

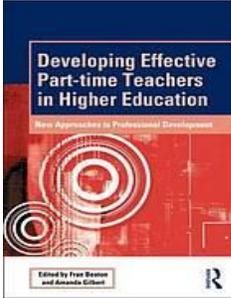


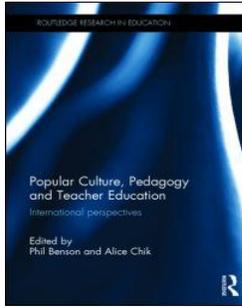
UNIVERSITY OF SAN CARLOS
The Library System
Education Library



Acquisitions List

Second Semester 2014-2015

Education		
	<p>In Beaton, F., & In Gilbert, A. (2013). <i>Developing effective part-time teachers in higher education: New approaches to professional development.</i> London: Routledge, Taylor and Francis.</p> <p>Part-time teachers have become an increasing part of the workforce in universities throughout the world. They work in a sector undergoing enormous change and debate about the purposes of the university for individuals, societies and economies. As part-time employees, however, they are not necessarily offered the same level of support or recognition as full-time lecturers. This book, drawing on the voices of part-time teachers and the expertise of those who support them, considers whole-institution strategies to promote individual and collective professional development. <i>The book</i> explores the extent to which part-time staff are utilised, the effectiveness of their teaching, their integration into the broader teaching environment, and their training and development. This international text will prove an invaluable source for anyone involved in academic and educational staff development in Higher or Further Education, and is essential reading for Human Resources directors and managers, senior academics and all part-time teachers.</p>	<p>378.12 D49</p>



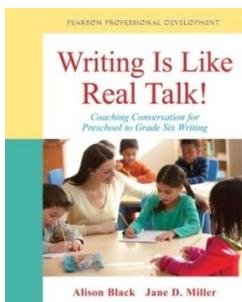
Benson, P., & Chik, A. (2014). ***Popular culture, pedagogy and teacher education: International perspectives.*** London: Routledge.

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P81

The integration of popular culture into education is a pervasive theme at all educational levels and in all subject areas. *Popular Culture, Pedagogy and Teacher Education* explores how 'popular culture' and 'education' come together and interact in research and practice from an interdisciplinary perspective. The international case studies in this edited volume address issues related to:

- how popular culture 'teaches' our students and what they learn from it outside the classroom
- how popular culture connects education to students' lives
- how teachers 'use' popular culture in educational settings
- how far teachers should shape what students learn from engagement with popular culture in school
- how teacher educators can help teachers integrate popular culture into their teaching

Providing vivid accounts of students, teachers and teacher educators, and drawing out the pedagogical implications of their work, this book will appeal to teachers and teacher educators who are searching for practical answers to the questions that the integration of popular culture into education poses for their work.

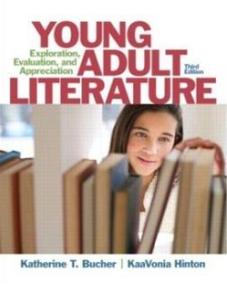


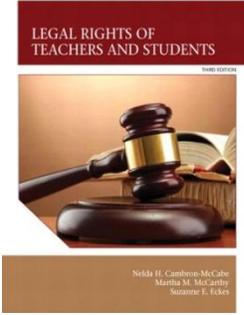
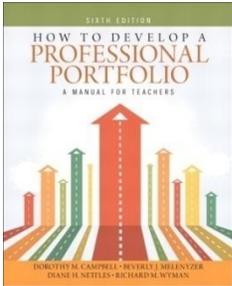
Black, A., & Miller, J. D. (2014). ***Writing is like real talk!: Coaching conversations for preschool to grade 6 writing.*** Boston: Pearson

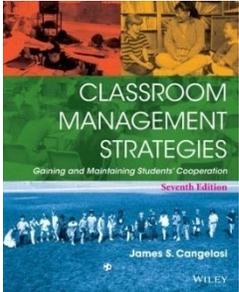
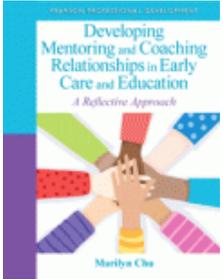
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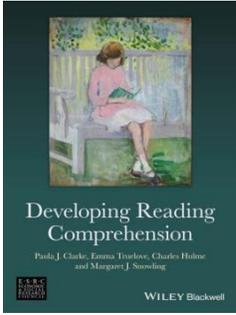
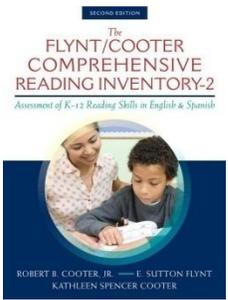
Teachers get valuable help for improving students' writing through research-based authentic writing samples and positive coaching conversations.

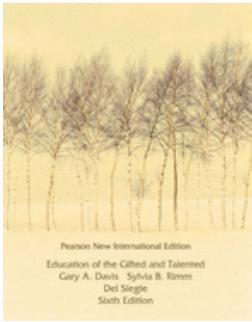
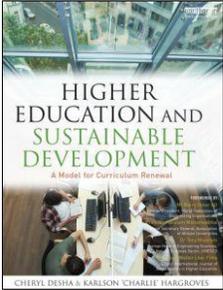
A guide, an incentive, and a model, this resource uses real classroom writing and pedagogical elements that provide specific context, research connections, teacher talk, and, most importantly, students' writing examples, to help teachers teach writing. This book provides a structure for pre-service and practicing preschool through grade six teachers to use to reflect on how they teach writing—and to use what they learn

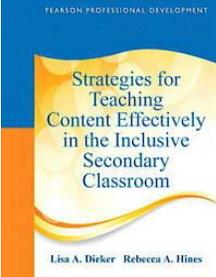
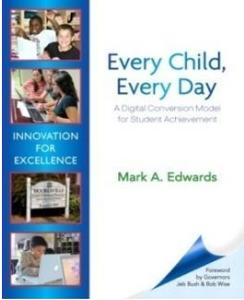
	<p>from students’ writing to inform their instruction. Here readers get a firm foundation of theory and research to promote the teaching of writing and the use of coaching conversations, plus a look at seven pedagogical elements—Context, Research Corner, Writing Sample, Coaching Conversation, Assessment, Teacher Comments, and Questions for Consideration—that help to structure the remainder of the text. The chapters are organized by grade level and model a variety of writing genres and content areas.</p>	
	<p>Bucher, K. T., & Hinton, K. V. (2014). <i>Young adult literature: Exploration, evaluation, and appreciation</i>. 3rd ed. Boston: Pearson.</p> <p><i>Connect with adolescent students—and help them connect with good literature— with this engaging, balanced look at the world of young adult literature.</i></p> <p>By combining a foundation of knowledge with the pathways leading to the literature itself, this book opens the door to exploring young adult literature. Brief enough to give readers the opportunity to read the books themselves, yet comprehensive enough to ensure that teachers truly understand adolescents, their literature, and how to connect the two, this book provides what’s needed to ensure a rich educational experience for adolescents, while nourishing their love of reading.</p> <p>What will engage today’s adolescents? What will help them connect with high quality and valued titles in every genre, including the literature of graphic novels and comic books, as well as the horror and humor titles that especially captivate today’s young readers? These are the issues this text explores as it provides teachers with a number of practical suggestions and strategies, looks at diversity and multicultural literature, approaches the sensitivities of censorship, explores the Internet and film adaptations of young literature, demonstrates how to collaborate with other professionals, and much more.</p>	<p>809.89283 B85</p>

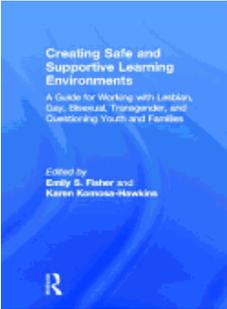
 <p>The Kappa Kappa Educational Leadership Series LEGAL RIGHTS OF TEACHERS AND STUDENTS THIRD EDITION Nelda H. Cambren-McCabe Martha M. McCarthy Suzanne E. Eckes</p>	<p>Cambren-McCabe, N. H., McCarthy, M. M., & Eckes, S. (2014). <i>Legal rights of teachers and students.</i> 3rd ed. Boston: Pearson</p> <p>With the goals of providing an awareness of rights and responsibilities, motivating educators to translate basic concepts into actual practice, and generating an interest in further study of the law, this resource gives pre- and in-service educators a concise, informative, comprehensive look at the legal issues affecting their daily activities. Included is practical help for ensuring the legality of the complex decisions educators must make every day in such areas as religion, instruction, student expression, disabilities, discipline, teacher employment, Teachers' Substantive Rights, termination, and tort liability; plus such as English Language Learners, bullying, sexual harassment, vouchers, digital copyright, and more.</p>	<p>344.73078 C14</p>
 <p>SIXTH EDITION HOW TO DEVELOP A PROFESSIONAL PORTFOLIO A MANUAL FOR TEACHERS DOROTHY M. CAMPBELL • BEVERLY J. MELENZER DANE H. NETTLES • RICHARD H. WYMAN</p>	<p>Campbell, D. M., Melenyzer, B. J., Nettles, D. H., & Wyman, R. M. (2014). <i>How to develop a professional portfolio: A manual for teachers.</i> 6th ed. Boston :Pearson</p> <p><i>Appropriate for courses in Introduction to Teaching, Introduction/Foundations of Education, and Portfolio Development in departments of education.</i></p> <p>Fifteen years in the marketplace, <i>How to Develop a Professional Portfolio: A Manual for Teachers</i>, has grown to be the preeminent textbook for teachers who need guidance in portfolio development from start to finish. This influential work has guided thousands of pre-service and in-service teachers with the tools they need to provide to others an authentic, broad-based, and compelling method for evaluating their professional abilities.</p> <p>In seven concise chapters, the latest edition of this best-selling text offers step-by-step procedures for portfolio development, using the 2011 InTASC national teaching standards as the basis for the organization from start to finish. Clearly written with ample real-life examples throughout, the text is simple enough to use without outside help so that novice and experienced teachers alike can independently create a portfolio that showcases their strengths in each of the InTASC standards. The authors have included a robust list of pragmatic artifacts, and present other teaching possibilities so that educators can see</p>	<p>371.144 C15</p>

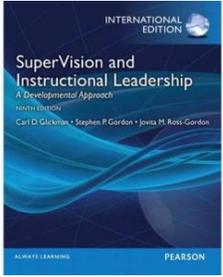
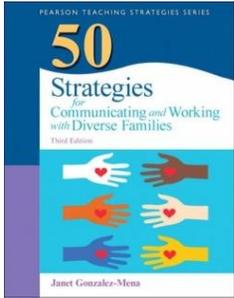
	<p>the range of documents that are applicable to presenting their professional growth within their personal teaching portfolio. Guidelines for using the portfolio throughout one's teaching career are included in one chapter, which also details potential interview questions, and additional ways to use the portfolio in an interview. The final chapter is devoted to showing teachers how to pull it all together in an electronic version of the professional portfolio.</p>	
	<p>Cangelosi, J. S. (2014). <i>Classroom management strategies: Gaining and maintaining students' cooperation.</i> 7th ed. Hoboken, NJ: John Wiley & Sons, Inc.</p> <p><i>Classroom Management Strategies: Gaining and Maintaining Students' Cooperation</i> contains a wealth of information about classroom management strategies that teachers successfully use to lead students to be on-task and engaged in lessons. The strategies are based on extensive school teaching experiences as well as on the findings of numerous studies in learning theory, social interaction, communication, developmental psychology, multicultural education, behavioristic psychology, motivation, student engagement, and violence prevention.</p>	<p>371.1024 C22 2014</p>
	<p>Chu, M. (2014). <i>Developing mentoring and coaching relationships in early care and education: A reflective approach.</i> Boston: Pearson.</p> <p>Packed with helpful reflective questions, illustrative mentoring and coaching scenarios, and ready-to-implement planning tools, this book is the ideal resource for anyone responsible for guiding pre-service, emerging, or experienced teachers as they encounter real world challenges in today's early childhood programs. Each chapter offers a variety of ways to put teachers on the path to achieving greater professional effectiveness using responsive, relationship-based approaches. The focus is on encouraging reflection on current practices in order to achieve quality programs, meet teaching standards, and promote positive outcomes for children in these times of rising standards and, in many cases, lower levels of support.</p>	<p>372.21 C47</p>

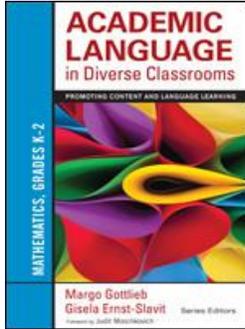
	<p>Clarke, P. J., & Cheshier, D. (2014). <i>Developing reading comprehension</i>. Hoboken: Wiley-Blackwell</p> <p>Presents cutting-edge, evidence-based interventions for dealing with specific difficulties of reading comprehension in children aged 7-11.</p> <ul style="list-style-type: none"> • An in-depth introduction to the ‘poor comprehender profile’, which describes children who despite being fluent readers have difficulty extracting meaning from text. • Sets out a range of practical interventions for improving reading skills in this group - along with comprehensive guidance on assessment and monitoring, and insightful accounts of professionals’ experience in delivering the techniques described. • Includes an overview of psychological theories of reading comprehension, evaluating their practical applicability. 	<p>372.47 C55</p>
	<p>Cooter, R. B., Flynt, E. S., & Cooter, K. S. (2013). <i>The Flynt/Cooter Comprehensive reading Inventory-2: Assessment of K-2 reading skills in English and Spanish</i>. 2nd ed. Boston: Pearson</p> <p>A first-of-its-kind, comprehensive reading inventory for assessing the “Big Five” components of reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. It offers the simple, straightforward miscue analysis method for assessing students’ levels of competency in reading comprehension and fluency, and offers easily administered assessment tools for discerning students’ development in phonemic awareness, phonics, and vocabulary. The Flynt/Cooter informal reading inventory is recognized as the top choice of thousands of classroom teachers for its ability to help them quickly and reliably assess the reading skills and needs of their students.</p>	<p>372.48 C78 2013</p>

 <p> <small>Pearson New International Edition</small> <i>Education of the Gifted and Talented</i> <small>Gary A. Davis Sylvia B. Rimm</small> <small>Del Siegle</small> <small>Sixth Edition</small> </p>	<p> Davis, G. A. (2013). <i>Education of the Gifted and Talented</i>. 6th ed. Pearson New International Edition. Harlow: Pearson Education Limited. </p> <p> For courses in Giftedness, and Gifted/Talented Education. This top-selling comprehensive text by leaders in the field presents the best practices in gifted education. The sixth edition has been thoroughly revised, most notably with the latest research on acceleration, curriculum models, underachievement, culturally and economically disadvantaged students, gender issues, and dual exceptionalities. The content is further supported and enhanced by the inclusion of numerous practical strategies that can be implemented in the classroom, case studies that help teachers identify student needs, summaries of research on effective programs, emphasis on pedagogy and on social-emotional needs, heightened awareness of less visible sub-groups within gifted populations, and an amusing, witty writing style that adds to the appeal of this best-selling book. </p>	<p> 371.95 D29 </p>
 <p> HIGHER EDUCATION AND SUSTAINABLE DEVELOPMENT <small>A Model for Curriculum Renewal</small> <small>CHERYL DESHA & KARLSON CHARLIE HARGROVES</small> </p>	<p> Desha, C., & Hargroves, K. (2014). <i>Higher education and sustainable development: a model for curriculum renewal</i>. London: Routledge, Taylor & Francis Group. </p> <p> Responding to the global and unprecedented challenge of capacity building for twenty-first century life, this book is a practical guide for tertiary education institutions to quickly and effectively renew the curriculum towards education for sustainable development. The book begins by exploring why curriculum change has been so slow. It then describes a model for rapid curriculum renewal, highlighting the important roles of setting timeframes, formal and informal leadership, and key components and action strategies. The second part of the book provides detailed coverage of six core elements that have been trialled and peer reviewed by institutions around the world: </p> <ul style="list-style-type: none"> • raising awareness among staff and students • mapping graduate attributes • auditing the curriculum • developing niche degrees, flagship courses and fully integrated programs • engaging and catalysing community and student 	<p> 378 D45 </p>

	<p>markets</p> <ul style="list-style-type: none"> • integrating curriculum with green campus operations. <p>With input from more than seventy academics and grounded in engineering education experiences, this book will provide academic staff with tools and insights to rapidly align program offerings with the needs of present and future generations of students.</p>	
	<p>Dieker, L., & Hines, R. (2014). <i>Strategies for teaching content effectively in the inclusive secondary classroom.</i> Boston: Pearson.</p> <p><i>Strategies for Teaching Content Effectively in the Inclusive Secondary Classroom</i> provides classroom applications, school-wide recommendations and content-specific strategies to support students with disabilities in secondary general education settings.</p> <p>By focusing on the planning pyramid, multiple intelligence, Universal Design for Learning and instructional time, the book shows how to create an inclusive climate across the school and in the classroom. Specific content-area chapters feature proven techniques for teaching all learners reading, writing, listening, speaking, science, math and social studies. Tips for co-teaching, behavior management, and assessment help teachers learn how to improve their instruction and make it more effective for secondary students with disabilities.</p>	<p>371.9046 D56</p>
	<p>Edwards, M. A. (2014). <i>Every child, every day: A digital conversion model for student achievement.</i> Boston: Pearson</p> <p>This innovative book shows how a combination of success factors such as technology, leadership, data, collaboration, and a commitment to each child came together to improve student performance and achieve outstanding results in the Mooresville Graded School District’s (North Carolina) digital conversion.</p> <p>This book tells the story of how Dr. Mark Edwards, 2013 Superintendent of the Year, led a school district in an innovative “digital conversion” initiative that provided every student and teacher with a laptop, despite a very modest resource base. The result of the initiative was a 90% graduation rate, a composite academic performance of 89%,</p>	<p>371.33 Ed95</p>

	<p>and a vibrant new learning environment noted by hundreds of visitors.</p> <p>Each chapter explains how visionary success factors including a culture of caring, digital resources, a relentless focus on data, leadership at all levels, and student-centered learning worked together to produce the outstanding results, and how their interplay drove academic improvement. New funding strategies that address the budget issue combine with step-by-step replication tips to provide valuable inspiration and guidelines to help every school succeed on the digital conversion path to student achievement.</p>	
	<p>EMILY, S. F. I. S. H. E. R. (2013). <i>Creating safe and supportive learning environments: a guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families.</i> NEW YORK: ROUTLEDGE.</p> <p>The importance of creating safe spaces for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students in the school environment cannot be overstated. It is one of the most prominent issues facing school professionals today, and its success has lasting, positive effects on the entire student body. Drawing on the expertise of researchers and practitioners, <i>Creating Safe and Supportive Learning Environments</i> provides a comprehensive examination of the topics most relevant for school professionals. The first section lays out the theoretical foundation and background school professionals need to understand the social and political trends that impact LGBTQ individuals, the development of sexual orientation and gender identity, risk and resilience factors, and the intersection of LGBTQ identity with other aspects of diversity. The second section explores topics critical for the development of safe, supportive school environments, including understanding legal and ethical mandates, training school personnel, addressing bullying and harassment, and developing inclusive classrooms. Special topics related to counseling LGBTQ students, supporting families of LGBTQ students, becoming an ally and advocate in the schools, and connecting with community resources are also covered.</p>	<p>370.8664 C86</p>

	<p>Glickman, C. D. (2014). <i>SuperVision and instructional leadership</i>. Pearson.</p> <p>This leading text's emphasis on school culture, teachers as adult learners, developmental leadership, democratic education, and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners. The Ninth Edition maintains its comprehensive approach to supervision and instructional leadership and presents new and engaging material throughout. Chapters on knowledge, interpersonal skills, technical skills, technical tasks, and cultural tasks for successful supervision and instructional leadership are included, and the authors emphasize the importance of collegiality, understanding adult learning and development, reflective inquiry, democracy, addressing diversity, the change process, and community building. This is a resource that students purchase, use in class, and reference throughout their careers as educational leaders.</p>	<p>371.2 G49</p>
	<p>Gonzalez-Mena, J. (2014). <i>50 strategies for communicating and working with diverse families</i>. 3rd ed. Boston: Pearson.</p> <p><i>50 Strategies for Communicating and Working with Diverse Families, 3rd edition</i> by Janet Gonzalez-Mena is unique in its practical approach to improving teaching skills of early childhood educators by offering the most practical strategies for partnering with families to support, enhance, and maximize the quality of care and education of young children. It presents a plethora of ideas for creating the trust necessary for true collaboration between families and the early childhood professional, and guides on how to develop useful programs that include all families and individuals. Extensively revised, it reflects the most current themes, trends research and ideas in the field today, making it the most diversity-centered text on the market for courses covering diversity and the relationships between teachers and families in early childhood education classrooms and centers.</p>	<p>362.70973 G58</p>



In Gottlieb, M., & In Ernst-Slavit, G. (2013). ***Academic language in diverse classrooms: Promoting content and language learning.mathematics, grades K-2.*** Thousand Oaks, California :Corwin, a SAGE Company

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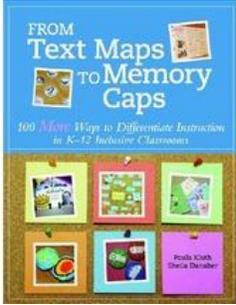
Help your students unlock important mathematical concepts!

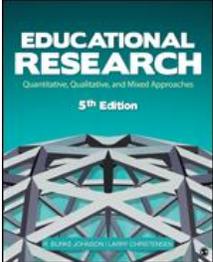
If you've ever watched a student struggle with learning math concepts, you know that academic English can sometimes create stumbling blocks to understanding. To grasp complicated concepts, build skills, and demonstrate achievement, students need to master academic language in math. The Common Core and ELD standards provide pathways to academic success through academic language. Using an integrated Curricular Framework, districts, schools and professional learning communities can:

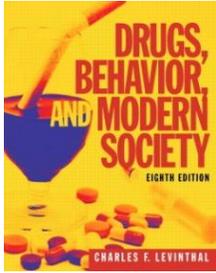
- Design and implement thematic units for learning
- Draw from content and language standards to set targets for all students
- Examine standards-centered materials for academic language
- Collaborate in planning instruction and assessment within and across lessons
- Consider linguistic and cultural resources of the students
- Create differentiated content and language objectives
- Delve deeply into instructional strategies involving academic language
- Reflect on teaching and learning

“With growing numbers of English Language Learners in our classrooms, teachers need to be able to help students as they learn academic vocabulary and concepts. This series offers teachers a practical support, complete with abundant rubrics and detailed plans for teaching math vocabulary!”

—Renee Peoples, Teacher
Swain County Schools, Bryson City, NC

	<p>Kluth, P., & Danaher, S. (2014). <i>From text maps to memory caps: 100 more ways to differentiate instruction in k-12 inclusive classrooms.</i> Baltimore, Maryland :Paul H. Brookes Publishing Co.</p> <p>Differentiated instruction is simple and fun with this treasure trove of ready-to-use adaptations for grades K-12. All teachers-especially fans of Kluth & Danaher's " From Tutor Scripts to Talking Sticks-"will love the 100 creative NEW ideas in this illustrated guide, perfect for meeting the learning needs of all students in inclusive classrooms. An effective, time-saving way to boost student skills in key areas such as literacy, math, organization, communication, and behavior, these research-based adaptations will strengthen and energize any curriculum. 100 ADAPTATIONS THAT ARE Teacher-designed and student-tested, so they're sure to engage students and help them learn Easy to use-each adaptation comes with a handy materials list, clear directions, vendors and websites, and examples. Cost-effective, using inexpensive materials and resources many teachers already have Great for all students in K-12 classrooms, whether they're English-language learners, students with identified disabilities, or just need extra support or reminders Fully illustrated with colorful photos that show the strategies at work Help all students learn with adaptations like: Talk-o-Meters Student-Friendly Storage Brain Break Buckets Book Trailers Word Clouds DIY Magnetic Poetry Dialogue Journals Quick Quip Key Chains Communication Kits Goal Setting Cards Purposeful Puzzles Social Skills Slam Books Observation Bottles Stick Puppets Story Stones Poetry Dice Graph Guides Recycled Keyboards Customized Bingo Boards Comic Strip Check-Ins and 80 more!</p>	<p>371.9046 K71</p>
	<p>In Nair, C. S., & In Shah, M. (2013). <i>External quality audit: Has it improved quality assurance in universities?</i>. Oxford: Chandos Publishing.</p> <p>Whilst external quality audits have been in place for more than a decade in some countries, limited research exists on the extent to which such audits have been effective in improving systems and processes for quality assurance in higher education institutions, and the extent to which such audits have improved academic standards, outcomes and student experience. External Quality Audit looks at the experience of countries where external quality audits have been established</p>	<p>378.107 Ex84</p>

	<p>by governments, and provides analyses of their effectiveness in improving quality assurance in universities and other higher education institutions.</p>	
	<p>Johnson, B. (2014). <i>Educational research: Quantitative, qualitative, and mixed approaches</i>. 5th ed. Thousand Oaks, Calif.: Sage Publications.</p> <p>Assuming no prior knowledge, this comprehensive and friendly introductory research methods textbook gives upper-level undergraduate and graduate students an understanding of the multiple research methods and strategies—including qualitative, quantitative, and action research, as well as mixed methods inquiry—used in education and related fields. Authors Burke Johnson and Larry Christensen expertly teach students how to: read and critically evaluate published research; write a proposal, construct a questionnaire, and conduct an empirical research study on their own; and ultimately write up their results in a research report using APA style.</p>	<p>370.72 J63 2014</p>



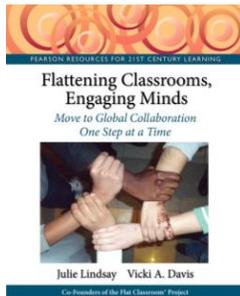
Levinthal, C. F. (2014). *Drugs, behavior, and modern society*. 8th ed. Boston :Pearson

Provides students with a deeper understanding of what impacts drug use.

The eighth edition of *Drugs, Behavior, and Modern Society* examines the impact of drug-taking behavior on our society and our daily lives. The use and abuse of a wide range of licit and illicit drugs are discussed from historical, biological, psychological, and sociological perspectives.

In today's world, drugs and their use present a social paradox, combining the potential for good and for bad. As a society and as individuals, we can be the beneficiaries of drugs or their victims. This text features a comprehensive review of psychoactive drugs, and is notable for the attention it gives to two aspects of drug-taking behavior that have been underreported in other texts: steroid abuse and inhalant abuse.

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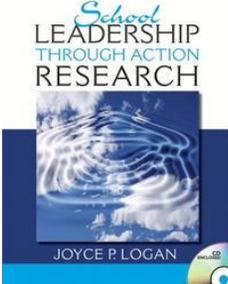
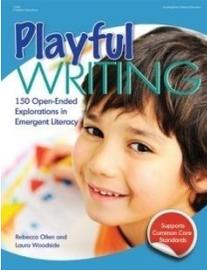
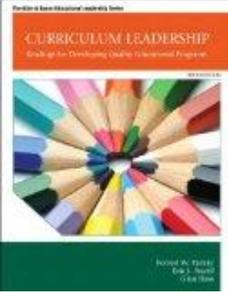


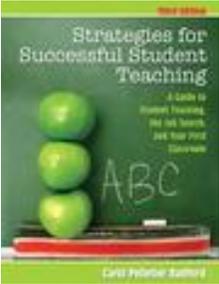
Lindsay, J., & Davis, V. A. (2013). *Flattening classrooms, engaging minds: Move to global collaboration one step at a time*. Boston: Pearson.

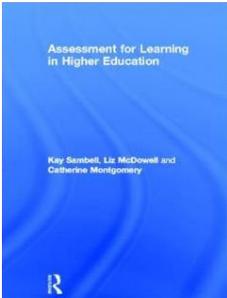
Flattening Classrooms, Engaging Minds presents a seven-step approach to transforming teaching using current pedagogies, technology tools, and global collaboration to create standards-aligned, technology rich, cross-cultural learning experiences that enhance 21st century student engagement.

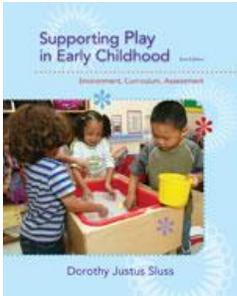
Designed so readers may interact via their mobile devices, this highly engaging book on 21st century teaching and global collaboration pulls readers into the rapidly growing 21st century learning network of educators, teachers, and students. As schools struggle to engage students with learning and disengage them from their cell phones and social networks, Lindsay and Davis show how leveraging technology and social media and implementing global collaborative practices launches learning forward in all disciplines and better prepares students for the society of tomorrow. Using a seven step process, fifteen end-of-chapter challenges, and stories about Flat Classroom® and other global collaboration projects, this book promotes student collaboration, community learning, and content co-creation that meets standards, increases engagement, develops understanding, and fosters digital

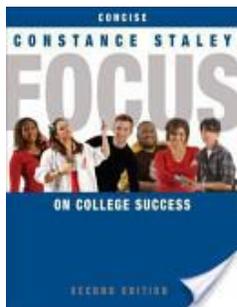
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	<p>citizenship and other skills that students need to be successful in our new world. It also presents methods for planning global collaborative projects and project-based professional development experiences.</p>	
	<p>Logan, J. (2014). <i>School leadership through action research</i>. Boston: Pearson.</p>	<p>370.7 L82</p>
	<p>Olien, R. (2013). <i>Playful writing: 150 open-ended explorations in emergent literacy</i>. Lewisville, NC: Gryphon House.</p> <p>Building on the cyclical nature of learning, this lively handbook describes open-ended play ideas to inspire children in their writing. Children learn the skills needed for writing and reading on a continuum, over time and at different ages. Teachers, caregivers, and parents will find 150 activities to stimulate the minds of budding wordsmiths.</p>	<p>372.6 OI3</p>
	<p>Parkay, F. W., Anctil, E. J., & Hass, G. (2014). <i>Curriculum leadership: Readings for developing quality educational programs</i>. 10th ed. Upper Saddle River, New Jersey: Prentice Hall.</p> <p>A premier collection of high-quality articles from leading voices in education, curriculum planning, and development. Curriculum Leadership: Readings for Developing Quality Educational Programs, 10/e combines high-quality articles with cases that illustrate pre-K through high school curriculum development in action. Featuring 72 articles from historic greats and current leaders, this book balances seminal works with contemporary perspectives. New to this edition are 38 recently published articles spotlighting technology, Common Core State Standards, high-stakes testing, and assessment. Each chapter is filled with background theory, articles, case studies and essays that show school leaders how to plan</p>	<p>375.001 P21</p>

	quality educational programs.	
	Pirozzi, R. (2014). <i>Critical reading, critical thinking</i> . 4th ed. Pearson.	428.40711 P66
	<p>Radford, C. P. (2013). <i>Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom</i>. 3rd ed. Boston: Pearson.</p> <p>A one-of-a-kind guide for student teachers!</p> <p><i>Strategies for Successful Student Teaching: A Guide to Student Teaching, the Job Search, and Your First Classroom</i> is a must-have resource for all student teachers. Providing a step-by-step guide that deftly leads teacher candidates through the student teaching process from their last day as a student to their first day as a teacher, it combines classroom prep activities, teaching plans, and opportunities for reflection to ensure that every teacher gets the most out of the student teaching experience and comes away ready and eager to lead their students' journeys through education. With the help of this practical and activity-based guide, teacher candidates will successfully transition from students to educators, prepared with the skills and practice necessary to lead a classroom, manage student behavior, plan lessons and units, prepare for interviews, achieve professional positions, and continually learn.</p>	370.71 R11
	<p>Salkind, N. J. (2014). <i>Exploring research</i>. 8th ed. Harlow, Essex: Pearson Education.</p> <p>Salkind's <i>Exploring Research, 8th edition</i> makes research methods accessible for students.</p> <p><i>Exploring Research</i> provides an introduction to research methods through a friendly, approachable writing style. Salkind describes how to collect and analyze data and provides thorough instruction on how to prepare and write a research proposal and manuscript. The text explores the use of</p>	150.72 Sa34

	<p>electronic sources (the Internet) as a means to enhance research skills and includes discussions about scientific methods. The most common types of research models in the social and behavioral sciences are incorporated, including qualitative methods. Salkind covers the research process, problem selection, sampling and generalizability, as well as a discussion of the measurement process .</p>	
	<p>Sambell, K., McDowell, L., & Montgomery, C. (2013). <i>Assessment for learning in higher education.</i> Milton Park, Abingdon, Oxon England: Routledge.</p> <p>Assessment for Learning in Higher Education is a practical guide to Assessment for Learning (AfL); a term that has become internationally accepted in Higher Education and features in the learning and teaching strategies of many universities. It is also mandated by official bodies such as QAA in the UK. Many staff in Higher Education are uncertain about how to implement AfL, especially in times of increasingly constrained resources and this vital new guide provides solutions that make best use of assessment as a tool for learning.</p> <p>This book provides an important and accessible blend of practical examples of AfL in a variety of subject areas. The authors present practical, often small-scale and eminently ‘do-able’ ideas that will make its introduction achievable. It provides practical case examples both for new lecturers and more experienced staff who may be interested in embedding AfL principles and practice into their university teaching. AfL approaches go beyond minor adaptations to teaching practice, and signify a shift in the foundations of thinking about assessment. With this in mind there is guidance on the development of effective learning environments and communities through the use of:</p> <ul style="list-style-type: none"> ○ collaboration and dialogue ○ authentic assessment ○ formative assessment ○ peer and self assessment 	<p>378.166 Sa44</p>

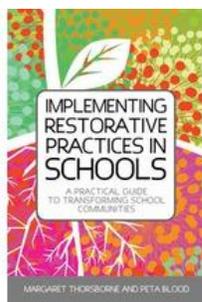
	<ul style="list-style-type: none"> ○ student development for the long term ○ innovative approaches to effective feedback . <p>It provides helpful, realistic guidance backed up by relevant theory and is written in an accessible, jargon-free style, grounded in practical experience and brought to life via a wide range of illustrative examples and case studies.</p>	
	<p>Sluss, D. J. (2015). <i>Supporting play in early childhood: Environment, curriculum, assessment.</i> 2nd ed. Stamford, CT: Cengage Learning.</p> <p>Supporting Play in Early Childhood: Environment, Curriculum, Assessment, Second Edition, is based on the premise that play should guide curriculum development because children learn through play. With a focus on why and how to teach children through play, this text is aimed at educating current and future teachers of children from birth through age eight. It reviews current research about play in young children and examines how play benefits their social/emotional, cognitive, and physical development. Readers learn how to implement a play-based program for infants and toddlers, preschoolers, kindergarten children, and primary-age children, including specifics for setting up a classroom to encourage play. Recommendations for facilitating play with special needs children are included throughout the text and in a separate chapter.</p>	<p>372.21 SI86</p>



Staley, C. C. (2012). *Focus on college success*. 2nd ed. Boston, MA: Wadsworth.

According to recent market research, students are less academically engaged than ever before--a downward trend that has nothing to do with intellect, but everything to do with motivation, focus, and discipline. Visually appealing, research-based, and highly motivational, FOCUS ON COLLEGE SUCCESS, CONCISE EDITION, completely engages students with direct applications and immediate results. Thoroughly researched, the text covers the topics most important to student success and incorporates underlying themes of motivation and self-discipline throughout. Rather than talking down to students or speaking over their heads, FOCUS ON COLLEGE SUCCESS, CONCISE EDITION, initiates a personal and informal conversation with readers--directly connecting with and drawing them into text discussions. Like FOCUS ON COLLEGE SUCCESS, this concise version of the text addresses the needs of today's college students. In this smaller version, chapters on information literacy, writing, speaking skills, and wellness have been removed to concentrate on the core elements of the college success class. By holding to one good example for each chapter, Staley allows for the hands-on learning at which she excels, while creating a concise, student-focused option for the classroom.

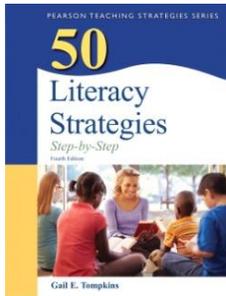
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St16



Thorsborne, M., & Blood, P. (2013). *Implementing restorative practices in schools: A practical guide to transforming school communities*. Philadelphia, PA: Jessica Kingsley Publishers.

Restorative practice is a proven approach to discipline in schools which favors relationships over retribution, and has been shown to improve both discipline and teaching and learning. However, in order for it to work, restorative practice needs a restorative school culture.

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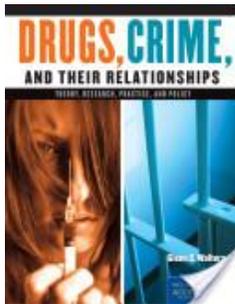


Tompkins, G. E. (2013). **50 literacy strategies**: 4th ed. Step by step. Boston: Pearson.

This easy-to-use resource provides research-based and classroom-tested strategies to develop literacy skills for all learners in grades K-8.

The new edition of *50 Literacy Strategies: Step by Step* refocuses the strategies to provide clearer guidance for adapting practices for all learners and integrating technology and standards. As always, everything you need to know to implement teach instructional strategy – including appropriate grade range, the when and why to use the strategy, and step by step descriptions – is here in a consistent, easy-to-understand format.

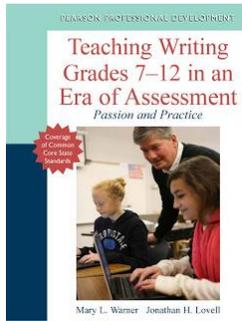
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Walters, G. D. (2014). **Drugs, crime, and their relationships: Theory, research, practice, and policy**. Burlington MA: Jones & Bartlett Learning.

This book provides an overview and analysis of the many facets of the drug-crime relationship. The opening chapters discuss drugs and crime separately for the purpose of setting the stage for later discussions on drug-crime relationships. As the book proceeds, the boundaries between drugs and crime blur, thus revealing the complex and intimate relationship that links these two behaviors. *Drugs, Crime, and Their Relationship* is divided into four sections. The first section offers an introduction and overview of theories on drugs, crime, and their relationship. The second section explores the relevant research on the biological, psychological, sociological, and static/situational correlates of drug-crime relationships. The third section considers the practical implications of drug-crime connections for the criminal justice system, offender assessment, and treatment programming. The fourth and final section examines the policy implications of the drug-crime relationship in the form of prevention, harm reduction, and society's response to drugs and drug-related crime.

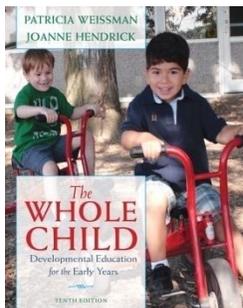
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Warner, M. L. (2014). *Teaching writing grades 7-12 in an era of assessment: Passion and practice*. Boston:Pearson.

A practical guide written by teachers, for teachers, this book provides authentic, proven practices in the teaching of writing, along with samples of student writing, grades 7--12, and integrating Common Core State Standards within a comprehensive English Language Arts curriculum. "Teaching Writing Grades 7--12 in an Era of Assessment" is an ideal guide for those who have not had access to professional development in teaching writing. In it, readers get the benefit of hearing first hand from real teachers teaching real students. In addition to presenting detailed, specific pedagogy appropriate for seventh grade, eighth grade, and high school students, the book also addresses a wide range of students, including English Language Learners and reluctant writers and readers.

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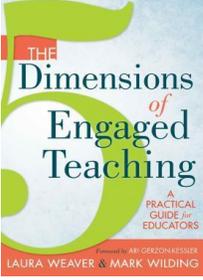


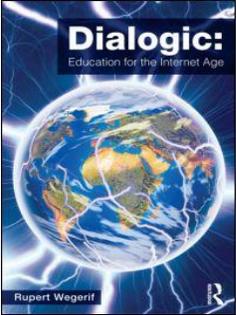
Weissman, P., & Hendrick, J. (2014). *The whole child: Developmental education for the early years*. 10th ed. Boston: Pearson.

A lassic in the field, this practical methods text provides a complete developmental approach to early childhood education giving teachers the specific skills they need to teach the whole child--emotionally, socially, physically, creatively, and cognitively.

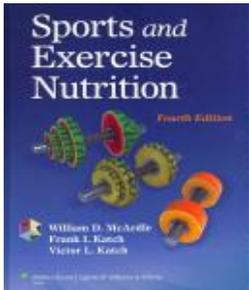
Written in a warm, engaging style, the authors present foundational information about the field and working with children from birth to age 8, as well as a strong rationale for teaching the whole child, focusing on the five developmental "selves" of children. The text's developmental domain chapters begin with discussions of physical and emotional health, proposing that they are fundamental to the well-being of children. Discussions also place children in the context of contemporary family life and the multicultural world today. Throughout, they clearly provide practical guidelines, methods and materials that address the entire individual, not just curriculum topics. Further, in this day and age of teaching mandates and standardized testing, the authors address how

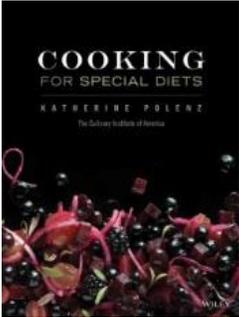
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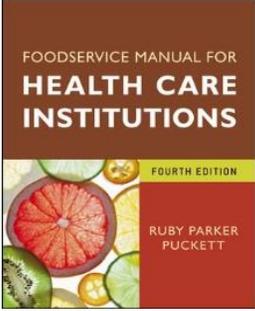
	<p>to meet school standards while remaining true to developmentally appropriate practice. With an emphasis on emergent curriculum, intentional teaching, and the Reggio Emilia approach, students learn about “best practices” in a way that is accessible and encouraging to the novice teacher. <i>The Whole Child</i> is a sensible methods book that explains how to teach young children in ways that foster healthy development, emphasizing all aspects of the child and what they need from the learning environment in order to thrive.</p>	
	<p>Weaver, L. (2013). <i>The 5 dimensions of engaged teaching: A practical guide for educators.</i> Bloomington, IN :Solution Tree Press, a division of Solution Tree.</p> <p>Educators must offer more than lesson plans and assessments if students are to thrive in the 21st century. Engaged teaching is a practical approach to teaching and learning that supports the whole student and the whole teacher; improves students’ academic, social and emotional outcomes; increases motivation; and fosters a lifelong sense of meaning, purpose and relevance.</p> <p>The 5 Dimensions of Engaged Teaching: A Practical Guide for Educators shows educators how to support and develop students and their own professional practice within five key areas:</p> <ol style="list-style-type: none"> 1. Cultivating an open heart 2. Engaging the self-observer 3. Being present 4. Establishing respectful boundaries 5. Developing emotional capacity <p>The 5 Dimensions of Engaged Teaching will help educators:</p> <ul style="list-style-type: none"> • Create more productive and meaningful learning environments • Discover research-supported classroom practices and teaching techniques that will foster learning readiness and academic excellence • Building trust communities • Support students in navigating transitions • Develop a proactive approach to classroom management • Learn how to collaborate with their fellow educators 	<p>371.102 W37</p>

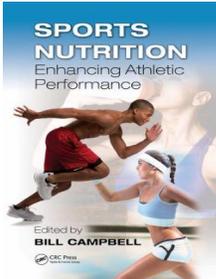
	<p>to optimise engaged teaching outcomes and sequence lessons and activities across the school year or term</p>	
	<p>Wegerif, R. (2013). <i>Dialogic: Education for the Internet age</i>. London: Routledge.</p> <p>Dialogic: Education for the Internet Age argues that despite rapid advances in communications technology, most teaching still relies on traditional approaches to education, built upon the logic of print, and dependent on the notion that there is a single true representation of reality. In practice, the use of the Internet disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple.</p> <p>This new logic of education is dialogic and characterises education as learning to learn, think and thrive in the context of working with multiple perspectives and ultimate uncertainty. The book builds upon the simple contrast between observing dialogue from an outside point of view, and participating in a dialogue from the inside, before pinpointing an essential feature of dialogic: the gap or difference between voices in dialogue which is understood as an irreducible source of meaning. Each chapter of the book applies this dialogic thinking to a specific challenge facing education, re-thinking the challenge and revealing a new theory of education.</p> <p>Areas covered in the book include:</p> <ul style="list-style-type: none"> • dialogical learning and cognition • dialogical learning and emotional intelligence • educational technology, dialogic 'spaces' and consciousness • global dialogue and global citizenship • dialogic theories of science and maths education 	<p>371.33446 78 W41</p>

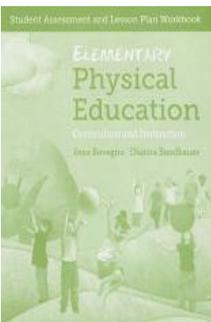
	<p>Wise, C., Bradshaw, P., & Cartwright, M. (2013). <i>Leading professional practice in education.</i> London: SAGE Publications Ltd.</p> <p>This volume provides an overview of key contemporary themes in educational leadership. It focuses on developing professional capacity, organisation improvement and the implementation of change, looking at theoretical frameworks and concepts, recent research studies and case examples of effective practice.</p> <p>The book covers:</p> <ul style="list-style-type: none"> - leading learning and learner leadership - change processes and distributed leadership - leading professional development for educational contexts. <p>Designed to encourage critical analysis and debate, this volume will be a useful resource for postgraduate and professional development courses in educational leadership and for practitioners. It is a companion to Educational Leadership: Context, Strategy and Collaboration, also published by Sage.</p>	<p>371.2011 W81</p>

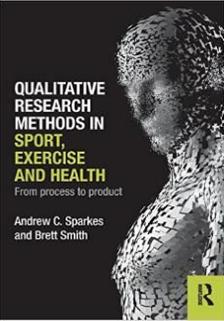
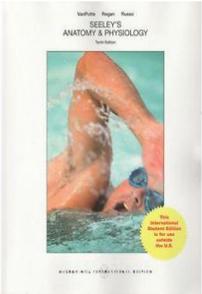
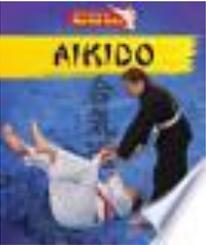
<h1>HOME TECHNOLOGY</h1>		
	<p>McArdle, W. D., <i>Sports and Exercise Nutrition (2012) . - - 4th ed. - -</i> Philadelphia:Wolters Kluwer/ Lippincott Williams and Wilkins Health.</p> <p>Sports and Exercise Nutrition, Fourth Edition, offers a one-semester introduction to the basics of nutrition and the effect of nutrition decisions on performance. It focuses on the integration of nutrition and exercise and its impact on optimal exercise performance and training responsiveness.</p>	<p>613.2024706 M11</p>

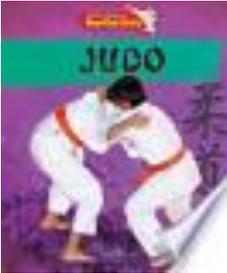
	<p>As you progress through the text, you'll learn about nutrient digestion and absorption and how nutrition affects energy and metabolism. Further sections expand on this foundational content to highlight using nutrition to affect performance in different environments, the purpose of supplements and nutritional aids, and how nutrition affects body composition and weight control. Moreover, you'll discover how to make prudent decisions in the nutrition-fitness marketplace. This Fourth Edition incorporates new content and features while maintaining its hallmark writing style. An extensively revised art program provides new and updated graphics to help explain and expand on the content in a unique way. Plus, each section has undergone a major revision, offering you coverage of new and emerging topics in nutrition and exercise as well as the latest research findings.</p>	
	<p>Polenz, K., & Culinary Institute of America. (2014). <i>Cooking for special diets</i>. Hoboken, New Jersey :John Wiley & Sons,</p> <p>Cooking for Special Diets provides the skills and techniques needed to address special diets while providing culinary inspiration for healthy, wholesome meals for these consumers and guests. This text teaches readers how to widen the scope of their offerings and create flavorful recipes to meet all kinds of dietary needs. Cooking for Special Diets explains the wide range of dietary challenges of which chefs should be conscious, including celiac disease, diabetes, high blood pressure, high cholesterol, food allergies, and more. Introductory chapters cover general nutrition information, healthy ingredients, and substitutions. Subsequent chapters provide recipes for a wide range of dietary concerns, from vegetarian, vegan, and low-fat meals to delectable entrees that are gluten-, lactose-, or sugar-free. Cooking for Special Diets provides chefs with an arsenal of recipes that are healthy, versatile, and always delicious.</p>	<p>641.5631 P75</p>

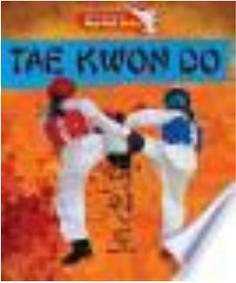
	<p>Puckett, R. P. (2013). Foodservice manual for health care institutions. San Francisco: Jossey-Bass.</p> <p>The thoroughly revised and updated fourth edition of <i>Foodservice Manual for Health Care Institutions</i> offers a review of the management and operation of health care foodservice departments. This edition of the book—which has become the standard in the field of institutional and health care foodservice—contains the most current data on the successful management of daily operations and includes information on a wide range of topics such as leadership, quality control, human resource management, product selection and purchasing, environmental issues, and financial management. This new edition also contains information on the practical operation of the foodservice department that has been greatly expanded and updated to help institutions better meet the needs of the customer and comply with the regulatory agencies' standards.</p>	<p>642.56 P96 c.2</p>
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<p>MAPE</p>		
	<p>Campbell, B. I. (2014). Sports nutrition: Enhancing athletic performance. Boca Raton :Taylor & Francis</p> <p>This book offers a clear focus on scientifically based sports nutrition advice to maximize performance. It also addresses exercise metabolism, which governs how nutrients exert physiologic effects that lead to increased athletic potential.</p>	<p>612.39 Sp67</p>

	<p>Pica.R.(2013) <i>Experiences in movement & music birth to age eight.5th ed.</i> Australia :Wadsworth Cengage Learning,</p> <p>Soft cover. Book Condition: Very Good. INTERNATIONAL EDITION - Based on the US version with the same authors and edition number. Has a different cover, ISBN, and is more affordable. CONDITION - Small bends on cover, clean with no markings detected. SHIPPING INFO - Ships within 1 business day. Choose expedited shipping for delivery in 2-4 business days. Tracking number will be uploaded to website after shipment.</p>	<p>372.86 P58</p>
	<p>Pyke, F., <i>Coaching Excellence</i> (2013) Champaign, IL: Human Kinetics.</p> <p>No single resource can convey everything that a coach should know and do. So "Coaching Excellence" does the next best thing: it builds on the basics to provide you with a wealth of information so you can become more adept in your role as an excellent coach. Eighteen experts offer the best knowledge, research and insights that you can apply in working with your athletes, players and teams. This comprehensive manual focuses on the three key facets of coaching.</p>	<p>796.077 C63</p>
	<p>Rovegno, I., <i>Elementary physical education : student assessment and lesson plan workbook.</i> (2013) Burlington, MA: Jones and Bartlett Learning.</p> <p>The Student Assessment and Lesson Plan Workbook includes additional resources to complement the contents of Elementary Physical Education: Curriculum and Instruction. Students will benefit from additional assessment tools to evaluate and improve their teaching. In addition, students are provided with over 30 lesson plans and learning experiences to build their teaching tool-box</p>	<p>372.86 I42</p>

	<p>Sparkes, A. C., & Smith, B. (2014). Qualitative research methods in sport, exercise and health: From process to product. London: Routledge.</p> <p>Qualitative forms of inquiry are a dynamic and exciting area within contemporary research in sport, exercise and health. Students and researchers at all levels are now expected to understand qualitative approaches and be able to employ them in their work. In this comprehensive and in-depth introductory text, Andrew C. Sparkes and Brett Smith take the reader on a journey through the entire qualitative research process that begins with the conceptualization of ideas and the planning of a study, moves through the phases of data collection and analysis, and then explains how findings might be represented in various ways to different audiences. Ethical issues are also explored in detail, as well as the ways that the "goodness" of qualitative research might be judged by its consumers.</p>	<p>613.71 Q14</p>
	<p>VanPutte, C. L., Regan, J., Russo, A., Seeley, R. R., Seeley, R. R., Stephens, T. D., & Tate, P. (2014). Seeley's anatomy & physiology. 10th ed. New York, NY: McGraw-Hill.</p>	<p>612 S45 2014</p>
	<p>Wood, A. (2013). Aikido. New York: PowerKids Press.</p> <p>Aikido is often translated as "the way of harmonious spirit."</p>	<p>796.8145 W85a 2016</p>

	<p>Wood, A. (2013). Judo. New York: PowerKids Press.</p> <p>Readers will learn that the most prominent feature of Judo is the competitive element. They will also learn basic moves, proper attire, and safety guidelines. This is a great start to the study of Judo.</p>	<p>796.8152 W85j 2013</p>
	<p>Wood, A. (2013). Jujitsu. New York: PowerKids Press.</p> <p>Jujitsu is a form of martial arts that encourages all useful skills for self-defense. Readers will be introduced to the history of Jujitsu and its main techniques. Helpful diagrams will engage even the most reluctant readers.</p>	<p>796.8152 W85j 2013</p>
	<p>Wood, A. (2013). Karate. New York: PowerKids Press.</p> <p>Introduces karate, describing the equipment required; different stances, punches, blocks, and kicks; important terms; and how to improve technique.</p>	<p>796.8153 W85k 2013</p>
	<p>Wood, A. (2013). Kung fu. New York: PowerKids Press.</p> <p>Learning the history behind this ancient martial art will help readers appreciate the practice much more. Full of facts, colorful photographs, and easy-to-follow diagrams, this book helps and engages any young reader.</p>	<p>796.8159 W85k 2013</p>

	<p>Wood, A. (2013). Tae kwon do. New York: PowerKids Press.</p>	<p>796.8157 W85t 2013</p>
	<p>Tae kwon do is a Korean martial art well known for its kicking techniques. Readers will learn the proper equipment, stances, and strikes of tae kwon do.</p>	

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