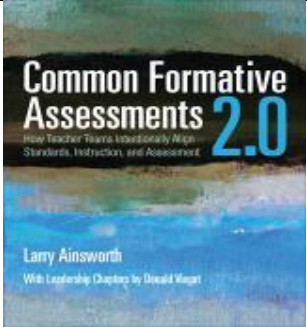




Acquisitions List

Second Semester AY 2015-2016

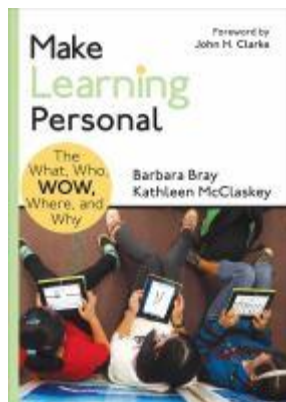
TEACHER EDUCATION	Titles	Classification Numbers
	<p>Ainsworth, Larry. (2015). <i>Common formative assessments: how teacher teams intentionally align standards, instruction, and assessment.</i> Thousand Oaks, CA. Corwin /A Sage .</p> <p>Assessments that improve the speed and quality of learning--fully updated for teacher teams!</p> <p>In this expanded, all-new edition, author Larry Ainsworth provides a system of intentionally aligned components (standards, instruction, assessments, and data analysis) that all work together to improve student learning.</p> <p>Readers will learn to:</p> <ul style="list-style-type: none">Build the "highway" to aligned assessmentsDecide the learning intentions and student success criteria for a unit of studyEvaluate and revise assessment questions for qualityPlan the learning progressions for students to attain the learning intentionsCreate quick progress checks to coincide with the learning progressions.	<p>379.158 Ai 66</p>

	<p>Allyn, Pam. (2016). <i>The journey to meaning: comprehension and critique.</i> Upper Saddle River, New Jersey: Pearson Education.</p> <p>Created specifically for middle school teachers, Pam Allyn's dynamic Core Ready Program provides a complete toolkit for navigating and thriving with the core standards. In it teachers see clearly how to take complex concepts of the literacy standards and turn them into practical, specific, everyday instruction. The series is organized around the author's Four Doors to the Core:</p> <p>The Journey to Meaning: Comprehension and Critique The Shape of Story: Yesterday and Today The Road to Knowledge: Information and Research The Power to Persuade: Opinion and Argument</p>	<p>372.6 AI59</p>
	<p><i>An Education in Facebook? : Higher Education and the World's Largest Social Network.</i> (2014). New York: Routledge.</p> <p>An Education in Facebook? examines and critiques the role of Facebook in the evolving landscape of higher education. At times a mandated part of classroom use, at others an informal network for students, Facebook has become an inevitable component of college life, acting alternately as an advertising, recruitment, and learning tool. But what happens when educators use a corporate product, which exists outside of the control of universities, to educate students?</p>	<p>378.17344678 Ed83</p>

	<p>Arney, Liz. (2015). <i>Go blended! : a handbook for blending technology in schools.</i> San Francisco: Jossey-Bass.</p> <p>Craft a blended learning program tailor-made for your students</p> <p>"Go Blended" is a practical implementation guide for educators interested in getting blended learning off the ground. Author Liz Arney is a seasoned developer of blended learning programs at Aspire Public Schools, and she also closely collaborates with district and charter leaders from across the country on this work. "Go Blended" offers boots-on-the-ground support for laying the foundation for a blended learning program in our schools and classrooms. Throughout the book teachers with blended learning experience share helpful tips and lesson plans to help educators make purposeful choices in using technology to fulfill students' needs without becoming an end in itself. This useful guide also offers key documents and timelines to support a blended learning implementation and provides step-by-step practical advice for avoiding mistakes. Readers will gain expert insight into both the broad and narrow of blended transition, from sweeping concepts like program goals to nitty-gritty details like teaching routines around technology use.</p>	<p>371.3 Ar62</p>
	<p>Cooper, J. David. (2015). <i>Literacy: helping students construct meaning.</i> Australia: Cengage Learning.</p> <p>A leading resource for K-8 literacy programs, this extremely popular reading methods book has a simple goal: to provide aspiring teachers with the tools to help every student learn to read and write. LITERACY: HELPING CHILDREN CONSTRUCT MEANING, 9th Edition, continues to provide pre-service and in-service teachers with the information, techniques, and strategies they need to assist their students in becoming literate. The book is distinguished in the field by its use of practical literacy lessons and authentic examples, which clearly demonstrate how to teach reading</p>	<p>372.47 C78</p>

	and writing.	
	<p>Babione, Carolyn. (2015). <i>Practitioner teacher inquiry and research</i>. San Francisco, California : Jossey-Bass & Pfeiffer Imprints, Wiley.</p> <p>"Teacher inquiry helps improve educational outcomesPractitioner Teacher Inquiry and Research explores the concept and importance of the teacher practitioner, and prepares students in teacher education courses and programs to conduct research in the classroom. Author Carolyn Babione has extensive experience in undergraduate- and graduate-level teacher training and teacher inquiry coursework. In the book, Babione guides students through the background, theory, and strategy required to successfully conduct classroom research. The first part of the book tackles the "how-to" and "why" of teacher inquiry, while the second part provides students with real-life practitioner inquiry research projects across a range of school settings, content areas, and teaching strategies. The book's discussion includes topics such as: Underlying cultural and historical perspectives surrounding the teaching profession Hidden stereotypes that limit teacher beliefs about power and voice Current curriculum innovation and reflections on modern developments Practitioner Teacher Inquiry and Research successfully guides and encourages budding teachers to fully understand the importance of their involvement in studying and researching their classroom settings, giving a better understanding of how their beliefs and teaching practices impact classroom learning"-- Provided by publisher.</p>	<p>370.711 B11</p>

	<p>Bailey, Simon (2014) <i>Exploring ADHD: An ethnography of disorder in early childhood.</i> 2 Park Square, Milton Park, Abingdon, Oxon : Routledge</p> <p>Attention Deficit Hyperactivity Disorder (ADHD) is the most commonly diagnosed psychiatric condition of childhood worldwide, yet the medical and psychological perspectives that dominate our understandings of ADHD present problems in their reductive understanding of the condition.</p>	<p>618.928589 B15</p>
	<p>Basit, T. & Tomlinson, S. (2014). <i>Social Inclusion and Higher Education.</i> Bristol, United Kingdom : Policy.</p> <p>As higher education has made deliberate strides in recent decades to become more inclusive and accessible, the number of students from non-traditional backgrounds has increased dramatically. There has been much study of the effects of higher education on previously underserved populations, showing that it can lead to higher lifetime income and higher status. But there has been little research on what happens to those students once they are in a university.</p>	<p>371.1982 So13</p>
	<p>Boyle, Bill. (2014). <i>Formative assessment for teaching & learning.</i> Los Angeles: Sage.</p> <p>Increased government emphasis on assessment means that teachers need their own philosophy of teaching and learning, to provide a purpose and rationale for their pedagogy. This valuable guide will show you how formative teaching, learning and assessment can enrich day-to-day teaching situations, making learning deep and sustained.</p>	<p>371.26 B69</p>

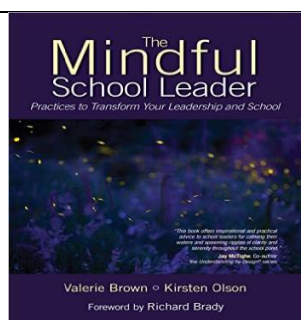


Bray, B. & McClaskey, K. (2015). ***Make Learning Personal: The What, Who, WOW, Where and Why.*** Thousand Oaks, Calif. : Corwin, A SAGE Company.

371.394
B73

Personalized learning empowers learners to take control of their own learning. This resource draws on Universal Design for Learning® principles to create a powerful shift in classroom dynamics by developing self-directed, self-motivated learners. You'll discover:

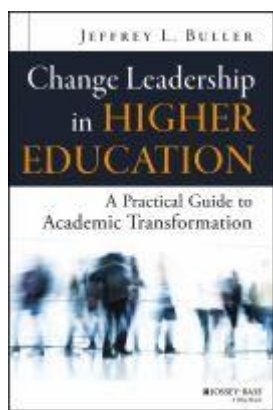
- A system that reduces barriers and maximizes learning for all learners
- An explanation distinguishing personalization from differentiation and individualization
- The Stages of Personalized Learning Environments that transform teacher and learner roles.
- Background information to build a rationale on why to personalize learning
- Strategies around the culture shift in classrooms and schools as you personalize learning.



Brown, Valerie. (2015). ***The mindful school leader: practices to transform your leadership and school.*** Thousand Oaks, California: Corwin, a SAGE .

371.2
B81

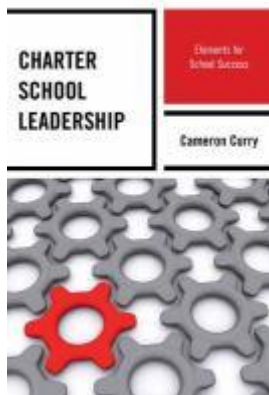
"The art of being a mindful leader requires just one thing, and that is cultivating the art of living mindfully. Truly being there for ourselves is the best way to bring positive change to our family, our colleagues, and our students - the future of our planet. I am convinced that happy teachers will change the world. This book offers simple practices for nourishing mindful leaders."



Buller, J. (2015). ***Change Leadership in Higher Education: A Practical Guide to Academic Transformation***. San Francisco, California : Jossey-Bass.

**378.101
B87**

Change Leadership in Higher Education is a call to action, urging administrators in higher education to get proactive about change. The author applies positive and creative leadership principles to the issue of leading change in higher education, providing a much-needed blueprint for changing the way change happens, and how the system reacts. Readers will examine four different models of change and look at change itself through ten different analytical lenses to highlight the areas where the current approach could be beneficially altered. The book accounts for the nuances in higher education culture and environment, and helps administrators see that change is natural and valuable, and can be addressed in creative and innovative ways.



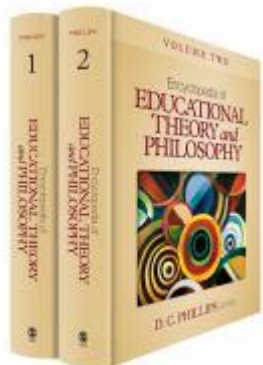
Curry, Cameron. (2013). ***Charter school leadership: elements for school success***. Lanham: Rowman & Littlefield Publishers.

**371.050973
C93**

Leadership is a critical piece of managing a high performing public charter school. Understanding the issues and the challenges faced daily by school leaders takes on a significant role when creating, managing, and sustaining high expectations and performance. With limited resources available on this industry specific topic, Cameron Curry has created a user-friendly guide to help emerging or seasoned school leaders focus on five key elements for school success.

	<p>Charlesworth, Rosalind. (2016). <i>Math and science for young children.</i> Australia: Wadsworth Cengage Learning.</p> <p>MATH AND SCIENCE FOR YOUNG CHILDREN, Eighth Edition, is a unique reference that focuses on the integration of math and science in early childhood education programs, while addressing other important areas of child development during the crucial birth-through-eight age range. It also carefully addresses the ever-changing and significant national standards of the following organizations: The National Association for the Education of Young Children (NAEYC), National Council of Teachers of Math (NCTM), National Science Teachers Association (NSTA), American Association for the Advancement of Science (AAAS), and the National Research Council (NRC). market today.</p>	<p>372.7044 C38</p>
	<p>Couchenour, Donna L. (2014). <i>Families, schools, and communities: together for young children.</i> Australia : Wadsworth Cengage Learning.</p> <p>FAMILIES, SCHOOLS, AND COMMUNITIES: TOGETHER FOR YOUNG CHILDREN, 5E, International Edition emphasizes the role of families and communities in children's education, and is geared to meeting national standards in teacher preparation programs. Content reflects current research and best practices in education. Divided into two sections, this book helps you understand contemporary families and provides you with the skills that you will need to build relationships with families and the community.</p>	<p>371.210973 C83 2014</p>
	<p>Curtain, Helena Anderson. (2016). <i>Languages and learners: making the match: world language instruction in K-8 classrooms and beyond.</i> Boston: Pearson Education.</p> <p>Both a methods text and a practical guide for schools and teachers, Languages and Learners is designed to help those preparing to teach languages, especially at the elementary and middle school K-8 levels; practitioners already</p>	<p>372.65 C94</p>

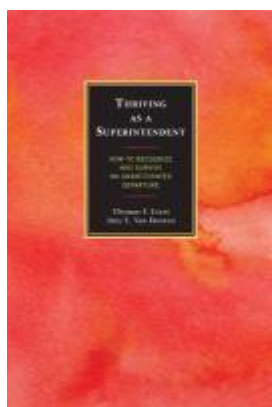
	<p>involved with language teaching; and teachers, parents, and administrators engaged in the planning or evaluation process. In it the authors include the theoretical and practical elements that have been important in their own classroom practice. Intended as an entry-level resource to help new teachers get oriented to what is important and available in the profession, the book is based on scholarship, yet written by practitioners with practitioners in mind. Popular, accessible, and engaging, Languages and Learners is a classic in the field, now updated to include a new organization around the TELL (Teaching Effectiveness for Language Learning) Framework; new examples and illustrations of the concepts; new insights from guest contributors; and new coverage of today's important issues, such as technology in the classroom, assessment, differentiated instruction, the Common Core State Standards, and more.</p>	
	<p>Dahir, Carol A. (2012). <i>The transformed school counselor.</i> Australia: Brooks/Cole Cengage Learning.</p> <p>Preparing readers for real-world practice, THE TRANSFORMED SCHOOL COUNSELOR, International Edition teaches students to effectively use theories, data-driven decision making, leadership, advocacy, and consultation to improve their clients' scholastic achievement and foster social justice. Thoroughly integrating the ASCA National Model throughout, the text provides an excellent overview of how the school counseling profession has transformed to successfully meet the needs of 21st-century students. It challenges pre-service counselors to view their sphere of influence from a systemic perspective and develop an awareness of the major societal and educational changes impacting the school counselor, including economy, technology, family structures, standards-based education, and diversity. The cutting-edge Second Edition also includes an all-new chapter on working with special needs students and expanded coverage of diversity.</p>	<p>371.4 St71 2012</p>



Encyclopedia of educational theory and philosophy. (2014). Los Angeles, California: SAGE Reference.

**371.001
En19
v.1-V.2**

Education is a field sometimes beset by theories-of-the-day and with easy panaceas that overpromise the degree to which they can alleviate pressing educational problems. The two-volume Encyclopedia of Educational Theory and Philosophy introduces readers to theories that have stood the test of time and those that have provided the historical foundation for the best of contemporary educational theory and practice. Drawing together a team of international scholars, this invaluable reference examines the global landscape of all the key theories and the theorists behind them and presents them in the context needed to understand their strengths and weaknesses. In addition to interpretations of long-established theories, this work offers essays on cutting-edge research and concise, to-the-point definitions of key concepts, ideas, schools, and figures.



Evert, Thomas F. (2013). ***Thriving as a superintendent: how to recognize and survive an unanticipated departure.*** Lanham, [Maryland] : Rowman & Littlefield Publishers.

**371.2011
Ev27**

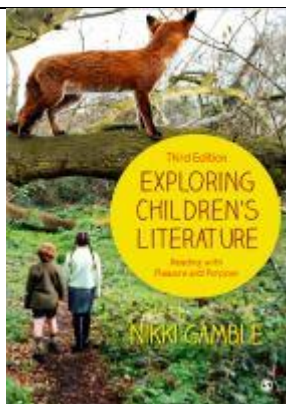
All superintendents are at risk for an unanticipated departure and it can happen at any time in a career. Thriving as a Superintendent: How to Recognize and Survive an Unanticipated Departure is a resource for active and aspiring superintendents, which explores issues surrounding superintendent unanticipated departures.



Freitag, Mark A. (2014). ***Mathematics for elementary school teachers : a process approach.*** Australia : Brooks/Cole, Cengage Learning.

372.7044
F88

Freitag's MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS: A PROCESS APPROACH, International Edition was developed using the five Content Standards from the NCTM Principles and Standards for School Mathematics, and the Common Core State Standards for Mathematics. Traditionally, books for pre-service elementary teachers have focused on problem solving. However, problem solving is not the only process through which mathematics is learned. It is also learned through mathematical reasoning, communication, representation, and connections. Recent trends in mathematics education now advocate implementing all five processes as a vital part of learning and doing mathematics. Consequently, you need to have concrete experiences with these processes that you will be required to teach. The goal of this book is to treat each of the processes equitably by using an approach in which the five processes serve as the central pedagogical theme. Most of the examples, exercises, and activities are designed to either model the processes or to directly engage you in working with them. As a result, you will not only come to understand the different processes, but also appreciate them as an integral to learning and doing mathematics. If this broader view can be instilled, you are more likely to give your students a more well-rounded and holistic view of mathematics once you enter the classroom. The content of the book is directly related to the mathematics that is taught in grades K - 8. The purpose is not to reteach elementary mathematics. Rather, the intent is to look at the content from a theoretical or generalized point of view, so that you can better understand the concepts and processes behind the mathematics you will teach. In short, the book focuses on the "why" behind the mathematics in addition to the "how."



Gamble, Nikki. (2013). ***Exploring children's literature: Reading with pleasure and purpose.*** Los Angeles : SAGE.

**372.640440941
G14**

This book introduces the role of children's literature in promoting reading for pleasure and creating lifelong readers. Focusing on a range of fiction relevant to the National Curriculum, it covers genres such as poetry, non-fiction, traditional stories and picture books. Concepts and terminology are explained through a wide range of examples.

This revised edition includes


- Investigative activities and practical exercises for personal or classroom use
- Examples from world literature and work in translation highlighting the range of diverse material available for teaching inspiration
- Coverage of social, cultural and political reading practices to increase understanding of factors that influence children's reading experience
- Coverage of disability and equality issues to help inform teaching strategies that overcome barriers to learning.

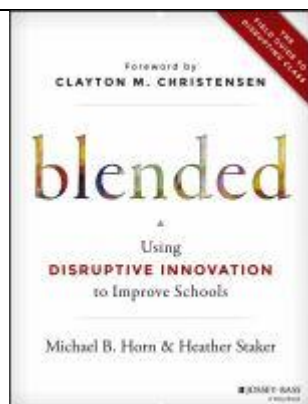


Gordon, Ann Miles. (2014). ***Beginnings and beyond: foundations in early childhood education.*** Australia: Wadsworth, Cengage Learning.

**372.21
G65
2014**

The primary strength of BEGINNINGS AND BEYOND, 9E, International Edition is its blend of simplicity and depth. In a clear and easy-to-understand style, the book's five sections lay out basic questions any student of early childhood education would want answered. At the same time, the chapters present key concepts, the latest research, and practical examples so that questions are thoroughly answered. Coverage of the current Developmentally Appropriate Practices (DAP) are woven throughout the text and highlighted by a new boxed feature. Diversity and development are also integrated throughout and highlighted with a new boxed feature, enabling readers to understand that issues of age, gender, race/ethnicity, ability, and

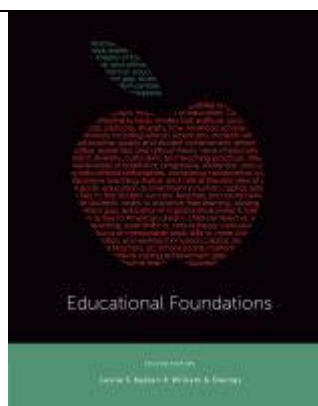
	<p>family are part of every aspect of teaching and learning. Every chapter has a new interactive feature focused on how brain-based research is connected to development. Intentional teaching is another new strand highlighted by a new Teaching with Intention feature in each chapter. Through its tone, numerous visuals, and carefully crafted pedagogy, BEGINNINGS AND BEYOND, 9E, International Edition is accessible to and respectful of readers with a range of abilities and learning styles.</p>	
	<p>Guiyab, Riviera Garma. (2013). English communication arts 1: conversational approach. Mandaluyong City: Books Atbp. Publishing .</p>	<p>808.04207 G94</p>
	<p>Hall, Gene E. (2015). Implementing change: patterns, principles, and potholes. Boston: Pearson.</p> <p>A research-based guide for educators to the practical methods of understanding, evaluating and facilitating the change process. Significantly revised based on student and instructor feedback, the new third edition of Implementing Change continues to examine the ways in which change processes are experienced by those "on the ground" while adding new features, new material and the most current research. Based primarily on the Concerns Based Adoption Model (CBAM), this user-friendly text focuses on introducing constructs that can be used by those engaged in facilitating change processes as well as those who are evaluating and studying change.</p> <p>Rather than maintaining a bird's eye view of change processes, each chapter introduces a research-based, research-verified construct about change that captures the complexity of implementing change and the diversity of reactions to it.</p>	<p>371.207 H14</p>



Horn, Michael B. (2015). ***Blended: using disruptive innovation to improve schools.*** San Francisco: Jossey-Bass.

**371.3
H78**

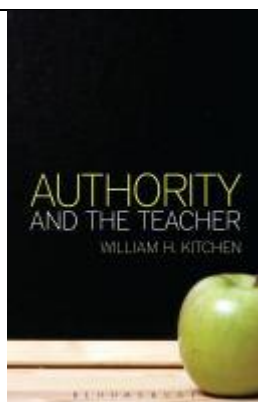
Blended is the practical field guide for implementing blended learning techniques in K-12 classrooms. A follow-up to the bestseller *Disrupting Class* by Clayton M. Christensen, Michael Horn, and Curtis Johnson, this hands-on guide expands upon the blended learning ideas presented in that book to provide practical implementation guidance for educators seeking to incorporate online learning with traditional classroom time. Readers will find a step-by-step framework upon which to build a more student-centered system, along with essential advice that provides the expertise necessary to build the next generation of K-12 learning environments. Leaders, teachers, and other stakeholders will gain valuable insight into the process of using online learning to the greatest benefit of students, while avoiding missteps and potential pitfalls.



Kaplan, Leslie S. (2015). ***Educational foundations.*** Australia: Cengage Learning.

**370.973
K14**

EDUCATIONAL FOUNDATIONS, Second Edition, explains today's schools for those who are trying to picture themselves within the education profession. The book makes educational foundations topics relevant and personally meaningful to both young learners and mature adult learners-while also offering the comprehensive scope, scholarly depth, and conceptual analysis of contemporary issues that will help readers understand the field and transition smoothly into their career. This new edition includes a greater emphasis on InTASC and Common Core State Standards, and incorporates a number of new features that enable readers to gain a realistic and insightful perspective of the education profession.



Kitchen, William H. (2014). ***Authority and the teacher***. London: Bloomsbury Academic.

**371.1023
K64**

The notion of authority in education has become an increasingly negative concept, regarded by some as championed only by rigid traditionalists and those who cling on to outdated educational theory and philosophy. *Authority and the Teacher* seeks to overturn the notion that authority is a restrictive force within education, serving only to stifle creativity and drown out the voice of the student. William H. Kitchen argues that any education must have, as one of its cornerstones, a component which encourages the fullest development of knowledge, which serves as the great educational emancipator. In this version of knowledge-driven education, the teacher's authority should be absolute, so as to ensure that the teacher has the scope to liberate their pupils. The pupil, in the avoidance of ignorance, can thus embrace what is rightfully theirs; the inheritance of intellectual riches passed down through time. By invoking the work of three major philosophers - Polanyi, Oakeshott and Wittgenstein - as well as contributions from other key thinkers on authority, this book underpins previous claims for the need for authority in education with the philosophical clout necessary to ensure these arguments permeate modern mainstream educational thinking.



Klenowski, Valentina. (2014). ***Assessment for education: standards, judgment and moderation***. Los Angeles, California: SAGE.

**371.26
K67**

Do you need a practical guide to assessment, curriculum and policy? Are you also looking for a book that is firmly grounded in theory and professional practice?

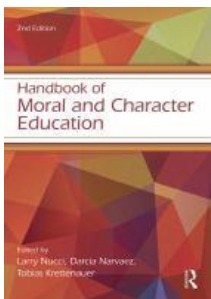
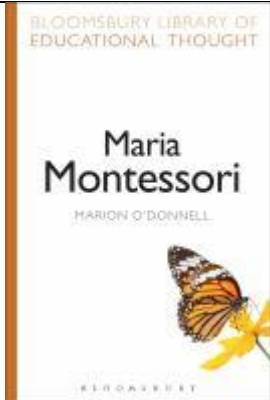
This book makes assessment processes transparent for practitioners, and shows how assessment should align with curriculum and teaching for success in education. The book will show you how practitioner use of achievement standards can improve learning, equity, social justice and accountability.

	<p>Kuhn, Melanie R. (2015). <i>Developing fluent readers: teaching fluency as a foundational skill</i>. New York: The Guilford Press.</p> <p>"Viewing fluency as a bridge between foundational skills and open-ended learning, this book guides teachers through effective instruction and assessment of fluent reading skills in the primary grades. Fluency's relationship to phonological awareness, phonics, and print concepts is explained, and practical methods are shared for integrating fluency instruction in a literacy curriculum grounded in the Common Core State Standards (CCSS). Classroom examples, weekly lesson plans, and extensive lists of recommended texts add to the book's utility for teachers"-- Provided by publisher.</p> <p>"Viewing fluency as a bridge between foundational skills and open-ended learning, this book guides teachers through effective instruction and assessment of fluent reading skills in the primary grades. Fluency's relationship to phonological awareness, phonics, and print concepts is explained, and practical methods are shared for integrating fluency instruction in a literacy curriculum grounded in the Common Core State Standards (CCSS). Classroom examples, weekly lesson plans, and extensive lists of recommended texts add to the book's utility for teachers. Subject Areas/Key words: CCSS, Common Core State Standards, decoding, early grades, elementary grades, fluency, foundational skills, kindergarten, learning, lessons, literacy assessment, oral language, phonics, phonological awareness, preschool, primary grades, print concepts, reading comprehension, text comprehension, vocabulary Audience: PreK-2 classroom teachers, reading specialists and coaches, and special educators;</p>	<p>372.4 K95</p>

	teacher educators and graduate students. "-- Provided by publisher.	
	<p>Langston, Ann. (2013). <i>Facilitating children's learning in the EYFS</i>. Maidenhead: Open University Press.</p> <p>This book offers in-depth insights into the revised Early Years Foundation Stage. It provides a broad exploration of the changes in the EYFS and considers how the revised EYFS framework creates both a context for learning and the basis of a curriculum for children from birth to five in early years settings. Focusing on practice, it considers a range of issues arising from the revised EYFS, including the rationale behind the new prime and specific areas of learning, and the new key themes of school readiness and engaging parents.</p>	<p>372.21 L26</p>
	<p>Lee, J. & Bhargava, M. (2015). <i>Effective Medium-Term Planning for Teachers</i>. Los Angeles, Calif. : SAGE</p> <p>This is a book that deals with the important issues that teachers need to confront when planning for their students' learning over time. Not only does it offer suggestions for effective medium term planning (which are carefully exemplified through authentic cases) but also deals with some fundamental questions about the nature of teaching, learning and assessment and the need to approach each of these in a principled way.</p>	<p>371.3028 J48</p>

 <p>The COMMON CORE, an Uncommon OPPORTUNITY Redesigning Classroom Instruction</p> <p>Judith K. March Karen H. Peters</p>	<p>March, Judith K. (2014). <i>Common Core, An Uncommon Opportunity: Redesigning Classroom Instruction.</i> Thousand Oaks, California: Corwin</p> <p>Why <i>The Common Core, an Uncommon Opportunity</i>? Why now? Because it tackles a largely overlooked component of implementation: how to redesign your instructional delivery system, K-12. And you'll have to; if you don't, you'll be subject to the very same failure and frustration so many other districts and schools are experiencing. What's more, March and Peters describe how to integrate 21st Century Skills at the very same time.</p>	<p>375.001 M33</p>
 <p>TEACHING CHILDREN & YOUNG PEOPLE with SPECIAL EDUCATIONAL NEEDS & DISABILITIES</p> <p>SARAH MARTIN-DENHAM</p>	<p>Martin-Denham, S. (2015). <i>Teaching Children & Young People with Special Educational Needs & Disabilities.</i> Los Angeles : SAGE.</p> <p>All teachers are expected to have a clear understanding of the needs of all pupils and be able to use and evaluate distinctive teaching approaches to engage and support their entire class. But how do you actually teach and work with young people in an inclusive way? This book is your ultimate guide with chapters on: Your first day in a specialist provision Teaching, Planning and Assessment Working in partnership As well as material on specific conditions which covers all areas of exceptionality.</p>	<p>371.9 T22</p>
 <p>Mobile Learning</p> <p>A Handbook for Developers, Educators, and Learners</p> <p>Scott McQuiggan · Lucy Kuhlman Jordan McQuiggan · Jennifer Anderson</p> <p>WILEY</p>	<p>McQuiggan, Scott. (2015). <i>Mobile learning : a handbook for developers, educators, and learners.</i> Hoboken, New Jersey : John Wiley & Sons, Inc.</p> <p>"Explore the game-changing technology that allows mobile learning to effectively reach K-12 students Mobile Learning: A Handbook for Developers, Educators and Learners provides research-based foundations for developing, evaluating, and integrating effective mobile learning pedagogy. Twenty-first century students require twenty-first century technology, and mobile devices provide new and effective</p>	<p>371.33 M24</p>

	<p>ways to educate children. But with new technologies come new challenges--therefore, this handbook presents a comprehensive look at mobile learning by synthesizing relevant theories and drawing practical conclusions for developers, educators, and students. Mobile devices--in ways that the laptop, the personal computer, and netbook computers have not--present the opportunity to make learning more engaging, interactive, and available in both traditional classroom settings and informal learning environments. From theory to practice, Mobile Learning explores how mobile devices are different than their technological predecessors, makes the case for developers, teachers, and parents to invest in the technology, and illustrates the many ways in which it is innovative, exciting, and effective in educating K-12 students. Explores how mobile devices can support the needs of students Provides examples, screenshots, graphics, and visualizations to enhance the material presented in the book Provides developers with the background necessary to create the apps their audience requires Presents the case for mobile learning in and out of classrooms as early as preschool Discusses how mobile learning enables better educational opportunities for the visually impaired, students with Autism, and adult learners. If you're a school administrator, teacher, app developer, or parent, this topical book provides a theoretical, well-researched discussion of the pedagogical theory and mobile learning, as well as practical advice in setting up a mobile learning strategy"-- Provided by publisher.</p>	
	<p>Michel, Jerry. (2012). <i>Can you hear me now? : applying brain research and technology to engage today's students.</i> Huntington Beach, Calif.: Shell Education.</p> <p>The ever present new media, social sites, information, and global society have changed the way tech savvy people access information. But cognitive science tells us that today's students think in very much the same way students did in the past. The focus of this K-12 book is how</p>	<p>371.102 M58</p>

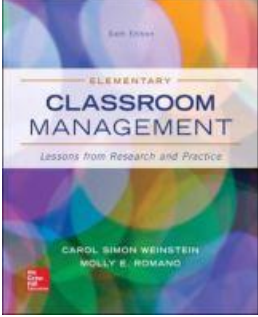
	educators can effectively deliver instruction that maximizes their students' ability to grow academically and emotionally amidst the noise of technology. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports core concepts of STEM instruction.	
	<p>Nucci, L., Narvaez, D., & Krettenauer, T. (2014). <i>Handbook of Moral and Character Education</i>. New York : Routledge.</p> <p>There is widespread agreement that schools should contribute to the moral development and character formation of their students. In fact, 80% of US states currently have mandates regarding character education. However, the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods. Now in its second edition, this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings, and much more.</p>	370.114 H19
	<p>O'Donnell, M. (2007) <i>Maria Montessori</i> London : Continuum.</p> <p>Maria Montessori's work and thinking form a unique legacy to current educational thinking and practice. In this text, Marion O'Donnell explores the key themes of her philosophy of education and explores the relevance of Montessori practices today.</p> <p>In a thorough survey and synthesis of Montessori's thinking and work, this text examines the key aspects of Montessori education: child development; the learning environment; the role of the teacher; the role of the learner and parental involvement. Within each key aspect, the author considers the implications for Montessori education and the views of critics and supporters, demonstrating their relevance to the demands of an education system within today's modern society.</p>	370.92 Od52


	<p>Ortlieb, E. & Cheek, Jr., Earl H. (2013) <i>Advanced Literacy Practices: From the Clinic to the Classroom</i> . Bingley, UK : Emerald.</p> <p>'Advanced Literacy Practices: From the Clinic to the Classroom' includes salient information about clinical literacy practices that transfer to other settings. From historical perspectives to cutting edge instructional techniques, this edited text includes elements of designing literacy clinics, models of reading and writing practices, technology-based instruction, and frameworks for meeting the diverse needs of students. As the second volume in the series, Literacy Research, Practice, and Evaluation, notable authors share their perspectives as effective literacy clinic directors of how to enhance the literacy achievement of students.</p>	<p>372.4 Ad95</p>
	<p><i>Reinventing the curriculum: new trends in curriculum policy and practice</i> (2013). London: Bloomsbury Pub.</p> <ol style="list-style-type: none"> 1. Introduction: The New Curriculum, Mark Priestley (University of Stirling, UK) and Gert Biesta (University of Luxembourg, Luxembourg) 2. The Origins and Development of Curriculum for Excellence: Discourse, Politics and Control, Walter Humes (University of Stirling, UK) 3. Capacities and the Curriculum, Gert Biesta (University of Luxembourg, Luxembourg) and Mark Priestley (University of Stirling, UK) 4. The Successful Learner: A progressive or an Oppressive Concept?, Jenny Reeves (University of Stirling, UK) 5. Confident Individuals: The Implications of an 'Emotional Subject' for Curriculum Priorities and Practices, Kathryn Ecclestone (University of Sheffield, UK) 6. Responsible Citizens: Citizenship Education between Social Inclusion and Democratic Politics, 	<p>375.001 R27</p>

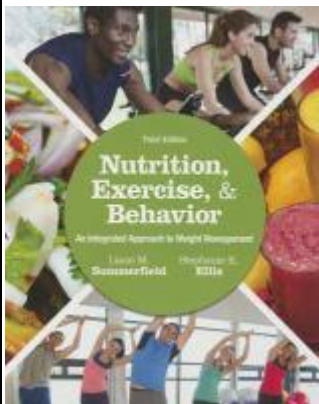
	<p>Gert Biesta (University of Luxembourg, Luxembourg) 7. Effective Contributors: Evaluating the Potential for Children and Young People's Participation in their Own Schooling and Learning, E. Kay M. Tisdall (University of Edinburgh, UK) 8. Emerging International Trends in Curriculum, Claire Sinnema (University of Auckland, New Zealand) and Graeme Aitken ((University of Auckland, New Zealand) 9. Developing the Teacher - or Not?, Ian Menter (University of Oxford, UK) and Moira Hulme (University of Glasgow, UK) 10. Teachers as Agents of Change: Teacher Agency and Emerging</p>	
	<p>Scanlan, Martin K. (2015). <i>Leadership for culturally and linguistically responsive schools.</i> New York: Routledge.</p> <p>Leadership for Culturally and Linguistically Responsive Schools provides aspiring and practicing leaders the guidance to lead, organize, and support their schools to effectively serve linguistically and culturally diverse students. Authors Scanlan and Lopez explore how schools can cultivate students' linguistic and cultural proficiencies, provide students with a rich and challenging learning environment, and ensure that their students are socioculturally integrated. Bringing together research from the field of bilingual education and school improvement, this book provides a strong theoretical and research framework as well as best practices for supporting all students. Special Features include: Story Boxes about practicing school leaders ground the theory in practice, illustrate concepts, and show the 'messiness' of how school transformation unfolds in practice.</p>	<p>371.829 Sca 63</p>

	<p>Sharratt, Lyn. (2015). <i>Good to great to innovate: recalculating the route to career readiness, K-12+</i> .Thousand Oaks, California: Corwin, a Sage [Ontario] : Ontario Principals' Council.</p> <p>Guide your students to a successful future in the new economy</p> <p>Learn how outstanding schools on five continents address career readiness, and how your program can best prepare students for a successful future. Written for education leaders at all levels, this resource shows how to:</p> <ul style="list-style-type: none"> Design a continuum of learning that empowers your students to become independent decision-makers Consistently support student voice and choice through all grade levels Integrate multiple Pathways to opportunity in your curriculum by developing local community partnerships Develop an approach to career readiness that recognizes the value of college, the workplace, university and the new "gold collar" jobs, including technology and the skilled trades. 	<p>370.111 Sh24</p>
	<p><i>The SAGE Handbook of Special Education</i> (. Thousand Oaks, California: SAGE Publication.</p> <p>The 2nd ed. of The SAGE Handbook of Special Education provides a comprehensive overview of special education, offering a wide range of views on key issues from all over the world. The contributors bring together up-to-date theory, research and innovations in practice, with an emphasis on future directions for the role of special education in a global context of inclusion.</p>	<p>371.9 Sa18 2014 v.1 & 2</p>

	<p>Sanzo, Karen L.; Myran, Steve; and, Caggiano, John (2015) <i>Formative Assessment Leadership</i> New York : Routledge</p> <p>This exciting new book is for school leaders who are interested in transforming their school and district practices. Discussing issues that impact students, teachers within their classrooms, and the larger school community, <i>Formative Assessment Leadership</i> explores how leaders can implement effective professional development and positive change in their schools.</p>	<p>371.2 Sa59</p>
	<p>Suskie, L. (2015) <i>Five Dimensions of Quality: A Common Sense Guide To Accreditation And Accountability</i> San Francisco : Jossey-Bass.</p> <p>Written as a practical and highly accessible guide, <i>Five Dimensions of Quality</i> outlines a simple, straightforward model for understanding and meeting the ongoing need for advancing quality in higher education. Institutions seeking accreditation along with those simply aiming for self-improvement will find Linda Suskie's practical model of five dimensions of quality—relevance, community, focus and aspiration, evidence, and betterment—a standard for identifying ways to improve institutional quality and a useful approach for demonstrating quality to constituents.</p> <p><i>Five Dimensions of Quality</i> is an ideal resource for any institution wading through accreditation processes, which have become more complex in recent years due to increasing regulation and pressure for greater accountability. To help readers understand accreditation processes, Suskie offers a wealth of useful advice and real-world examples on each of the five cultures of quality, including practical suggestions on articulating goals, gauging success, the characteristics of good quality evidence, setting and justifying targets for success, and sharing evidence.</p>	<p>379.158 Su81</p>

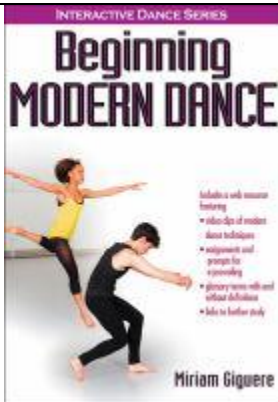
	<p>Weinstein, C.S. & Romano, M. (2015). <i>Elementary Classroom Management: Lessons form Research and Practice.</i> New York, NY : McGraw-Hill Education.</p> <p>Weinstein, <i>Elementary Classroom Management</i> highlights philosophies and actual management practices of five real teachers. These teachers work in different subjects and in diverse classroom settings. Their stories provide real-life illustrations of the concepts and principles derived from research.</p>	<p>371.1024 W43</p>
	<p>Weinstein, Carol Simon. (2015). <i>Middle and secondary classroom management: lessons from research and practice.</i> New York: McGraw Hill.</p> <p>Weinstein, "Middle and Secondary Classroom Management" highlights philosophies and actual management practices of five real teachers. These teachers work in different subjects and in diverse classroom settings. Their stories provide real-life illustrations of the concepts and principles derived from research.</p>	<p>373.11024 W43</p>
	<p>Whitaker, Todd. (2015). <i>Dealing with difficult teachers.</i> New York, NY : Routledge.</p> <p>The 3rd Edition of Dealing with Difficult Teachers is one of Todd's greatest books yet. He provides a plethora of new strategies guaranteed to strengthen the weakest of school cultures that are brought down by ineffective staff members. Todd leaves readers with best practices aimed at doing what's best for kids all day, every day. -- Brad Currie, Co-founder of #Satchat and New Jersey School Administrator School administrators must read this book Whitaker cohesively equips school leaders to confidently deal with difficult teachers while empowering superstar teachers through autonomy and recognition. New to this edition, Strategy Sessions guide proactive solutions and responses for administrators to foster positive learning</p>	<p>371.106 W58</p>

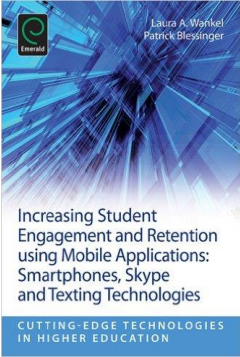
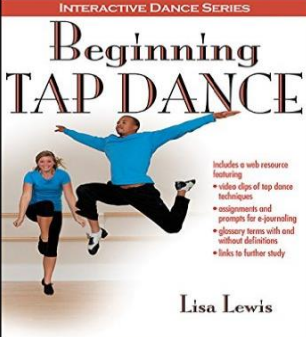
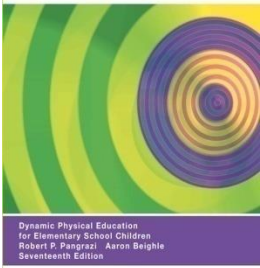
	atmospheres instead of allowing problems and negativity to dominate our school cultures.	
	<p>Zadina, Janet Nay. (2014). <i>College reading: the science and strategies of expert readers.</i> Australia: Wadsworth Cengage Learning.</p> <p>COLLEGE READING: THE SCIENCE AND STRATEGIES OF EXPERT READERS, International Edition approaches reading from a thinking skills perspective by explaining how we think, learn, and read. This expert group of authors credibly incorporates widely proven brain research and learning theory into a user-friendly dynamic reading textbook aimed at diverse learners. The bridge from the scientific research to the classroom is carefully crafted so that not only will students learn to read more efficiently, but they will also learn how to learn more efficiently. By explaining the brain science of reading, COLLEGE READING: THE SCIENCE AND STRATEGIES OF EXPERT READERS, International Edition empowers students with the knowledge that they can change their brain into a more effective reading brain.</p>	<p>378.170281 Z12</p>

HOME TECHNOLOGY		
	<p>Summerfield, L. & Ellis, S.K. (2013). <i>Nutrition, Exercise, & Behavior: An Integrated Approach to Weight Management.</i> Australia : Wadsworth Cengage Learning.</p> <p>NUTRITION, EXERCISE, AND BEHAVIOR: AN INTEGRATED APPROACH TO WEIGHT MANAGEMENT presents the basic principles of weight management and examines the role that nutrition and physical fitness play in weight control. The text takes an integrated approach to</p>	<p>613.25 Su64</p>

	weight management issues and includes detailed coverage of assessment techniques, behavioral and non-behavioral treatment approaches, and prevention strategies.	

MAPE		
	<p>Dubey, H.C. (2014) <i>Gymnastics</i> New Delhi : Discovery Publishing House</p> <p>In a world where there are some 820 million people unemployed or under-employed, and where 86 million people are born every year, it is not surprising that one out of every four individuals lives in absolute poverty. By publishing this book seeks to get positive response as means by which sports can promote and propagate peace and international cooperation.</p>	<p>796.44 D85</p>
	<p>Freeman, W. (2015). <i>Physical Education, Exercise and Sport Science in a Changing Society</i>. Burlington, Massachusetts : Jones & Barlett Learning.</p> <p>Physical Education, Exercise and Sport Science in a Changing Society provides a modern, comprehensive, and balanced introduction to the fields of physical education, exercise science and sport science. The eighth edition details the latest data and technologies, and outlines the varied elements, origins, and developments of these related disciplines. It identifies the conflicts existing in the field, along with discussions related to what the degree should be called, as well as the names of the departments. The text also examines the history, the current state, as well as the</p>	<p>613.71 F87</p>

	<p>expected future issues and trends in physical education. The text is organized in an easy-to-follow format, first defining the profession of exercise sciences and sports, followed by an overview of the disciplines that study the cultural, social, and scientific foundations of this field. In later chapters, it builds upon that foundation and examines career development and job opportunities, looking at the traditional fields of teaching and coaching, the expanding career options of sport management, and the new world of the technological workplace.</p>	
	<p>Giguere, Miriam. (2014). <i>Beginning modern dance</i>. Stanningley, Leeds, United Kingdom; Champaign, IL: Human Kinetics.</p> <p>"Beginning Modern Dance" text and web resource introduce undergraduate and high school students to modern dance as a performing art through participation, appreciation, and academic study in the dance technique course.</p> <p>In the book, 50 photos with concise descriptions support students in learning beginning modern dance technique and in creating short choreographic or improvisational studies. For those new to modern dance, the book provides a friendly orientation on the structure of a modern dance technique class and includes information regarding class expectations, etiquette, and appropriate attire. Students also learn how to prepare mentally and physically for class, maintain proper nutrition and hydration, and avoid injury.</p>	<p>792.8 G36</p>

 <p>Increasing Student Engagement and Retention using Mobile Applications: Smartphones, Skype and Texting Technologies</p> <p>CUTTING-EDGE TECHNOLOGIES IN HIGHER EDUCATION</p>	<p><i>Increasing student engagement and retention using mobile applications : smart phones, skype and texting technologies. (2013).</i> Bingley, UK : Emerald.</p> <p>Increasing Student Engagement and Retention Using Mobile Applications: Smartphone, Skype and Texting Technologies examines new research on how mobile technologies are being used in higher education to increase learner engagement in an epoch of increasing globalization and diversity. These enabling technologies are reshaping and reframing the practice of teaching and learning in higher education. Through case studies, surveys, and literature reviews, this volume will examine how mobile technologies are being used to improve teamwork and leadership skills in students, to create engaging communities of practice, and how these technologies are being used to create inter-cultural and global experiences.</p>	<p>378.17344678 In21</p>
 <p>Beginning TAP DANCE</p> <p>Lisa Lewis</p>	<p>Lewis, Lisa. (2013) Beginning Tap Dance With Web Resource (Interactive Dance). Champaign, IL: HUMAN KINETICS</p>	<p>792.78 L58</p>
 <p>Dynamic Physical Education for Elementary School Children</p> <p>Robert P. Pangrazi Aaron Beighle</p> <p>Seventeenth Edition</p>	<p>Pangrazi, Robert P. & Beighle, Aaron (2014) <i>Dynamic Physical Education for Elementary School Children</i> Edinburgh : Pearson Education Limited</p> <p>Used by over a half-million students, the best-selling Dynamic Physical Education for Elementary School Children offers the next generation of physical education teachers the best guide in step-by-step techniques for teaching physical education. This book covers everything from games and activities suitable for every developmental level to teaching</p>	<p>372.86 P19</p>

	<p>strategies and guidelines for common classroom situations.</p> <p>Whether instructors are starting a new program, restructuring an established one, or working with a team in an existing system, Dynamic Physical Education for Elementary School Children provides the best combination of theoretical framework and hands-on activities available.</p>	
	<p>Patel, Nita. (2013). <i>A little course in ... yoga</i>. London: DK.</p> <p>Simply everything you need to know to learn something new; a practical course in yogaEver wanted to learn yoga but don't know where to begin? Take the first step with A Little Course in Yoga, part of a new series of structured learning guides from DK where nothing is assumed and everything is explained. Learn at your own pace, in your own time and in the comfort of your own home. Each course follows the same structure; start simple and learn the basics, build on what you've learnt and then show off your new skills! A Little Course in Yoga takes you from complete beginner to being able to master 49 yoga poses and 12 sequences. Start simple with basic poses including downward facing dog and the cobra, build on them with the warrior lunge and the half lotus and take it further with the dolphin and the rocking bow.</p>	<p>613.7046 P27</p>
	<p><i>Play and learn Bowling. (2014).</i> New Delhi: Khel Sahitya Kendra.</p>	<p>794.6 P69</p>

	<i>Play & learn boxing. (2014).</i> New Delhi: Khel Sahitya Kendra.	796.83 P69
	<i>Play & learn games. (2014).</i> New Delhi: Khel Sahitya Kendra.	790.1 P69
	<i>Play and learn JUDO. (2014).</i> New Delhi: Khel Sahitya Kendra.	796.8152 P69
	<p>Snook, Barbara (2014) <i>Dance Count Me In!</i> Australia : Cengage Learning Australia</p> <p>Written by award-winning author, Barbara Snook, this colourful new edition of Dance: Count Me In! Has been updated with all new content. This second edition includes dance theory, history, ICT and a huge range of new activities, all of which are written to the Australian Curriculum - The Arts. Two new chapters have been added - Somatics and Creative Activities, the latter of which is a bonus chapter exclusively devoted to new activities. Dance: Count Me In!, second edition, is designed to inspire and stimulate students' interest in dance through the inclusion of a range of new technology and multimedia in the form of videos, songs, online crosswords, and links to external websites housing further media.</p>	792.8 Sn54

New CD for Buchick Hall

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Applying differentiation strategies.2 nd ed.	371.394/C76 CD c.2
Building Fluency Through Practice & Performance	372.47/R18 DVD c.2
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Conklin, W. Applying Differentiation Strategies	371.394/C76 DVD c.2
Diet & Health Management	612.3/L62 disc 3 c.4
Differentiation Strategies For Science	372.35/C76 c.2
Digital Workbook	612.3/L62 disc 5 c.4
Food Spectrum & Nutrients	612.3/L62 disc 2 c.4
Foundations of Human Nutrition	612.3/L62 disc 1 c.4
Strategies for Building Academic Vocabulary in Language Arts	372.6/D87 c.2
The Culinary Institute of Americas Food & Beverage Institute Filled Chocolates.	641.853/C89 DVD2 c.5
The Culinary Institute of Americas Food & Beverage Institute. Hand-formed Chocolates.	641.853/C89 DVD1 c.5
The Informed Consumer c.4	612.3/L62 disc 4

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