher's decisions on students, and the quality of learning that takes place.

TEXT FEATURES:

- Chapter-Opening Dialogues between a novice and a veteran teacher, where together they solve a classroom dilemma.
- A Case In Point case examples
- Your Turn activities
- Digging Deeper controversies
- Exploring Your Commitment activities
- INTASC Connection, with cross-references to chapter content
- Critical Terms, Historical and Philosophical Notes, and Guidelines for Beginning Teachers

CONTENTS

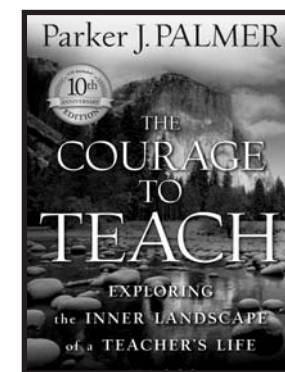
1. Teaching: A Career that Makes a Difference
- Commitment #1:** Using Multiple Sources of Knowledge to Learn to Teach
2. Putting What You Already Know about Teaching into Perspective
3. Learning to Teach: What Does It Mean?
- Commitment #2:** Using the Curriculum Responsibly
4. Deciding What to Teach
5. More than "What is Taught:" School as a Social Institution
- Commitment #3:** Crossing Your Own Familiar Borders to Embrace Diversity
6. Teaching Students Whose Race, Class, Culture, or Language Differs From Your Own
7. Teaching Students with Disabilities
- Commitment #4:** Meeting the Needs of Individual Students within the Context of the Classroom and School
8. Organizing Good Schools and Good Classrooms
9. How Governing and Financing Schools Influences Teachers' Work
- Commitment #5:** Contributing Actively to the Profession
10. From Job to Profession: A Work in Progress
11. Ethical and Legal Issues in the Work of Teaching
12. Becoming a Teacher: New Visions and Next Steps



The supplements package includes Wiley PLUS, a powerful suite of teaching and learning resources in one easy-to-use website. See the back page of this catalog for more information.

THE COURAGE TO TEACH: Exploring the Inner Landscape of a Teacher's Life, 10th Anniversary Edition

Parker J. Palmer
978-0-7879-9686-4, 272 pp., 2007

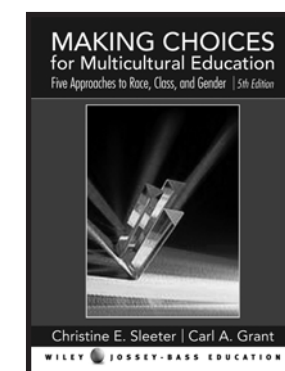


THE COURAGE TO TEACH has always been about helping teachers recover their passion for teaching, one of the most difficult and conflicted professions. Pushed and pulled by regulations and institutions, teachers can feel ground down and demoralized without connection with the heart of their vocation. As Palmer says, "Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher."

MULTICULTURAL EDUCATION

MAKING CHOICES FOR MULTICULTURAL EDUCATION: Five Approaches to Race, Class, and Gender, Fifth Edition

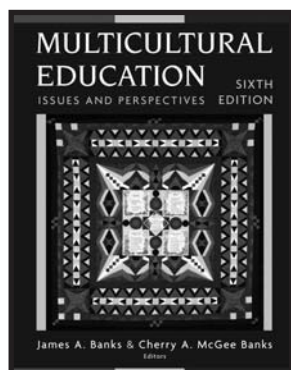
Christine E. Sleeter, California State University, Monterey Bay
Carl A. Grant, University of Wisconsin, Madison
978-0-471-74658-4, 256 pp., 2007



Offers the educational community a way of thinking about race, language, culture, class, gender, and disability in teaching. This fifth edition incorporates recent literature relevant to academic achievement and on-going equity struggles, and offers insight into connections between multicultural education and increasing student learning. Includes recent demographics, discussion of equity issues in the context of the accountability movement, particularly No Child Left Behind, a recasting of the deficit ideology and research that connects culturally situated teaching and learning with student achievement.

CONTENTS

1. Illusions of Promise: Business as Usual
2. Teaching the Exceptional and the Culturally Different
3. Human Relations
4. Single-Group Studies
5. Multicultural Education
6. Multicultural Social Justice Education
7. Our Choice: Multicultural Social Justice Education



MULTICULTURAL EDUCATION: Issues and Perspectives, Sixth Edition Update

James A. Banks, University of Washington, Seattle
Cherry A. McGee Banks, University of Washington, Bothell
978-0-471-78047-2, 496 pp., 2007

Help future educators acquire the concepts, paradigms, and explanations needed to become effective practitioners in culturally, racially, and linguistically diverse classrooms and schools. This edition has been revised to reflect current and emerging research, concepts, and debates about the education of students from both genders and from different cultural, racial, ethnic, and language groups.

CONTENTS

Part I: Issues and Concepts

1. Multicultural Education: Characteristics and Goals (James A. Banks)
2. Culture in Society and in Educational Practices (Frederick Erickson)
3. Race, Class, Gender, and Disability in the Classroom (Carl A. Grant and Christine E. Sleeter)

Part II: Social Class and Religion

4. Social Class and Educational Equality (Caroline Hodges Persell)
5. Christian Nation or Pluralistic Culture: Religion in American Life (Charles H. Lippy)

Part III: Gender

6. Gender Bias: From Colonial America to Today's Classrooms (David Sadker and Karen Zittleman)
7. Classrooms for Diversity: Rethinking Curriculum and Pedagogy (Mary Kay Thompson Tetreault)
8. Transforming the Curriculum: Teaching About Women of Color (Johnnella E. Butler and Deirdre Raynor)

Part IV: Race, Ethnicity, and Language

9. Culturally Responsive Teaching: Theory and Practice (Gloria Ladson-Billings)

10. Approaches to Multicultural Curriculum Reform (James A. Banks)
11. The Colorblind Perspective in School: Causes and Consequences (Janet Ward Schofield)
12. Language Diversity and Education (Tom T. Stritkus and Manka M. Varghese)

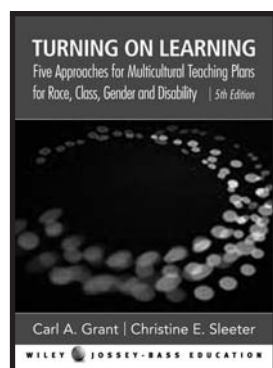
Part V: Exceptionality

13. Educational Equality for Students with Disabilities (William L. Heward, Sara Ernsbarger Bicard, and Rodney A. Cavanaugh)
14. School Inclusion and Multicultural Issues in Special Education (Luanna H. Meyer, Jill Bevan-Brown, Beth Harry, and Mara Sapon-Shevin)
15. Recruiting and Retaining Gifted Students from Diverse Ethnic, Cultural, and Language Groups (Donna Y. Ford)

Part VI: School Reform

16. School Reform and Student Learning: A Multicultural Perspective (Sonia Nieto)
17. Communities, Families, and Educators Working Together for School Improvement (Cherry A. McGee Banks)

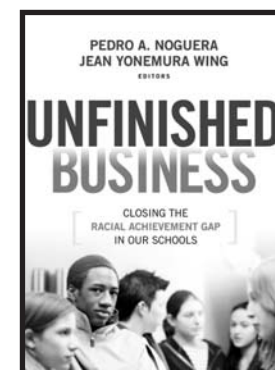
Appendix: Multicultural Resources
Glossary • Contributors



TURNING ON LEARNING: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability, Fifth Edition

Carl A. Grant, University of Wisconsin—Madison
Christine E. Sleeter, California State University, Monterey Bay
978-0-471-74657-7, 384 pp., 2006

Practical, lesson-based companion to the authors' *Making Choices for Multicultural Education*. Offers both teachers and preservice education students specific illustrations of how to implement multicultural education and social justice, including many K-12 lesson plans.



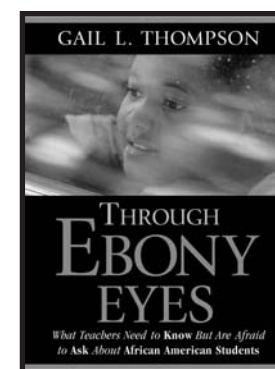
UNFINISHED BUSINESS: Closing the Racial Achievement Gap in Our Schools

Pedro Noguera, New York University
Jean Yonemura Wing, Berkeley, California
978-0-7879-7275-2, 256 pp., 2006

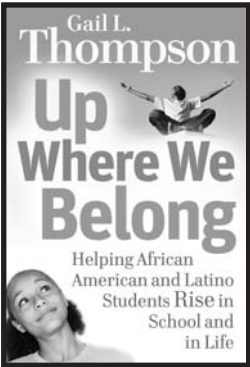
One of the persistent problems facing schools is the achievement gap between White students and their African American and Latino peers. Pedro Noguera and his collaborators spent four years investigating the dynamics of race and achievement at Berkeley High School—a large, comprehensive public high school with a diverse student population. All aspects of schooling were examined—from organizational structure to classroom assignments. The authors reveal the hidden inequities of schools—where cultural attitudes, academic tracking, curricular access, after-school activities, and more serve as sorting mechanisms that set students on predetermined paths of success or failure.

THROUGH EBONY EYES: What Teachers Need to Know But Are Afraid to Ask About African American Students

Gail L. Thompson, Claremont Graduate University
978-0-7879-8769-5, 352 pp., 2007

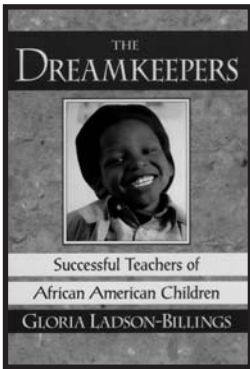


In this book, Gail L. Thompson takes on the volatile topic of the role of race in education and explores the black-white achievement gap and the cultural divide that exists between some teachers and African American students. Solidly based on research conducted with 175 educators, *Through Ebony Eyes* provides information and strategies that will help teachers increase their effectiveness with African American students. Written in conversational language, *Through Ebony Eyes* offers a wealth of examples and personal stories that clearly demonstrate the cultural differences that exist in the schools, and offers a three-part, long-term professional development plan that will help teachers become more effective.



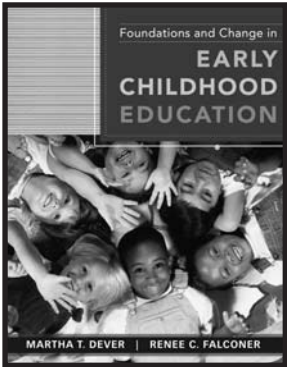
UP WHERE WE BELONG:
Helping African American and Latino
Students Rise in School and in Life
Gail L. Thompson, Claremont Graduate University
978-0-7879-9597-3, 352 pp., 2007

What will it take to get all students, even the most disenfranchised, engaged in school and motivated to learn and achieve? In *Up Where We Belong*, Gail Thompson asked the students in a low performing school to be candid about their high school experiences. Using this information and relying on data from questionnaires and focus groups, Thompson discovered a huge gap in perception between how teachers and students view their experience of school. The book explores this disparity, and uncovers some of the reasons for students' low achievement, apathy, and frustration. Most important, she offers vital lessons for transforming schools especially for underachieving kids and students of color. Throughout the book Thompson passionately discusses the controversial aspects of race relations in school. From the negative perception of black boys, to well-meaning but misguided attempts to honor diversity through ethnic history activities, Thompson shows how every little thing matters.



THE DREAMKEEPERS:
Successful Teachers of African
American Children
Gloria Ladson-Billings
978-0-7879-0338-1, 208 pp., 1994

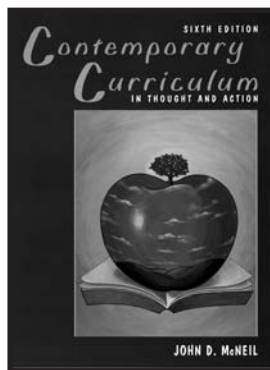
Education, like electricity, needs a conduit, a teacher, through which to transmit its power— i.e., the discovery and continuity of information, knowledge, wisdom, experience, and culture. Through the stories and experiences of eight successful teacher-transmitters, The Dreamkeepers keeps hope alive for educating young African Americans.
—Reverend Jesse L. Jackson, president and founder, National Rainbow Coalition
In this beautifully written book Ladson-Billings illustrates the inspiring influence of a select group of teachers who keep the dreams alive for African American students.
—Henry M. Levin, David Jacks professor of Higher Education, Stanford University
Ladson-Billing's portraits, interwoven with personal reflections, challenge readers to envision intellectually rigorous and culturally relevant classrooms that have the power to improve the lives of not just African American students but all children.



FOUNDATIONS AND CHANGE
IN EARLY CHILDHOOD EDUCATION
Martha Dever
Renee Falconer
978-0-471-47247-6, 576 pp., 2007

This text is designed to aid understanding in early childhood issues and best practices, and ways to advocate on behalf of young children. Covering historical evolution of early childhood education with a primary focus on issues and practices today. Five themes are central to the text and woven throughout the chapters. The first and most prominent theme is children. The other themes include: advocacy, diversity, social-political environments, and professional development.

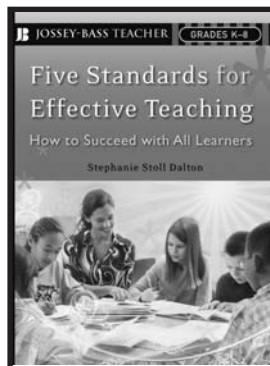
- CONTENTS**
- Part 1:** Evolution of Early Childhood Education
- 1. View of Childhood: Past and Present
 - 2. History of Social, Political & Philosophical Trends
 - 3. Governance of Early Education and Care: Past and Present
- Part 2:** Early Childhood
- 4. Role of Early Childhood Educators in Children's Lives
 - 5. Infants and Toddlers
 - 6. Preschool and Kindergarten
 - 7. Primary Grades
- Part 3:** Guiding and Assessing Young Children
- 8. Guiding Children's Behavior in Early Childhood Settings
 - 9. Assessing the Child in Early Childhood Settings
 - 10. Children Who Are Linguistically Diverse
- Part 4:** Supporting and Advocating for Young Children in the 21st Century
- 11. Children with Special Needs
 - 12. The Impact of Environments and Technology on Young Children
 - 13. Children and Their Families
 - 14. Issues and Advocacy in Early Childhood Education in the 21st Century



CONTEMPORARY CURRICULUM: In Thought and Action, Sixth Edition

John D. McNeil, University of California, Los Angeles
978-0-471-45975-0, 378 pp., 2006

A broad, comprehensive introduction to curriculum theory and practice, this new edition prepares readers to participate in the discussion of curriculum control and other matters important to K-12 and university educators. Highlights major philosophies and principles, examines conflicting conceptions of curriculum, and provides the intellectual and technical tools educators and administrators need for constructing and implementing curriculum. The new edition lays out practical tools for doing curriculum at all levels: policy, institutional and classroom, with multiple strategies and explanations as to when, why, and how each applies. New features include an analysis of school reform (including the politics of curriculum making), coverage of women's impact on the curriculum, and historical and psychological foundations.



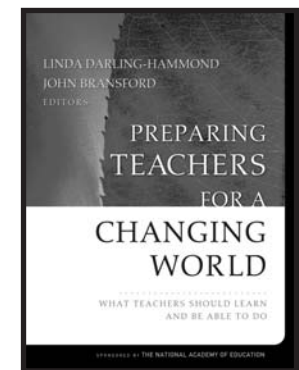
FIVE STANDARDS FOR EFFECTIVE TEACHING: How to Succeed with All Learners, Grades K-8

Stephanie Stoll Dalton, U.S. Dept. of Education
978-0-7879-8093-1, 304 pp., 2007

Based on a proven instructional model distilled over years of research, this book focuses on five essential pedagogy standards for guiding teaching practice in classrooms with diverse students, including English learners: Building Community: Enhancing classroom collaboration, Fostering Fundamentals: Developing language and literacy Making, Meaning: Grounding learning in students' lives, Assisting Understanding: Challenging students' thinking, and Demonstrating Knowledge: Engaging students in conversation. Providing key indicators for each standard along with the theoretical rationale and "best practice" strategies, the book offers teachers invaluable guidance for enhancing language, literacy, thinking, and content learning across the curricula. It also provides advice on creating effective classroom groupings for differentiating lessons and activities and includes extensive examples from real-life classrooms.

PREPARING TEACHERS FOR A CHANGING WORLD: What Teachers Should Learn and Be Able to Do

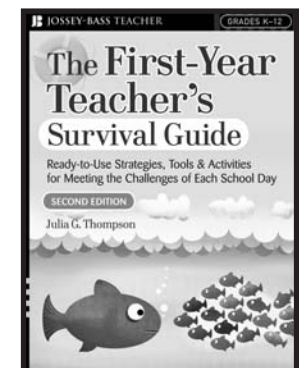
Linda Darling-Hammond, Stanford University
John Bransford, Vanderbilt University
978-0-7879-9634-5, 624 pp., 2007



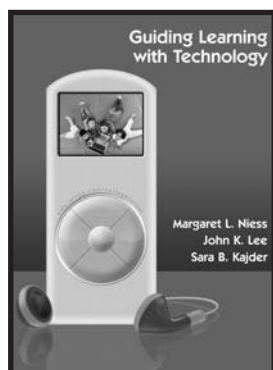
Based on rapid advances in what is known about how people learn and how to teach effectively, this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program. Stemming from the results of a commission sponsored by the National Academy of Education, *Preparing Teachers for a Changing World* recommends the creation of an informed teacher education curriculum with the common elements that represent state-of-the-art standards for the profession. Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals, researchers, and educational policymakers, the book addresses the key foundational knowledge for teaching, and discusses how to implement that knowledge within the classroom.

THE FIRST-YEAR TEACHER'S SURVIVAL GUIDE: Ready-to-Use Strategies, Tools & Activities for Meeting the Challenges of Each School Day, 2nd Edition

Julia G. Thompson
978-0-7879-9455-6, 512 pp., 2007



This completely revised and updated edition of the best-selling *First-Year Teacher's Survival Kit* offers preservice and beginning teachers a wide variety of tested strategies, activities, and tools for creating a positive and dynamic learning environment while meeting the challenges of each school day. The book is filled with valuable tips, suggestions, and ideas for helping teachers with everything from becoming effective team players and connecting with students, to handling behavior problems and working within diverse classrooms. This edition reflects the significant changes in the K-12 classroom over the past five years, including requirements of No Child Left Behind. Julia G. Thompson (Greenville, NC) is the bestselling author of numerous books including *Discipline Survival Kit for the Secondary Teacher* (0-87628-434-9). She has been a public school teacher for more than 25 years and is an active speaker and consultant.



NEW

GUIDING LEARNING WITH TECHNOLOGY, 1st Edition

Maggie Niess, Oregon State University
Sara Kajder, Virginia Polytechnic Institute
John Lee, North Carolina State University
 978-0-471-65388-2, 384 pp., 2008

Intended to support the entire teacher preparation program, this text is designed to help teachers guide their students in learning with multiple information and communication technologies -- both existing and emerging. The text challenges thinking in ways that will stimulate interest, preparation, and continued learning in guiding students as they learn with technology. Great focus is placed on preparation of teaching content that develops a strong integrated knowledgebase about technology, teaching content with technology, and incorporating sound teaching and learning practices with technologies as integral learning tools.

CONTENTS

Part I: Preparing Teachers to Guide Learning with Technology in the 21st Century

1. Teaching in the 21st Century
2. Technology Standards for Teachers
3. Learning and Knowledge in the 21st Century
4. Technology Standards for Students

Part II: Connecting Technology With Learning

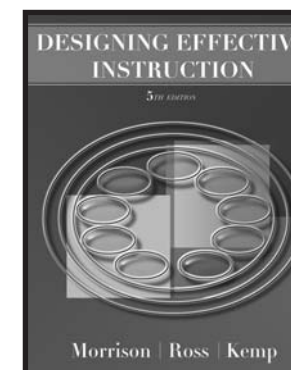
5. Writing and Word Processing
6. Spreadsheets
7. The Internet and Databases

8. Multimedia and Media Literacy
9. Hypermedia and Web Authoring
10. Responding to Emerging Technologies

Part III: Connecting Technology with Teaching

11. Models and Strategies for Technology-Infused Lessons
12. Designing, Implementing, and Reflecting on Instruction with Technology
13. Assessing Learning with Technology

Part IV. Standards, References and More



DESIGNING EFFECTIVE INSTRUCTION, Fifth Edition

Gary R. Morrison, Wayne State University
Steven M. Ross, University of Memphis
Jerrold E. Kemp, Emeritus, San Jose University
 978-0-470-07426-8, 464 pp., 2007

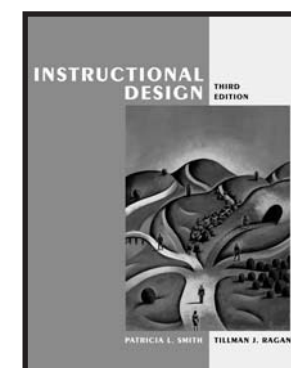
This valuable resource provides instructional designers with the guidance they need to meet the challenge of creating effective and efficient instruction. Maintaining a careful balance between theory and application, the Fifth Edition presents a practical, easy-to-follow approach to instructional design that can be applied to K-12 classrooms, higher education, distance education, and business programs. The authors incorporate behavioral and cognitive approaches into their model, so that readers can reap the benefits of both.

CONTENTS

1. Introduction to the Instructional Design Process
2. Identifying the Need for Instruction
3. Learner and Contextual Analysis
4. Task Analysis
5. Instructional Objectives
6. Designing the Instruction: Sequencing
7. Designing the Instruction: Strategies
8. Designing the Instructional Message
9. Developing Instructional Materials
10. The Many Faces of Evaluation
11. Developing Evaluation Instruments
12. Using Evaluation to Enhance Programs: Conducting Formative and Summative Evaluations
13. Learning Theory and Instructional Theory
14. The Role of the Instructional Designer at Work
15. Planning for Instructional Implementation

INSTRUCTIONAL DESIGN, Third Edition

Patricia L. Smith,
Tillman J. Ragan,
 Both of University of Oklahoma
 978-0-471-39353-5, 383 pp., 2005



A well-documented, theory-based treatment that focuses on instructional design's application to industry and K-12 education. Offers extensive procedural assistance, emphasizing the foundations and first principles upon which most of the models and procedures in the field are built. An Extended Example (now online) showcases applications of concepts and techniques using a single subject area and course (Digital Photography).

CONTENTS

Introduction

1. Introduction to Instructional Design
2. Foundations of Instructional Design

Analysis and Assessment

3. Instructional Analysis: Analyzing the Learning Context
4. Instructional Analysis: Analyzing the Learner
5. Instructional Analysis: Analyzing the Learning Task
6. Assessing Learning from Instruction

Instructional Strategies

7. A Framework for Instructional Strategy Design
8. Strategies for Declarative Knowledge Instruction
9. Strategies for Instruction Leading to Concept Learning

10. Strategies for Instruction Leading to Learning Procedures
11. Strategies for Instruction Leading to Principle Learning
12. Strategies for Problem-Solving Instruction
13. Strategies for Cognitive Strategy Instruction
14. Strategies for Attitude Learning
15. Strategies for Psychomotor Skill Learning
16. Macro Strategies: Integration of Types of Learning

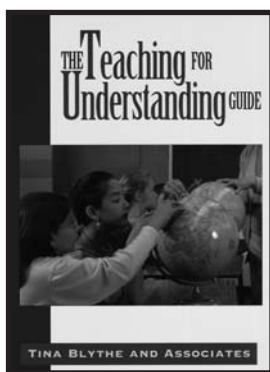
Implementation, Management & Evaluation

17. Implementation
18. Management of Instruction
19. Formative and Summative Evaluation

Conclusion

20. Conclusions and Future Directions

INSTRUCTIONAL DESIGN



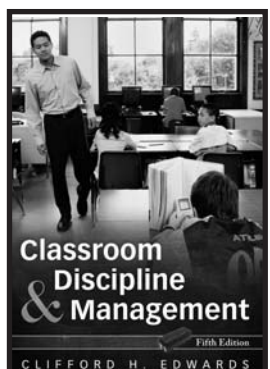
The Teaching for Understanding Guide

Tina Blythe Associates

978-0-7879-0993-2, 144 pp., 1998

"This handbook will both encourage and assist those teachers who take on the important challenge of helping their students to think deeply and resourcefully and to use that intellectual power constructively."—Theodore R.Sizer, chairman, Coalition of Essential Schools. Walks teachers through the "teaching for understanding" process. The authors offer classroom examples, practical tips, and worksheets to help clarify the process. They also show how to select engaging and appropriate topics, set coherent unit and course goals, create dynamic learning activities, improve student performance through continual feedback, and more.

CLASSROOM MANAGEMENT



NEW

CLASSROOM DISCIPLINE AND MANAGEMENT, 5th Edition

Clifford H. Edwards, Brigham Young University
978-0-470-08757-2, 400 pp., 2008

This text is designed to help teachers explore approaches to classroom discipline along with their own personal philosophy. The text emphasizes informed decision making, focusing on providing teachers an understanding of the assumptions behind a disciplinary approach, as well as the theory and practical applications of that approach. The new 5th edition looks closely at the extent to which a particular theory or approach is designed to either prevent or correct discipline problems—an aspect of discipline that is often ignored. This important consideration is raised for each approach. Another basic consideration throughout this new edition is the dramatic increase in diverse student populations and the teacher's role in helping these children learn efficiently and effectively.

CONTENTS

Unit I: Problems and Issues in Discipline

1. Discipline Problems And Their Causes
2. Making Decisions About Discipline

Unit II: Discipline Models

3. Behavior Modification
4. Assertive Discipline: Lee Canter
5. Logical Consequences
6. Democratic Discipline In Learning Communities
7. Teacher Effectiveness Training
8. Reality Therapy/Choice Theory
9. Judicious Discipline: Forrest Gathercoal
10. The Jones Model

Unit III: Creating A Comprehensive Discipline Program

11. Choosing A Discipline Approach
12. Creating A Personal Theory Of Discipline

Unit IV: Classroom Management

- Approaches And Procedures
13. Violence In The Schools
14. Classroom Management And Student Diversity
15. Managing The Classroom

CLASSROOM MANAGEMENT



NEW

CLASSROOM MANAGEMENT STRATEGIES: Gaining and Maintaining Students' Cooperation, Sixth Edition

James S. Cangelosi, Utah State University
978-0-470-08452-6, 398 pp., 2008

In the sixth edition, the practical orientation of prior editions has been retained with its pedagogy that leads pre-service and in-service teachers to discover how to apply research-based strategies in their own classroom. Teachers are prompted to analyze, contrast, and compare the cases leading them to develop effective strategies.

CONTENTS

Part I: The Research-Based Art of Leading Students to Cooperate

1. The Complex Art of Teaching
2. Schools of Thought and the Research Bases for Classroom Management Strategies

Part II: Fostering Cooperation and Preventing Discipline Problems

3. Establishing a Favorable Climate for Cooperation
4. Establishing Cooperative Relationships
5. Standards for Conduct, Routine Procedures, and Safe-School Policies
6. Working with Individual Differences Among Students

Part III: Motivating Students to Engage in Learning Activities

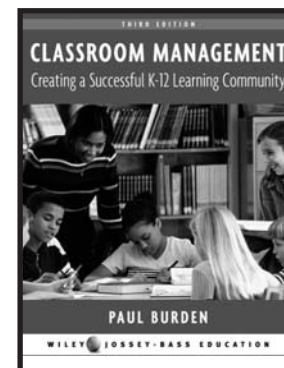
7. Conducting and Monitoring Engaging Learning Activities

Part IV: Confronting and Solving Discipline Problems

8. Approaching Off-Task Behaviors Systematically
9. Modifying Off-Task Behavior Patterns
10. Dealing with Nondisruptive Off-Task Behaviors
11. Dealing with Disruptive Behaviors
12. Incorporating Classroom Management Strategies Into Your Teaching Style

CLASSROOM MANAGEMENT: Creating a Successful K-12 Learning Community, Third Edition

Paul Burden, Kansas State University
978-0-471-71073-8, 272 pp., 2006



Written in a logical, easy-to-follow format to guide teachers and prospective teachers as they create a positive classroom community, with students' involvement and cooperation. Synthesizes available research in a practical, realistic way to present the fundamental principles of classroom management and discipline as well as ways to involve students in the creation of their learning environment. New edition includes sections on determining your management plan, dealing with chronic misbehaviors, teaching students alternatives to disruption and violence, managing student work and assessments, and helping students with special needs.

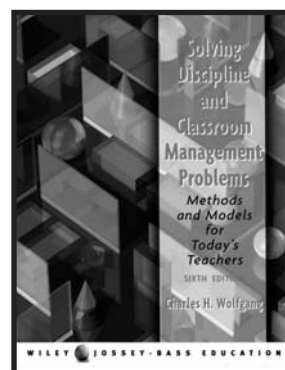
CONTENTS

1. Understanding Management and Discipline in the Classroom
2. Models of Discipline
3. Preparing for the School Year
4. Planning to Work with Parents
5. Choosing Rules and Procedures
6. Maintaining Appropriate Student Behavior

7. Motivating Students to Learn
8. Addressing Issues of Diversity
9. Helping Students with Special Needs
10. Planning and Conducting Instruction
11. Responding to Inappropriate Behavior
12. Dealing with Challenging or Violent Students

SOLVING DISCIPLINE AND CLASSROOM MANAGEMENT PROBLEMS: Methods and Models for Today's Teachers, Sixth Edition

Charles H. Wolfgang,
Florida State University, Tallahassee
978-0-471-65387-5, 304 pp., 2005

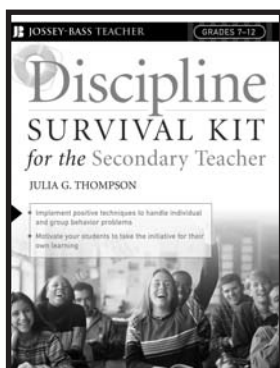


Offers a wide variety of methods teachers can use to deal with a range of discipline problems in the classroom—from minor misbehavior to serious assaults. In addition to examining in detail the various discipline approaches within the Rules-Consequences, Confronting-Contracting, and Relationship-Listening models, Wolfgang explores classroom management and its relationship to and effect on discipline issues.

CONTENTS

1. Discipline, Teacher Power, and Systems of Management
2. Behavior Analysis Model
3. Tools for Teaching: Discipline, Instruction, and Motivation
4. Assertive Discipline
5. Cooperative Discipline: The Albert/Dreikurs/Adlerian Model
6. Discipline with Dignity (Curwin/Mendler)
7. Love and Logic Discipline (Including Glasser)
8. Teacher Effectiveness Training Model (Roger)
9. Discipline Preferences: Matching Philosophy, Values, and Discipline Practices
10. Peer Mediation Model
11. The Judicious Discipline Model (Moral/Ethical Considerations)
12. Skillstreaming-Teaching Prosocial Skills
13. Managing Student Violent Assaults, and Breaking Up Student Fights
14. Classroom Management: A Discipline-Preventative Process
15. Parents: Difficulties, Problems, and the Teacher's Methods of Responding

Appendix: Classroom Discipline Situations



DISCIPLINE SURVIVAL KIT FOR THE SECONDARY TEACHER

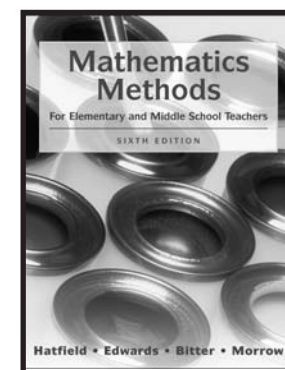
Julia G. Thompson,
978-0-87628-434-6, 384 pp., 1998

This practical, hands-on resource is packed with tested tips, techniques, tools, and activities such as "27 Power-Packed Time-Management Tips for Students," "Monitoring On the Run: 20 Quick Techniques," "Missing Work Reminder List," and "50 Sponge Activities to Keep Students Engaged in Learning All Period Long." Includes over 50 ready-to-use-or-adapt forms, checklists and letters.

NEW

MATHEMATICS METHODS FOR ELEMENTARY AND MIDDLE SCHOOL TEACHERS, 6th Edition

Mary Hatfield, Arizona State University
Nancy Edwards, Missouri Western State College
Gary Bitter, Arizona State University
Jean Morrow, Emporia State University
978-0-470-13629-4, 512pp., 2008



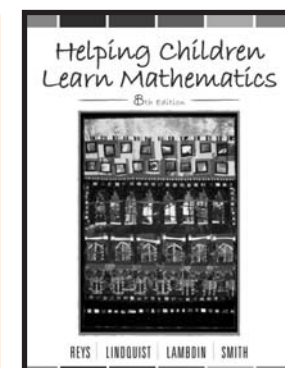
This text provides preservice prekindergarten through grade eight teachers with ideas, techniques, and approaches to teaching mathematics appropriate for the 21st century, and strongly integrates technology with hands-on experience. This is the only text to include practice Praxis II-style test questions to prepare teacher candidates to pass the high-stakes test used for teacher certification. The new sixth edition has been updated with the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points, which provide focus on significant concepts for each grade level.

CONTENTS

1. Mathematics Education Today and into the Future
2. Culturally Relevant Mathematics
3. The Development of Mathematical Proficiency: Using Learning Research, Assessment, and Effective Instruction
4. Middle School Mathematics
5. Problem Solving
6. Early Childhood Mathematics-Number Readiness
7. Operations and Number Sense
8. Numeration and Number Sense
9. Operation with Whole Numbers
10. Common Fractions and Decimals
11. Percent, Ratio, Proportion, and Rate
12. Geometry and Spatial Reasoning
13. Measurement
14. Algebra and Algebraic Thinking
15. Data Analysis, Statistics, and Probability

HELPING CHILDREN LEARN MATHEMATICS, Eighth Edition

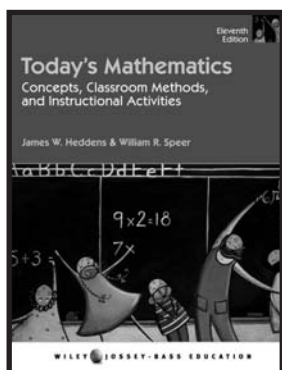
Robert E. Reys, University of Missouri
Mary M. Lindquist, Columbus State University
Diana Lambdin, Indiana University
Nancy L. Smith, Emporia State University
978-0-471-71095-0, 496 pp., 2007



The authors agree that this edition continues the rich history of this book with a dash of new breath. It has been updated to reflect current recommendations, readings, and practices while maintaining the characteristics and features that has made it a popular choice of instructors. This edition remains a useable text for instructors that is readable and understandable by students who are being introduced to teaching elementary mathematics. Yet, its depth also makes it appropriate for teachers to use as they continue to learn about teaching mathematics. (Available with Field Manual. See page 20.)

CONTENTS

1. School Mathematics in a Changing World
2. Learning Mathematics with Understanding
3. Planning and Teaching
4. Assessment: Enhanced Learning and Teaching
5. Process of Doing Mathematics
6. Helping Children with Problem Solving
7. Counting and Number Sense in Early Childhood and Primary Grades
8. Extending Number Sense: Place Value
9. Operations: Meanings and Basic Facts
10. Computational Tools: Calculators, Mental Computation, and Estimation
11. Standard and Alternative Computational Algorithms
12. Fractions and Decimals: Meanings and Operations
13. Ratio, Proportion, and Percent: Meanings and Applications
14. Algebraic Thinking
15. Geometry
16. Measurement
17. Data Analysis, Statistics, and Probability



TODAY'S MATHEMATICS: Concepts, Classroom Methods, and Instructional Activities, Eleventh Edition

James W. Heddens, Emeritus, Kent State University
William R. Speer, University of Nevada, Las Vegas
 978-0-471-14984-2, 448 pp., 2006

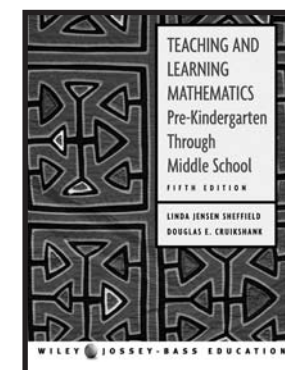
Designed to help teachers-in-training understand and teach children mathematical concepts and relationships. Reflecting recent recommendations from the NCTM Standards, the text emphasizes how to introduce a concept at a given level to expand and reinforce it at successive levels. The text and supplements delineate the underlying theories, principles, and content of sound mathematics instruction and provide practical hands-on and computer-based activities for students. "Virtual manipulative" technology and a resource-rich CD make the text truly interactive.

CONTENTS

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Learning Mathematics 2. Teaching Mathematics 3. Assessing Mathematics 4. Technology for Enhancing Teaching, Learning, and Assessing Mathematics 5. Problem Solving, Decision Making, and Communicating in Mathematics 6. Number Sense, Numeration, and Place Value 7. Addition and Subtraction of Whole Numbers 8. Multiplication and Division of Whole Numbers 9. Number Theory and Number Systems 10. Algebraic Reasoning: Generalizing Patterns and Relationships | <ol style="list-style-type: none"> 11. Rational Numbers Expressed as Fractions: Concepts 12. Rational Numbers Expressed as Fractions: Operations 13. Rational Numbers Expressed as Decimals: Concepts and Operations 14. Data Analysis: Graphs, Statistics, and Probability 15. Measurement 16. Geometry: Basic Concepts and Structures 17. Geometry: Polygons and Polyhedra Index |
|--|--|

TEACHING AND LEARNING MATHEMATICS: Pre-Kindergarten Through Middle School, Fifth Edition

Linda Jensen Sheffield, Northern Kentucky University
Douglas E. Cruikshank, Linfield College
 978-0-471-15160-9, 544 pp., 2005



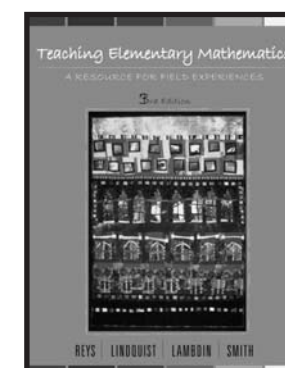
Designed to support teachers as they build mathematical understanding, strengthen students' abilities to think, help students make sense of mathematics, and assist students in attaining computational fluency. Emphasizes problem posing and problem solving, and encourages teachers to invite children to use their own higher-level thinking processes, including mental calculation and estimation.

CONTENTS

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Preparing to Teach Mathematics 2. Children and Mathematics 3. Organizing for Mathematics Instruction 4. Reasoning, Solving, Posing, and Extended Problems 5. Attaching Meaning to Numbers 6. Teaching and Learning Addition and Subtraction of Whole Numbers and Integers | <ol style="list-style-type: none"> 7. Teaching and Learning Multiplication and Division of Whole Numbers and Integers 8. Attaching Meaning to Rational Numbers 9. Teaching and Learning Operations with Rational Numbers 10. Teaching and Learning Algebra 11. Teaching and Learning Geometry 12. Teaching and Learning Measurement 13. Teaching and Learning Data Analysis and Probability |
|---|--|

TEACHING ELEMENTARY MATHEMATICS: A Resource for Field Experience, Third Edition

Nancy L. Smith, Emporia State University
 978-0-470-04516-9, 271 pp., 2007



A perfect companion to any Elementary Math Methods textbook, this comprehensive field guide is filled with practical wisdom on how to plan and implement alternative math assessment in the classroom. Teachers from any grade level or setting will find strategies for assessing students' grasp of procedures, concepts, and problem solving.

CONTENTS

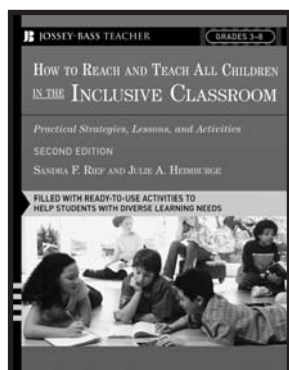
In The School

1. Learning about the School and its Resources Content
2. Observing the Teacher and Students Content
3. Interviewing the Teacher and Student Content

Helping Children Learn

4. Helping Children Learn with Games Content
5. Helping Children Learn with Technology Content
6. Helping Children Learn: In the Classroom Lessons Content
- Appendix A: Blackline Masters Content

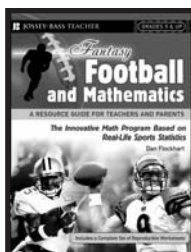
ELEMENTARY MATH METHODS—FIELD EXPERIENCE



HOW TO REACH AND TEACH ALL CHILDREN IN THE INCLUSIVE CLASSROOM: Practical Strategies, Lessons, and Activities, 2nd Edition

Sandra F. Rief, San Diego, California
Julie A. Heimbuerge,
978-0-7879-8154-9, 480 pp., 2006

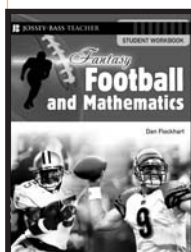
This book is an invaluable resource for personnel who effectively reach and teach all of the children who are placed within the mainstream, general education classroom. Offering numerous user-friendly strategies, tools, activities, and ready-to-use materials across the curriculum, some of the topics covered are: How to create learning environments and instruction that build upon students strengths, interests, multiple intelligences and learning style preferences; How to effectively differentiate instruction; How to make accommodations and modifications; How to motivate and hook reluctant readers and writers; How to motivate all students to be successful mathematicians; How to increase home/school communication and collaboration; How to build students' organization, time management and study skills; How to implement positive behavioral supports and interventions; and How to create classroom and school-wide programs designed to enhance students' resiliency and self-esteem.



FANTASY FOOTBALL AND MATHEMATICS: A Resource Guide for Teachers and Parents, Grades 5 and Up

Dan Flockhart, College of the Redwoods, Eureka, CA
978-0-7879-9444-0, 224 pp., 2007

Fantasy Football and Mathematics is an innovative program that uses real-world sports data to capitalize on the fun and dynamic phenomenon of Fantasy Sports to teach kids math. Fantasy Sports are games played nationwide by millions of adolescents and adults. Participants select athletes from college or professional teams. Players earn points based on their performances in their games. Each week students use newspapers or online resources to locate their players' statistics in order to find the sum of the points earned by their team. The goal of the game is to accumulate the highest number of points. There are four programs for grades five and up: football, baseball, basketball, and soccer. Each program consists of a student workbook as well as a resource guide for teachers and parents. Each program includes lesson plans, student handouts, a pre- and post-test, 46 practice worksheets, 46 quizzes, examples of graphs and box scores, and over 100 scoring systems that give teachers and parents the flexibility to customize content according to the skill level of their students.



FANTASY FOOTBALL AND MATHEMATICS: Student Workbook

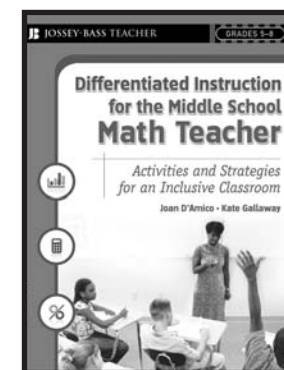
Dan Flockhart,
978-0-7879-9448-8, 144 pp., 2007
Complete set of student worksheets to accompany *Fantasy Football and Mathematics, A Resource Guide for Teachers and Parents*. Eliminates the need for photocopying.

ELEMENTARY MATH METHODS—FIELD EXPERIENCE

NEW

DIFFERENTIATED INSTRUCTION FOR THE MIDDLE SCHOOL MATH TEACHER: Activities and Strategies for an Inclusive Classroom

Joan D'Amico,
Kate Galloway
978-0-7879-8468-7, 320 pp., 2008



Today almost 6 million children and young people with disabilities ages 3 through 21 qualify for educational interventions under the IDEA. Many of these students with disabilities are being educated in their neighborhood schools in regular classrooms. Part I of this book offers teachers and preservice students key strategies to collaborate with other professionals and paraprofessionals, design and deliver effective instruction, measure success, and get students to work together. Each chapter also includes handy teacher checklists that can be used to diagnose problems, work with others, design and deliver instruction, and evaluate students' work. Part II provides ready-to-use math activities that are tied to core curriculum standards for middle school students and include adaptations for students with different learning needs. Techniques used to reach all students include station/group activities, enrichment activities, and modifications for students with specific disabilities.

ELEMENTARY READING METHODS

NEW

LITERATE LIVES: Teaching Reading and Writing in Elementary Classrooms

Amy Flint, Georgia State University
978-0-471-65298-4, 464 pp., 2008



Literate Lives: Teaching Reading and Writing in Elementary Classrooms invites readers to consider the complexities of the reading process in diverse settings. The text is designed to meet the challenges and needs of undergraduate and graduate teacher candidates in elementary education programs, helping them to have a better first year (in the classroom) experience. The text introduces teacher candidates to the notion that reading is a complex, multi-layered process that begins early in a child's life. Reading by all accounts, is more than decoding symbols on a page. While this is one component of the reading process, it is important for teacher candidates to see a broader more complete picture of reading. Given the role that reading plays in the elementary school curriculum, it is imperative that teachers have a well-developed understanding of the reading process and what it means to be a teacher of readers. *Literate Lives: Teaching Reading and Writing in the Elementary Classroom* covers the major theories and application strategies of the reading process as well as current debates in the field.

CHILDREN'S LITERATURE



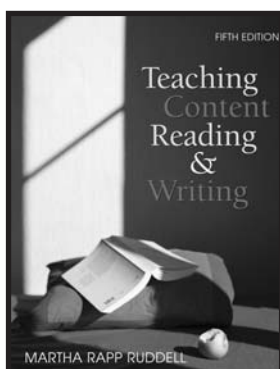
NEW

CHILDREN'S LITERATURE: A Developmental Perspective, First Edition

John F. Travers,
978-0-470-11104-8, 464 pp., 2008

Those who work with children need a wide and deep knowledge of children's literature. This new text, through its developmental approach, examines children's abilities, needs, and interests. *Children's Literature: A Developmental Perspective* combines children's literature with developmental psychology, aiming to better prepare future teachers to meet the needs of individual children and to help develop their literary skills. By reading this text, students will learn what makes the most recently published books attractive to children, while still recognizing the value of books that have held children's interests in the past.

CONTENT AREA READING AND WRITING



NEW

TEACHING CONTENT READING AND WRITING, Fifth Edition

Martha Rapp Ruddell, Sonoma State University
978-0-470-08404-5, 2008

With the passage of the "No Child Left Behind" act, and increasing pressures on teachers to produce results, true literacy is no longer optional. This book provides educators with the classroom tested theories and practices needed to rise to the demand of today's schools. They'll find discussions on issues that they face today in the classroom with respect to assessment and instruction. The sample lesson plans in each chapter will then help them to develop plans using specific instructional strategies. Available online: Video vignettes of actual classrooms demonstrating strategies explained in the book.

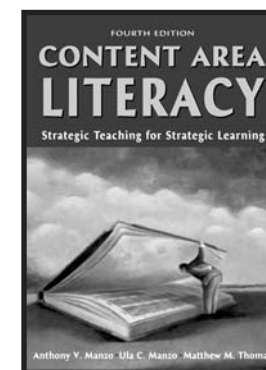
CONTENTS

1. Literacy in Middle and Secondary Schools
2. Literacy and Language Processes:
Thinking, Reading, and Writing in First and
Second Languages
3. Evaluating Instructional Materials
4. Comprehension Instruction in Content Areas
5. Vocabulary Learning in Content Areas
6. Teaching Bilingual/Bicultural Students in
Multilingual/ Multicultural Settings
7. Reading Across the Curriculum
8. Writing Across the Curriculum
9. Assessment of Student Progress in Subject
Area Reading and Writing
10. Diversity in the Classroom: Meeting the
Needs of All Students
11. Content Learning, Collaboration, and
Literacy
12. Developing Lifelong Readers and Writers
- Index

CONTENT AREA READING AND WRITING

CONTENT AREA LITERACY: Strategic Teaching for Strategic Learning, Fourth Edition

Anthony V. Manzo, California State University, Fullerton
Ula C. Manzo, California State University, Fullerton
Matthew M. Thomas, Central Missouri State University
978-0-471-15167-8, 424 pp., 2005



This text is designed to prepare teachers to address reading needs common to their content areas, and to prepare reading teachers to carry out a general reading program in middle and high schools across the disciplines. It is designed to introduce teachers to the "why" and "how" of promoting basic and higher-order literacy within the content areas. More than focusing only on "learning to read," this text emphasizes "reading to learn."

CONTENTS

Section I: Foundations of Content Area Literacy

1. Content Area Literacy's Breakthrough Era:
Why and What Teachers Should Know
2. Literacy Concepts and Terminology to Help
You Get Started
3. Elements and Frameworks for Interactive
Instruction in Content Area Reading
and Writing

Section II: Reading and Learning from Text

4. Prereading Methods for Schema Activation,
Purpose Setting, and Life-Long Learning
5. Methods for Guiding Silent Reading
6. Methods for Post-reading Schema Building

Section III: Complements to Content Area

- Reading: Vocabulary, Higher-Order
Literacy, Writing to Learn, Assessment,
and Study Skills in the Disciplines
7. Methods for Vocabulary and Concept
Development

8. Critical-Constructive Reading, Writing,
Thinking, and Internet Computing
9. Reading and Writing to Learn: Across
Grade Levels and Content Areas
10. Interactive Assessment for Active Self-
Monitoring and Self-Teaching
11. Reading, Learning, and Remembering:
Study Methods and MindTools

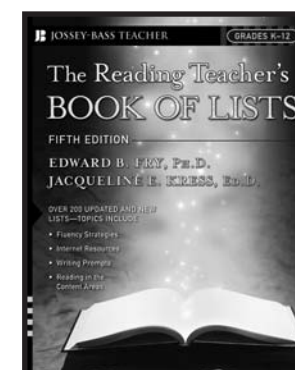
Section IV: Literacy Applications, Issues for

- Special Needs Students, and School-Wide
Content Area Literacy Implementation
12. Applications of Content Area Literacy to
Discipline Specific Knowledge Inquiry, and
Academic Language
13. Content Area Literacy Support for ELL, LD,
and Other Students with Special Needs
14. Literacy Leadership and Content Area
Programming

Appendix: Model Professional Portfolio
Recorder and Planner

THE READING TEACHER'S BOOK OF LISTS, Fifth Edition

Edward B. Fry Ph.D., Laguna Beach, California
Jacqueline E. Kress Ed.D., New York Institute of Technology
978-0-7879-8257-7, 544 pp., 2006



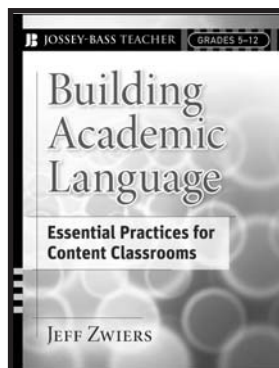
The definitive reference for reading and literacy from kindergarten through college, appropriate for every pre-service student. This comprehensive fifth edition of a best-selling classic offers an unparalleled source of timely, practical information on all aspects of reading instruction. Ready for immediate use, it offers 228 up-to-date lists for developing instructional materials and lesson planning. The book is organized into 18 convenient sections full of practical examples, key words, teaching ideas, and activities that can be used as is or adapted to meet students' diverse needs.

**NEW**

THE BLUE BOOK OF GRAMMAR AND PUNCTUATION: An Easy-To-Use Handbook with Reproducible Worksheets and Quizzes, 10th Edition

Jane Straus,
978-0-470-22268-3, 208 pp., 2008

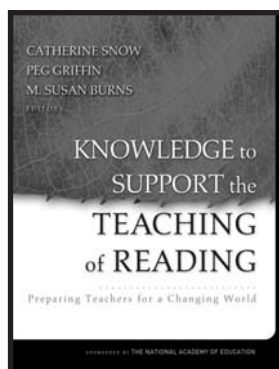
The Blue Book of Grammar and Punctuation is a concise, entertaining workbook and guide to English grammar, punctuation, and usage. Hailed as one of the best books available for teaching writing and grammar, this user-friendly book offers easy explanations of grammar, punctuation, and usage rules; scores of helpful examples; dozens of reproducible work. This authoritative and trusted guide, which has won numerous awards and garnered rave reviews from readers all over the world, makes learning English grammar and usage easy and fun.



BUILDING ACADEMIC LANGUAGE: Essential Practices for Content Classrooms, Grades 5-12

Jeff Zwiers, Stanford University
978-0-7879-8761-9, 320 pp., 2007

Many students today, whether they are native English speakers or recent immigrants, need help in understanding and using the language of academic learning. An essential resource for teaching all students, this book explains what every teacher needs to know about language for supporting reading, writing, and academic learning. Based on theory, research and practice, it includes activities, exercises, and practical strategies for building vocabulary, grammar, and language learning approaches routinely into math, science, history, and language arts lessons.



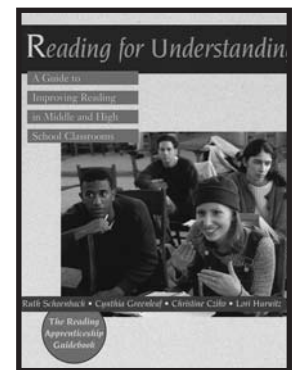
KNOWLEDGE TO SUPPORT THE TEACHING OF READING: Preparing Teachers for a Changing World

Edited by:
Catherine Snow, Harvard Graduate School of Education
Peg Griffin
M. Susan Burns
978-0-7879-7465-7, 288 pp., 2006

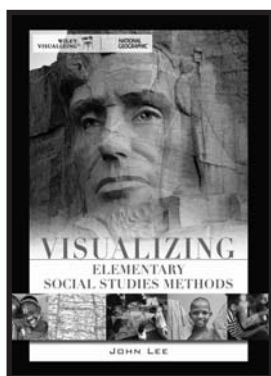
While it's now recognized that basic reading proficiency is key to success in all content areas, an alarming number of teachers lack grounding in the fundamentals of theory and practice in this domain. This book presents recommendations for the essential knowledge new teachers need to know about the development, acquisition, and teaching of language and literacy skills. It is the result of the National Academy of Education's Committee on Teacher Education—whose members have been charged with the task of creating a core knowledge base for teacher education.

READING FOR UNDERSTANDING: A Guide to Improving Reading in Middle and High School Classrooms

Ruth Schoenbach,
Cynthia Greenleaf,
Christine Cziko,
Lori Hurwitz,
978-0-7879-5045-3, 232 pp., 1999



Easy to follow and filled with examples of student work and classroom lessons, *Reading for Understanding* offers a successful approach to helping students improve their literacy across all subject areas. It shows how to create classroom “reading apprenticeships” to help students build reading comprehension skills and relate what they read to a larger knowledge base. It also discusses the strategies and support systems needed to implement and evaluate reading apprenticeship programs throughout the school. The authors describe a program in which an entire freshman class in one urban high school increased its average reading scores by more than two years. Piloted in San Francisco, the groundbreaking Academic Literacy program proved that it was not too late for teachers and students to work together in boosting literacy, engagement, and achievement.



VISUALIZING ELEMENTARY SOCIAL STUDIES METHODS

John Lee, North Carolina State University
978-0-471-72066-9, 448 pp., 2007

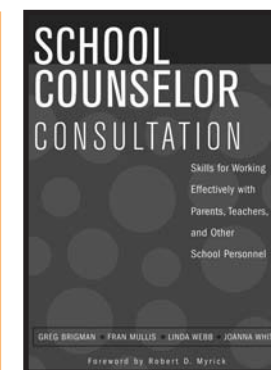
This debut edition of *Visualizing Elementary Social Studies Methods* offers students a unique way to explore issues and ideas about how to teach social studies using text, pictures, and graphics brought together in a stimulating and thoughtful design. In this book, content and pedagogy are blended to take advantage of the rich visual context that *National Geographic* images provide. Students who use this book will explore central teacher education topics in elementary social studies, along with concepts and ideas from social studies disciplines including history, geography, political science, economics and behavioral sciences. *Visualizing Elementary Social Studies Methods* is infused with explorations of how to teach in subject matter contexts given the democratic purposes of social studies. This Wiley Visualizing title is a unique book that combines Wiley's expertise in creating top quality textbooks with rich visual resources such as photographs, maps, illustrations, diagrammatic art, and videos, and the content and teaching expertise of new and current authors and unique partnerships. *Visualizing Elementary Social Studies Methods* relies heavily on the integration of these visuals with text to elucidate concepts for students and solidify their understanding of them. The goal is to help students understand the world around them and interpret what they see in a meaningful, accurate and exciting way.

CONTENTS

1. What is Social Studies?
2. Reflective Social Studies Teaching
3. Inquiry in Social Studies
4. Standards, Curriculum, and Testing
5. Teaching for Historical Understanding
6. Teaching for Geographic Awareness
7. Teaching for Civic Competency
8. Direct Teaching and Learning
9. Interactive Teaching and Learning
10. Literacy in Social Studies
11. Planning for Active Student Learning
12. Teaching Social Studies in a Diverse Society
13. Assessing Learning
14. Promoting Student Learning with Technology

SCHOOL COUNSELOR CONSULTATION: Skills for Working Effectively with Parents, Teachers, and Other School Personnel

Greg Brigman, Florida Atlantic University
Fran Mullis, Georgia State University
Linda Webb, Florida Atlantic University
Joanna F. White, Georgia State University
978-0-471-68369-8, 208 pp., 2005



This practical text prepares school counselors-in-training to interact effectively with students, parents, and teachers during the consultation process. Unlike other consultation books that focus on theory, this one also presents proven practice techniques, including: what to say to parents and teachers about referring students to the school counselor; what to ask teachers to assist in formulating successful interventions; how to make the most of parent conferences; how to plan for, execute, and follow-up on consultation sessions; a five-step approach to conducting an individual consultation; and how to plan and present psychoeducational workshops to parents and teachers.

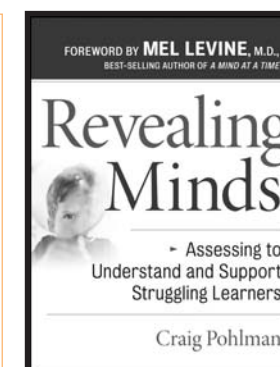
CONTENTS

1. Introduction to School Counselors as Consultants
2. A School-Based Approach to Consultation: Supporting Models and Theories
3. Ethical Issues in Consultation
4. Case Consultation with Teachers and Parents
5. Typical Issues in School Consultation
6. Workshops and Education Programs
7. Other Opportunities for Consultation in Schools
8. Classroom Meetings: Creating a Climate of Cooperation (by Dana Edwards, Ph.D.)
9. Consultation with Administrators
10. Consultation in the Community

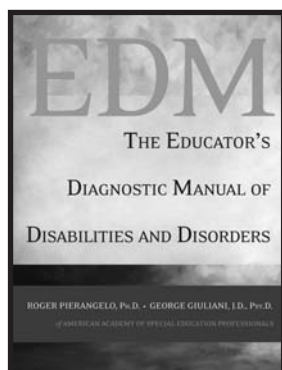
NEW

REVEALING MINDS: Assessing to Understand and Support Struggling Learners

Craig Pohlman,
978-0-7879-8790-9, 352 pp., 2008



Revealing Minds is a practical, hands-on guide to assessing learning problems based on the approach of All Kinds of Minds, the groundbreaking nonprofit Institute founded by Mel Levine. The book focuses on low-severity, high-incidence problems related to academic learning (as opposed to high-severity, low-incidence problems, such as mental retardation and autism) what some have described as unexpected underachievement. Providing scores of real-life examples, sidebar definitions of key terms, helpful diagrams, tables, and sample assessments, Pohlman provides a useful roadmap for educators, psychologists, and other professionals to implement the AKOM approach in their own assessments. Whereas most assessments of struggling learners focus on what is broken within a student and needs to be fixed, All Kinds of Minds has adopted a more positive and comprehensive approach to the process. Rather than labeling children or categorizing them into certain pre-defined groups, AKOM clinicians create a complete picture (or profile) of each student, outlining the child's assets along with any weaknesses, and identifying specific breakdown points that lead to problems at school.



THE EDUCATOR'S DIAGNOSTIC MANUAL OF DISABILITIES AND DISORDERS

Roger Pierangelo, Long Island University
George Giuliani, Hofstra University,
978-0-7879-7812-9, 576 pp., 2007

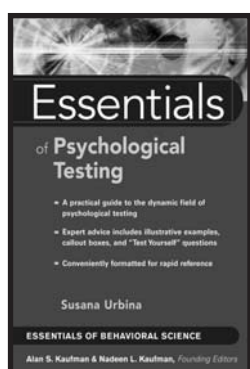
This comprehensive and definitive resource book provides all of the necessary information for every educational disability and disorder in a manner that special education teachers, child group study teams, and school psychologists will understand. Modeled after the *Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR*, this book addresses the following disorders and relates their significance to classroom practice: 1. Autism Spectrum Disorder, 2. Deaf/Blindness, 3. Developmental Delays, 4. Emotional Disturbance, 5. Hearing Impairments, 6. Learning Disabilities, 7. Mental Retardation, 8. Multiple Disabilities, 9. Orthopedic Impairment, 10. Other Health Impairment, 11. Traumatic Brain Injury, 12. Visual Impairments.



NEW

COUNSELING TOWARD SOLUTIONS: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents, 2nd Edition

Linda Metcalf,
978-0-7879-9806-6, 2008



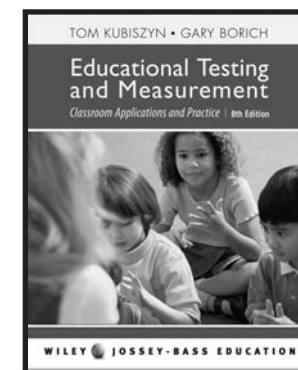
ESSENTIALS OF PSYCHOLOGICAL TESTING

Susana Urbina, University of North Florida, Jacksonville
978-0-471-41978-5, 304 pp., 2004

Presents a complete overview of the field in an engaging, easy-to-understand format, and encourages further study of this important topic. Introduces readers to the fundamental information needed to understand this vastly complex, technical, and dynamic field, and provides a thorough overview of psychometrics. Can serve as a stand-alone introduction for beginning students, as an orientation to the field for students planning more intensive study in this area, or as a refresher for students in assessment courses, or studying for licensing exams.

EDUCATIONAL TESTING AND MEASUREMENT: Classroom Applications, and Practice, Eighth Edition

Tom Kubiszyn, University of Houston
Gary D. Borich, University of Texas at Austin
978-0-471-70005-0, 528 pp., 2007

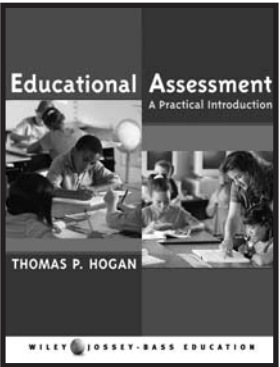


Using a jargon-free, reader-friendly conversational style and flexible format, the new edition equips teachers-in-training with practical assessment strategies for today's challenges in measuring student progress. This revision includes practical, balanced, and integrated coverage of the many implications of the important and controversial No Child Left Behind (NCLB) Act. It thoughtfully applies traditional and innovative (e.g., performance and portfolio) assessment practices to help teachers prepare themselves and their students for optimal performance on high-stakes tests. The text also helps teachers contribute to valid, day-to-day assessment of student progress and develop valid alternative assessments and accommodations appropriate for special education students now included in regular classrooms. Also includes PRAXIS test preparation scenarios and questions that address the use of objective and essay test items to measure higher-order thinking, and the creative and motivational use of performance and portfolio assessments. Text website offers streaming video of the Joint Committee of Testing Practices' *The ABCs of School Testing*.

CONTENTS

1. An Introduction to Contemporary Educational Testing and Measurement
 2. "High-Stakes" Testing
 3. The Purpose of Testing
 4. Norm- and Criterion-Referenced Tests and Content Validity Evidence
 5. Measuring Learning Outcomes
 6. Writing Objective Test Items
 7. Writing Essay and Higher Order Test Items
 8. Performance-Based Assessment
 9. Portfolio Assessment
 10. Administering, Analyzing, and Improving the Written Test
 11. Marks and Marking Systems
 12. Summarizing Data and Measures of Central Tendency
 13. Variability, the Normal Distribution, and Converted Scores
 14. Correlation
 15. Validity Evidence
 16. Reliability
 17. Accuracy and Error
 18. Standardized Tests
 19. Types of Standardized Tests
 20. Testing and Assessing Children with Disabilities in the Regular Classroom
 21. Assessing Children with Disabilities in Regular Education Classrooms
 22. In the Classroom: A Summary Dialogue
- Appendices:**
- A:** Math Skills Review
 - B:** Preparing for the Praxis II: Principles of Learning and Teaching Assessment
 - C:** Determining the Median When There are Multiple Tied Scores
 - D:** Pearson Product-Moment Correlation
 - E:** Statistics and Measurement Texts
 - F:** Answers for Practice Questions
- Suggested Readings**
References

EDUCATIONAL ASSESSMENT



EDUCATIONAL ASSESSMENT:
A Practical Introduction

Thomas P. Hogan, University of Scranton
978-0-471-47248-3, 464 pp., 2007

Provides a practical, student-friendly introduction to the major concepts and everyday issues in this field. Superbly organized, pedagogically sound, and thoroughly up-to-date, it shows teachers and prospective teachers how to conduct first-rate assessment in their own classrooms as well as how to understand and interpret state and national testing programs, including the latest developments from IDEA and NCLB. The text emphasizes a best-practices approach to assessment and a hands-on approach to learning.

CONTENTS

1. Introduction: The World of Educational Assessment

2. Statistics: Just a Little Bit

3. Reliability: Stability of Performance

4. Validity: What the Test Measures

5. Norms and Criteria: Interpreting Student Performance

6. Planning for Assessment

7. Selected-Response Items: Multiple Choice, True-False, Matching

8. Constructed-Response Items: Essays, Performances, Portfolios
9. Interests, Creativity, and Non-test Indicators

10. Administering and Analyzing Your Tests

11. Standardized Tests I: Achievement

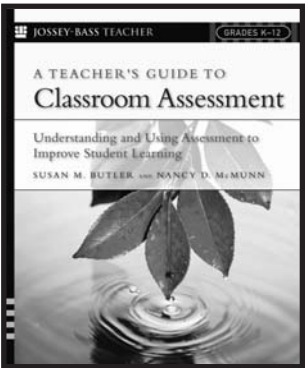
12. Standardized Tests II: Ability, Interests, Personality

13. Grading and Reporting

14. Educational Assessment and the Law

15. Evaluating Teaching: Applying Assessment to Yourself

Appendices

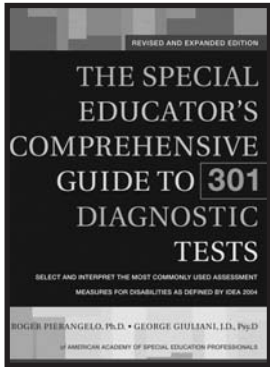


A TEACHER'S GUIDE TO
CLASSROOM ASSESSMENT:
Understanding and Using
Assessment to Improve Student
Learning, Grades K-12

Susan M. Butler, SERVE, Greensboro, North Carolina
Nancy D. McMunn, SERVE, Greensboro, North Carolina
978-0-7879-7877-8, 300 pp., 2006

This book is designed to help new and veteran teachers in constructing quality classroom assessments to enhance student learning and achievement. Theoretical and practical perspectives are addressed as well as issues of high-stakes testing, student motivation, and other factors influencing the assessment climate. Teachers will learn how to clarify standards-based learning targets; choose appropriate assessment methods; develop meaningful, performance-based assessment tasks; develop scoring criteria and rubrics; analyze and interpret assessment data; and implement assessment-based grading practices.

EDUCATIONAL ASSESSMENT

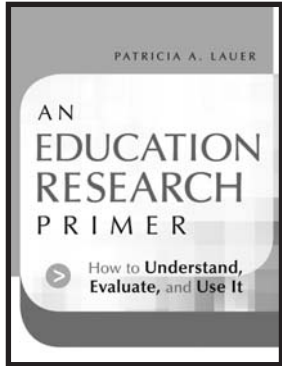


THE SPECIAL EDUCATOR'S
COMPREHENSIVE GUIDE TO 301
DIAGNOSTIC TESTS, REVISED AND
EXPANDED EDITION

Roger Pierangelo, Long Island University
George Giuliani, Hofstra University
978-0-7879-7813-6, 504 pp., 2006

An updated and expanded revision to the best-selling *The Special Educator's Resource Guide to 109 Diagnostic Tests*, this second edition contains 301 new and enhanced tests, which are key to understanding learning disabilities. This book provides any individual involved in the special education process a comprehensive overview of the most frequently used tests for diagnosing suspected disabilities—including intelligence, perception, and language, to achievement, psycho/social behavior, and social maturity—from early childhood to adolescence. Filled with practical tools, information, and suggestions, this guide explores the various stages of evaluation, interpretation, diagnosis, prescription, and remediation. Although the book does not provide full text tests, it does provide a thorough explanation of the most commonly used diagnostic tests. In addition to in-depth coverage of the areas measured by the test, there are easy-to-understand interpretations of test patterns for commonly used measures, diagnostic categories frequently exhibited by test patterns, tests strengths and weaknesses, and descriptions as to how results/ scores are evaluated for each test.

EDUCATIONAL RESEARCH

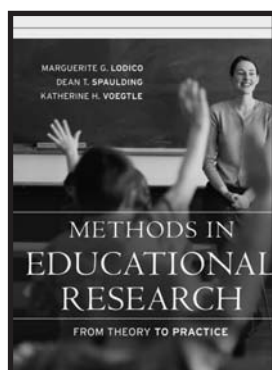


AN EDUCATION
RESEARCH PRIMER: How to
Understand, Evaluate, and Use It

Patricia A. Lauer, Mid-Continent Research
for Education and Learning
978-0-7879-8323-9, 180 pp., 2006

In clear and concise language, this book helps educators understand the various types of educational research, including their differing purposes, methods, and guiding criteria. It provides step-by-step guidance on how to assess the findings of particular research studies in light of their scientific credibility, relevance, and programmatic implications. Although the book devotes major attention to experimental research with its randomized control group trials, it also focuses on descriptive case studies and other types of research that can provide qualitative as well as quantitative information. In addition, it provides tools for accessing relevant research along with tips for reading research reports. The discussion is linked to practical policy and programmatic questions and includes extensive research examples.

EDUCATIONAL RESEARCH

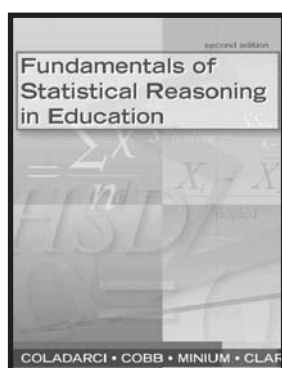


METHODS IN EDUCATIONAL RESEARCH: From Theory to Practice

Marguerite G. Lodico,
Dean T. Spaulding,
Katherine H. Voegtler
978-0-7879-7962-1, 440 pp., 2006

Methods in Educational Research offers an understanding to the principles of educational research. It is designed to encourage students and professionals to keep current in their respective fields of study and help them to solve problems they encounter in their professional experiences. The book is appropriate for learning the fundamentals of reading, understanding and carrying out research.

EDUCATIONAL STATISTICS



FUNDAMENTALS OF STATISTICAL REASONING IN EDUCATION, Second Edition

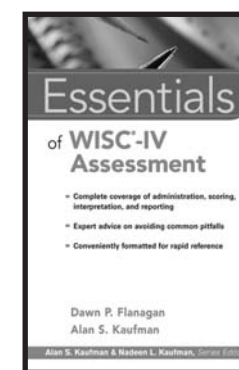
Theodore Coladarci, University of Maine
Casey D. Cobb, University of Connecticut
Edwin W. Minium, Emeritus, San Jose State University
Robert C. Clarke, Emeritus, San Jose State University
978-0-470-08406-9, 480 pp., 2007

The original introductory statistics textbook written specifically for the discipline of education. Typically, education professors had to select from textbooks that were directed at “the behavioral sciences” or, at best, “psychology and education.” While many of these texts are technically and conceptually adequate, the examples, problems, and applications are of little relevance to the reality of schools and, therefore, to the interests and concerns of education students. This text was designed to fill the void. Includes an SPSSCD.

CONTENTS

1. Introduction
- Part One:** Descriptive Statistics
 2. Frequency Distributions
 3. Graphic Representation
 4. Central Tendency
 5. Variability
 6. Normal Distribution and Standard Scores
 7. Correlation
 8. Regression and Prediction
- Part Two:** Inferential Statistics
 9. Probability and Probability Distributions
 10. Sampling Distributions
 11. Testing Statistical Hypotheses About μ When σ is Known: The One-Sample z Test
 12. Estimation
 13. Testing Statistical Hypotheses About μ When σ is Not Known: The One-Sample t Test
 14. Comparing the Means of Two Populations: Independent Samples
 15. Comparing the Means of Dependent Samples
 16. Comparing the Means of Three or More Independent Samples: One-Way Analysis of Variance
 17. Inferences About Pearson Correlation Coefficient
 18. Making Inferences From Frequency Data
 19. Statistical “Power” (and How to Increase It)
- Appendices:**
 - A: Review of Basic Mathematics
 - B: Answers to Selected End-of-Chapter Problems
 - C: Statistical Tables

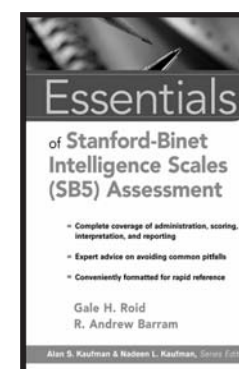
PSYCHOLOGICAL ASSESSMENT



ESSENTIALS OF WISC®-IV ASSESSMENT

Dawn P. Flanagan, St. John's University
Alan S. Kaufman, Yale University School of Medicine
978-0-471-47691-7, 400 pp., 2004

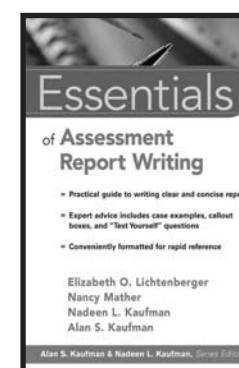
This much-anticipated companion to the WISC®-IV—the most widely used measure of cognitive ability—contains detailed, step-by-step guidelines to administering, scoring, and interpreting the latest edition of this classic test battery, as well as information on the instrument's reliability and validity, strengths and weaknesses, clinical applications, and sample case reports. Dedicated solely to the WISC®-IV, includes important information for students about the latest edition of the Wechsler Intelligence Scales for Children.



ESSENTIALS OF STANFORD-BINET INTELLIGENCE SCALES (SB5) ASSESSMENT

Gale H. Roid, Simpson College
R. Andrew Barram, Independent SB5 Consultant
978-0-471-22404-4, 224 pp., 2004

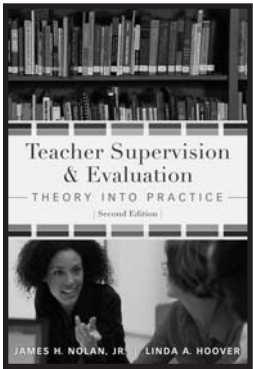
Provides helpful administration, scoring, and interpretation guidelines. Covers strengths and weaknesses of the newest version of this classic cognitive assessment instrument and clinical applications of its use.



ESSENTIALS OF ASSESSMENT REPORT WRITING

Elizabeth O. Lichtenberger, Salk Institute
Nancy Mather, University of Arizona
Nadeen L. Kaufman and Alan S. Kaufman,
both of Yale University
978-0-471-39487-7, 304 pp., 2004

This practical guide focuses on efficiently and effectively communicating referral and background information, appearance and behavioral observations, test results and interpretation, summary and diagnostic impressions, and treatment recommendations. The authors provide examples of both good and bad case report writing and highlight relevant cultural, ethical, and legal issues.



TEACHER SUPERVISION AND EVALUATION, 2nd Edition

James Nolan, Jr., Pennsylvania State University
978-0-470-08405-2, 384 pp., 2007

This comprehensive introductory text treats supervision and evaluation as two separate but complementary functions that should be integrated into a coherent system, providing both evidence-based quality assurance that holds teachers to high standards and differentiated opportunities to enhance the professional growth of all teachers beyond their current level of performance. It is designed to equip educators with the knowledge and practical skills needed to transform teacher supervision and evaluation into a powerful vehicle for maximizing teacher growth, establishing effective accountability systems, and enhancing student learning. Numerous pedagogical features provide opportunities to deepen conceptual knowledge and sharpen supervisory skills.

CONTENTS

Part One: Foundations

- 1. Introduction
- 2. Understanding the Components of a Comprehensive Teacher Supervision and Evaluation System

Part Two: Classroom-Based Supervision and Coaching Strategies

- 3. Key Concepts and Skills in Classroom Supervision
- 4. Peer Coaching

Part Three: Differentiated Supervision Strategies

- 5. Self-Directed Teacher Growth
- 6. Action Research
- 7. Collegial Development Groups

Part Four: Teacher Evaluation

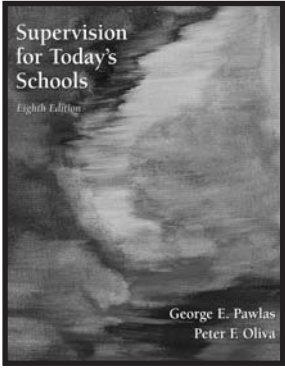
- 8. Developing and Implementing an Evidence-Based Teacher Evaluation System

Part Five: Special Cases in Supervision and Evaluation

- 9. Supervision and Evaluation of the Preservice Teacher
- 10. Supervision and Evaluation of the Novice Teacher
- 11. Supervision and Evaluation of the Marginal Teacher

Part Six: Supervision and Evaluation: Transforming the System

- 12. Developing Your Own System of Teacher Supervision and Evaluation
- Lists of Figures
- Lists of Exercises



SUPERVISION FOR TODAY'S SCHOOLS, Eighth Edition

Peter F. Oliva, Emeritus, Georgia Southern University
George E. Pawlas, University of Central Florida
978-0-470-08758-9, 576 pp., 2007

Specifically designed for the introductory course, this text provides an overview of the field of instructional supervision. Acquaints students with not only the authors' views on supervision, but with those of other specialists in the field, placing heavy emphasis on practice and the supervisor's responsibilities as an instructional leader. Stresses that the relationship between the supervisor and teacher is built on trust and that the overall goal is to improve student achievement through better instruction.

CONTENTS

Part I: Nature of Supervision

- 1. Roles of the School Supervisor
- 2. Issues in Supervision

Part II: Leadership in Instructional Development

- 3. Helping Teachers Plan for Instruction
- 4. Helping Teachers Present Instruction
- 5. Helping Teachers with Classroom Management
- 6. Helping Teachers Evaluate Instruction

Part III: Leadership in Curriculum Development

- 7. Helping Teachers Plan and Implement Curricula
- 8. Helping Teachers Evaluate Curricula

Part IV: Leadership in Staff Development

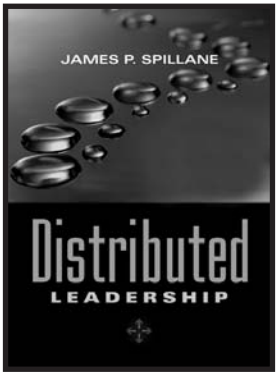
- 9. Helping Teachers through In-Service Programs
- 10. Helping Teachers on a One-to-One Basis
- 11. Helping Teachers Work Together
- 12. Helping Teachers Evaluate Their Own Performance

Part V: The Summative Dimension of Teacher Evaluation

- 13. Summative Assessment of Teacher Performance

Part VI: Instructional Supervision: Evaluation and Change

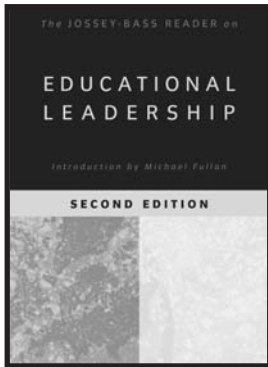
- 14. Improving Instructional Supervision



DISTRIBUTED LEADERSHIP

James P. Spillane, Northwestern University
978-0-7879-6538-9, 112 pp., 2006

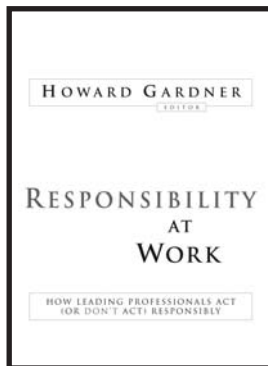
"Distributed Leadership" relates to the ways in which leadership is exercised in everyday practice—through communications and actions, and through others in the school community, such as teachers and parents. This title explores the distribution of leadership among various people in the school, and the extent and ways in which leadership is demonstrated through tools and physical materials in the organization, such as memos, scheduling procedures, evaluation protocols, computer programs, and more.



THE JOSSEY-BASS READER ON EDUCATIONAL LEADERSHIP, Second Edition

Jossey-Bass Publishers, San Francisco, California
978-0-7879-8400-7, 408 pp., 2006

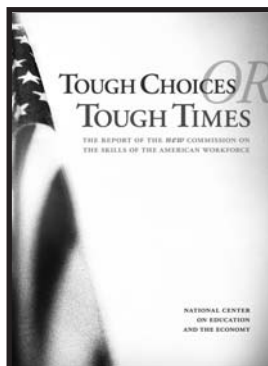
This second edition of *The Jossey-Bass Reader on Educational Leadership* includes timeless pieces from such luminaries as Peter Senge, Michael Fullan, Tom Sergiovanni and Jim Collins. The book reflects the changes in leadership wrought by the No Child Left Behind act, the events of 9/11, and a growing diversity of cultures and abilities in the schools. From the scholar to the practitioner, this book is a powerhouse of valuable information.



RESPONSIBILITY AT WORK: How Leading Professionals Act (or Don't Act) Responsibly

Howard Gardner, Harvard Graduate School of Education
978-0-7879-9475-4, 368 pp., 2007

Responsibility at Work focuses on how workers conceptualize and act upon their responsibilities at work. It examines creativity, drive, caring, and purpose as models for responsibility in the workplace. In addition, it shows that who you are and where you work affects your actions.



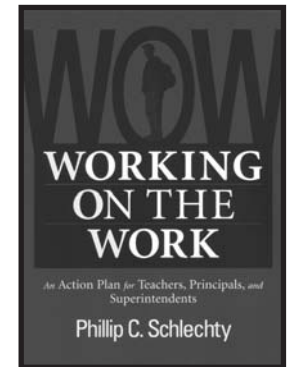
TOUGH CHOICES OR TOUGH TIMES: The Report of the New Commission on the Skills of the American Workforce

National Center on Education and the Economy
978-0-7879-9598-0, 208 pp., 2007

Tough Choices or Tough Times calls for the first redesign of the American education system in a century. This report of the New Commission on the Skills of the American Workforce shows how the dynamics of the global economy will lead to a steady decline in the American standard of living if this country does not undertake the first thorough overhaul of its education system in a century.

WORKING ON THE WORK: An Action Plan for Teachers, Principals, and Superintendents

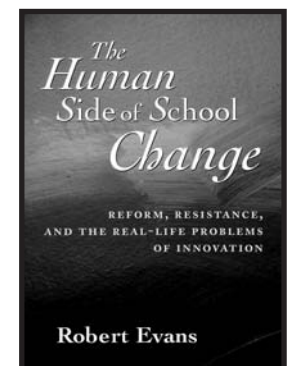
Phillip C. Schlechty, Louisville, Kentucky
978-0-7879-6165-7, 160 pp., 2002



Is the work you give students engaging—enabling them to learn what they need to learn in order to succeed in the world? Maverick educator Phillip Schlechty believes that the key to improving education is to improve the quality of student work. He calls this "Working the Work" (WOW), and he's developed a framework that allows educators to put the WOW principles into practice. Beginning with 12 essential components of a WOW school, Schlechty suggests ways to improve the quality of content, organization of knowledge, measurement of achievement, nurturance of creativity, and novelty and variety of tasks.

THE HUMAN SIDE OF SCHOOL CHANGE: Reform, Resistance, and the Real-Life Problems of Innovation

Robert Evans, Human Relations Service, Wellesley, Massachusetts
978-0-7879-5611-0, 336 pp., 2001



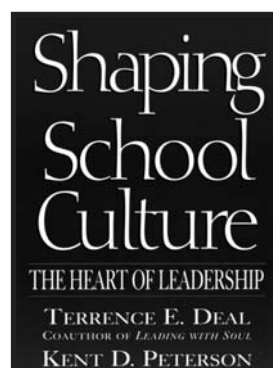
Even the best-intentioned school reform efforts can be stalled by the resistance of educators who feel burdened and conflicted when trying to implement the change process. In this book, Robert Evans draws on an expert understanding of human behavior and organizational functioning to provide practical guidance on leading schools through the varied dimensions of change. *The Human Side of School Change* presents realistic advice on problem solving, communication, and staff motivation, offering a range of leadership strategies for building trust, confidence, capacity, and inspiration in schools.



STRENGTHENING THE HEARTBEAT: Leading and Learning Together in Schools

Thomas J. Sergiovanni, Trinity Univ. in San Antonio, Texas
978-0-7879-6544-0, 224 pp., 2004

In this book, author Tom Sergiovanni presents nine value-added dimensions, emphasizing leadership over management, performance over participation, meaning over manipulation, purpose over planning, accountability over monitoring, intrinsic over extrinsic motivation, collegiality over congeniality, and passion over calculation. In addition, he explains how to employ these qualities through four critical stages of school improvement—from initiation to routinization. Sergiovanni also shows how value-added leadership can empower teachers, build community, and provide competitive advantage.



SHAPING SCHOOL CULTURE: The Heart of Leadership

Terrence E. Deal, Peabody College, Vanderbilt University
Kent D. Peterson, University of Wisconsin-Madison
978-0-7879-6243-2, 176 pp., 176 pp., 1999

Just as culture is critical to understanding the dynamics behind any thriving community, organization, or business, the daily realities and deep structure of school life hold the key to educational success. Reforms that strive for educational excellence are likely to fail unless they are meaningfully linked to the school's unique culture. In *Shaping School Culture*, Terrence E. Deal and Kent D. Peterson show how leaders can harness the power of school culture to build a lively, cooperative spirit and a sense of school identity. The authors draw from over twenty years of research on school improvement as well as from their own extensive work with school leaders across the country to identify viable new strategies for effective school leadership. They describe the critical elements of culture—the purposes, traditions, norms, and values that guide and glue the community together—and show how a positive culture can make school reforms work.

TEACHER LEADERSHIP

Ann Lieberman, Carnegie Foundation
for the Advancement of Teaching
Lynne Miller, University of Southern Maine
978-0-7879-6245-6, 112 pp., 2003

TRUSTING WHAT YOU KNOW

Miriam Raider-Roth, SUNY Albany
Carol Gilligan, New York University
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