

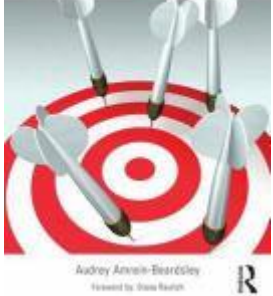


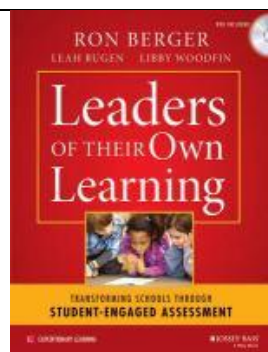
UNIVERSITY OF SAN CARLOS
The Library System
Education Library/ Buchick Hall



Acquisitions List

First Semester 2015-2016

Education		
Assessment		
	<p>Amrein-Beardsley, A. (2014). <i>Rethinking value-added models in education: Critical perspectives on tests and assessment-based accountability.</i> New York: Routledge.</p> <p>Since passage of the of No Child Left Behind Act in 2001, academic researchers, econometricians, and statisticians have been exploring various analytical methods of documenting students academic progress over time. Known as value-added models (VAMs), these methods are meant to measure the value a teacher or school adds to student learning from one year to the next. To date, however, there is very little evidence to support the trustworthiness of these models. What is becoming increasingly evident, yet often ignored mainly by policymakers, is that VAMs are 1) unreliable, 2) invalid, 3) nontransparent, 4) unfair, 5) fraught with measurement errors and 6) being inappropriately used to make consequential decisions regarding such things as teacher pay, retention, and termination. Unfortunately, their unintended consequences are not fully recognized at this point either. Given such, the timeliness of this well-researched and thoughtful book cannot be overstated. This book sheds important light on the debate surrounding VAMs and thereby offers states and practitioners a highly important resource from which they can move forward in more research-based ways.</p>	<p>379.158 Am77</p>



Berger, R., Rugen, L., & Woodfin, L. (2014). ***Leaders of their own learning: Transforming schools through student-engaged assessment.*** San Francisco, Ca. : Jossey-Bass,

371.264
B45

From Expeditionary Learning Schools comes a proven approach to student assessment

"Leaders of Their Own Learning" offers a new way of thinking about assessment based on the celebrated work of Expeditionary Learning Schools across the country. Student-Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth, track their progress toward those goals, and take responsibility for reaching them. This requires a set of interrelated strategies and structures and a whole-school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning. Includes everything teachers and school leaders need to implement a successful Student-Engaged Assessment system in their schools. Outlines the practices that will engage students in making academic progress, improve achievement, and involve families and communities in the life of the school. Describes each of the book's eight key practices, gives advice on how to begin, and explains what teachers and school leaders need to put into practice in their own classrooms. Ron Berger is Chief Program Officer for Expeditionary Learning and former public school teacher.



Brodie, K., (2013). **Observation, Assessment and Planning in the Early Years : Bringing it All Together.** Maidenhead, England : McGraw-Hill Education

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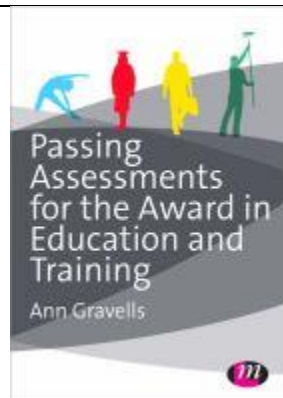
Children develop and learn best when their environment is tailored to their individual needs, supported through careful observation, informed assessment and dynamic planning - a cycle which is the bedrock of good early years practice.

Although the EYFS recommends that observation, assessment and planning should be linked in a constant, cyclical process, in practice this can be a significant challenge. This book presents an integrated framework which puts the cycle into practical terms, bringing it all together to ensure a seamless process and to support you in this vital part of your work.

The focus is on the critical links within the cycle and combines theory with proven good practice, including:

- Making and recording observations effectively and efficiently
- How observations should inform next steps, assessment and planning
- Bringing all the information together into a cyclical process
- Exploring potential challenges
- Using reflective practice to refine and improve your techniques


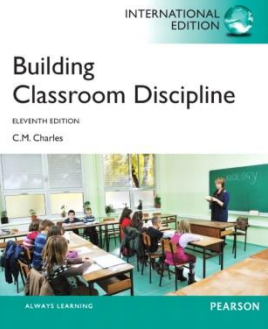
Rich in practical examples and case studies that illustrate how the cyclical framework works in practice, this is an excellent resource for early years practitioners and students looking to improve their observation, assessment and planning techniques.

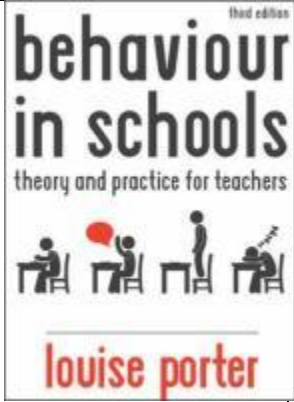
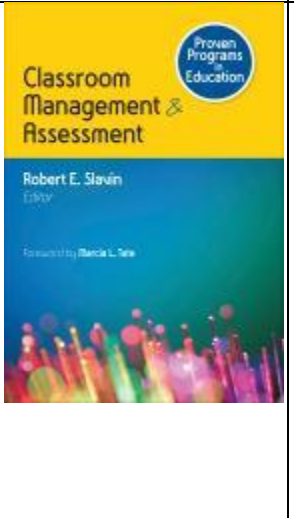


Gravells, A. (2013). **Passing assessments for the Award in Education and Training.** Los Angeles, California : Learning Matters,

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G78**

Are you a learner of the Award in Education and Training? Are you finding it difficult to approach your assessments with confidence? This accessible and reader friendly text is your guide to helping you achieve your assessments. It enables you to assess your own competence, helping you to better understand how to prepare for your assessments, no matter which awarding organisation you are with. Covering all you need to know, it includes detailed guidance on demonstrating and evidencing competence in all the main units of the Award and helps you to prepare for your assessments with confidence.

	<p>Lee, R., & Nieman, D., (2013). Nutritional Assessment. New York, NY : McGraw-Hill</p> <p>This text describes the four major methods of nutritional assessment (dietary, anthropometric, biometric, and clinical) in an understandable and contemporary way. It thoroughly covers assessment of the hospitalized individual, but also serves as an invaluable resource to the nutrition professional working in such areas as public health and community nutrition, corporate health, and sports medicine.</p>	<p>613.2 L51</p>
<h2 style="text-align: center;">Classroom Management</h2>		
	<p>Charles, C. M. (2014). Building classroom discipline. Boston : Pearson</p> <p>This book has two main goals. The first is to help readers understand and become highly competent in today's major concepts, terminology, approaches, and strategies in discipline. Toward that end, information is presented on the nature of behavior and misbehavior, students' behavioral traits, teachers' obligations in discipline, and the goals and procedures of today's most respected approaches in management. The second goal is to assist teachers in organizing systems of management that best meet their needs and those of their students. A comprehensive review of outstanding strategies and tactics is presented with further information and guidance to help teachers develop effective, well-rounded systems of management and discipline for any class.</p>	<p>371.5 C38</p>

	<p>Porter, L. (2014). <i>Behaviour in schools: Theory and practice for teachers.3rd ed.</i> Berkshire: Open University Press.</p> <p>Behaviour management in the classroom can be one of the most challenging aspects of teaching, but with the right approach it can be rewarding and enriching for both student and teacher. The new edition of this best selling textbook provides a systematic and thoroughly updated overview of the major theories and styles of discipline in schools.</p> <p>Drawing on the latest international research, the book outlines how teachers can develop a personal style in classroom management based on a sound understanding of theory. The emphasis is on proactive, authoritative approaches to discipline to engage students and facilitate the achievement of educational and social goals. The author demonstrates how it is within the power of schools and teachers to create the conditions under which even disadvantaged or disenchanted students strive to learn.</p> <p>Behaviour in Schools 3E is the essential handbook for all trainee teachers and NQTs and a valuable reference for more experienced teachers who want to develop their approach to complex behavioural challenges.</p>	<p>371.393 P83</p>
	<p>Slavin, R. E. (2014). <i>Classroom management & assessment.</i>Thousand Oaks, California : Corwin Press, a SAGE Company,</p> <p>Proven Programs in Education is a series of books that draws on the best of Better: Evidence-Based Education, a unique magazine that provides leadership teams in education with the information they need. The series includes four titles: Proven Programs in Literacy Proven Programs in STEM Proven Programs in Social Emotional Development Proven Programs in Classroom Management and Assessment The Proven Programs in Education series is about research-proven strategies and programs that can be applied in practice..</p>	<p>371.1024 C56</p>

Counseling

Wake Up, Counselors!



Fibkins, W. L. (2013). ***Wake up, counselors!: Restoring counseling services for troubled teens.*** Lanham : Rowman & Littlefield Publishers, Inc.,

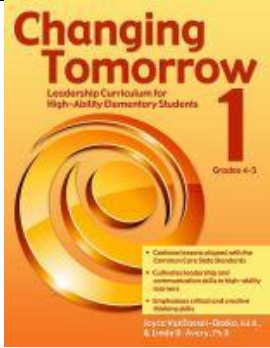
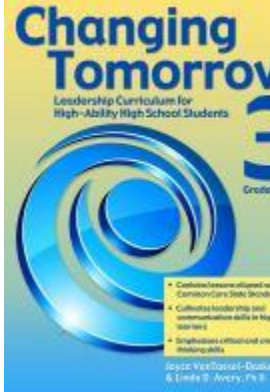
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Providing individual and group counseling for secondary school students was once a major priority for secondary school counselors. However, many guidance programs have abandoned this role, and counselors have become quasi-administrators who spend most of their time scheduling students for classes, managing mandated testing programs, resolving discipline issues, and advising students on college admissions. Counseling students on personal and well-being issues takes up a very small part of the time.

In many school districts, social workers, student assistance counselors, and school psychologists have taken over the counseling duties. Critical issues are now causing school leaders to consider reorganizing school guidance staff so there is a cadre of counselors trained and charged with the mission of providing individual and group counseling for troubled teens. First, the number of troubled teens arriving at the schoolhouse door looking for help has exploded. Second, budget cuts have eliminated or drastically curtailed many of the services of social workers, student assistance counselors, and psychologists.

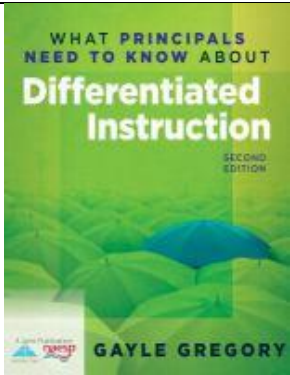
The result? Many once open doors for help are now closed, and schools' counseling services are failing many students, parents, and educators in need of intervention. This book provides a new model in which well-trained counselors can once again regain their historic role in counseling troubled teens, parents, and training staff and students on the front lines to act -- not look the other way -- when they observe a student heading towards the margins of school life.

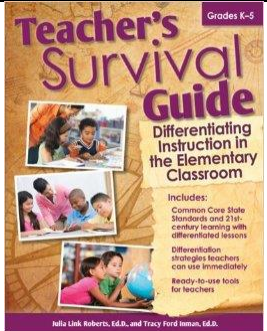
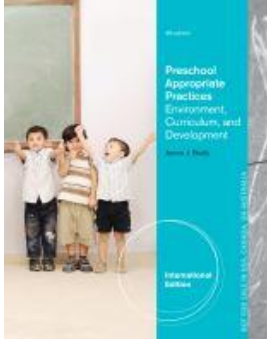
Curriculum

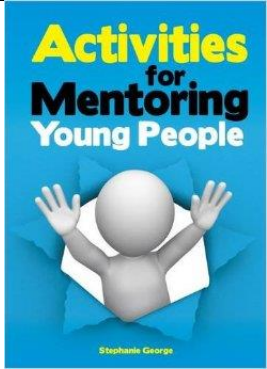
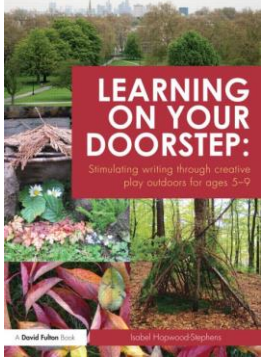

	<p>VanTassel-Baska, J., & Avery, L. D. (2013). <i>Changing tomorrow: 1</i>. Waco, Tex: Prufrock Press Inc.</p> <p>A well-rounded curriculum needs to address the more formalized development of leadership abilities that will ensure that young people acquire the knowledge and skills essential to assuming leadership roles. Changing Tomorrow: Leadership Curriculum for High-Ability Students - Book 1 offers instructional activities for high-ability elementary school students based on the Common Core State Standards that emphasize critical and creative thinking skills and gives gifted students an opportunity to apply these skills in an integrative and substantive way. This book includes 10 lessons that address leadership skill development and includes assignments that require students to research and compile biographical information on seven influential men and women drawn from multiple disciplines and diverse backgrounds. Instructional questions, pre- and postassessments, and appropriate rubrics are also included.</p>	<p>371.95 V36</p>
	<p>Avery, L. D., & VanTassel-Baska, J. (2013). <i>Changing tomorrow: 3</i>. Waco, Tex: Prufrock Press.</p> <p>A well-rounded curriculum needs to address the more formalized development of leadership abilities that will ensure that young people acquire the knowledge and skills essential to assuming leadership roles. Changing Tomorrow: Leadership Curriculum for High-Ability Students - Book 3 offers instructional activities for high-ability high school students based on the Common Core State Standards that emphasize critical and creative thinking skills and gives gifted students an opportunity to apply these skills in an integrative and substantive way. This book includes 10 lessons that address leadership skill development and includes assignments that require students to research and compile biographical information on seven influential men and women drawn from multiple disciplines and diverse backgrounds. Instructional questions, pre- and postassessments, and appropriate rubrics are also included.</p>	<p>371.95 V36</p>

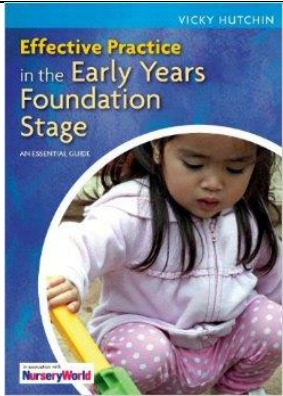
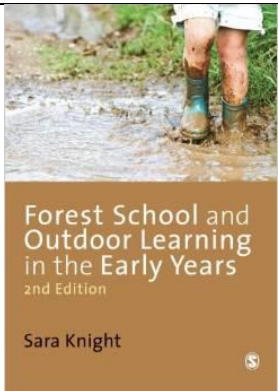
	<p>Drake, S. M. (2012). <i>Creating standards-based integrated curriculum: The common core state standards edition.3rd ed.</i> Thousand Oaks, Calif: Corwin.</p> <p>The Common Core State Standards offer a shared language that ensures consistency and accountability, while also giving you the flexibility to design a curriculum thats right for your students. Of course, knowing what you need to teach doesnt tell you how to teach it-and thats where curriculum integration expert Susan M. Drake comes in. In this new edition of her classic text, Drake applies the essential principles of standards-based curriculum, instruction, and assessment to todays unique challenges. Focusing on multidisciplinary, interdisciplinary, and transdisciplinary approaches, she provides guidance on Unpacking the Common Core State Standards Planning assessment tasks Designing instructional strategies Developing daily activities Helping students connect essential questions to enduring understandings Included are new examples of exemplary programs, discussion questions, a sample completed interdisciplinary curriculum, and activity suggestions for building your own standards- based integrated curriculum. This proven resource is the road map teachers and curriculum developers need to navigate the unfamiliar territory of the CCSS and to develop a curriculum that helps their students thrive.</p>	<p>375.000973 D78</p>
	<p>Lanning, L., (2013) <i>Designing a Concept-Based Curriculum for English Language Arts : Meeting the Common Core with Intellectual Integrity, K-12</i> Thousand Oaks, Calif. : Corwin Press, Inc.,</p> <p>One thing we know for certain: the Common Core will become yet-another failed initiative unless our curriculum provides a clear, unambiguous picture of how to teach for understanding. The solution? A concept-based curriculum. Where can you learn how to create one? Designing a Concept-Based Curriculum in English Language Arts.</p> <p>Fusing Lynn Erickson's groundbreaking curriculum model with implementation guidelines and sample units, this important new book will put you on the fast track to using concept-based curriculum in your school or district. Lanning shows you how to design a curriculum that: functions as a framework for lesson</p>	<p>372.6 L28</p>

	plans; unites the efforts of ELA teachers district-wide, addresses core standards while focusing on student understanding; and creates a ripple effect helping to align curriculum, assessments, and instruction.	
	<p>Laugeson, E. A. (2014). <i>The PEERS curriculum for school based professionals: Social skills training for adolescents with autism spectrum disorder.</i> New York, NY : Routledge,</p> <p>The PEERS(r) Curriculum for School-Based Professionals brings UCLA's highly acclaimed and widely popular PEERS program into the school setting. This sixteen-week program, clinically proven to significantly improve social skills and social interactions among teens with autism spectrum disorder, is now customized for the needs of psychologists, counselors, speech pathologists, administrators, and teachers. The manual is broken down into clearly divided lesson plans, each of which have concrete rules and steps, corresponding homework assignments, plans for review, and unique, fun activities to ensure that teens are comfortable incorporating what they've learned. The curriculum also includes parent handouts, tips for preparing for each lesson, strategies for overcoming potential pitfalls, and the research underlying this transformative program.</p>	<p>371.9 L36</p>
	<p>Tyler, R. W., & Hlebowitsh, P. S. (2013). <i>Basic Principles of Curriculum and Instruction.</i> Chicago ; London : The University of Chicago Press</p> <p>In 1949, a small book had a big impact on education. In just over one hundred pages, Ralph W. Tyler presented the concept that curriculum should be dynamic, a program under constant evaluation and revision. Curriculum had always been thought of as a static, set program, and in an era preoccupied with student testing, he offered the innovative idea that teachers and administrators should spend as much time evaluating their plans as they do assessing their students. This emphasis on thoughtful evaluation has kept "Basic Principles of Curriculum and Instruction" a relevant, trusted companion for over sixty years. And with school districts across the nation working feverishly to align their curriculum with Common Core standards, Tyler's straightforward recommendations are sound and effective tools for educators working to create a curriculum that integrates national</p>	<p>373.2 T97</p>



	objectives with their students needs.	
<h2 style="text-align: center;">Differentiating Instruction</h2>		
	<p>Gregory, G., (2012) <i>What Principals Need to Know About Differentiated Instruction</i> Bloomington, Indiana : Solution Tree Press</p> <p>Principals are instrumental in the teacher's understanding of a differentiated classroom. This valuable resource gives administrators the knowledge and skills needed to enable teachers to implement and sustain differentiation. Learn information and strategies to jump-start, guide, and coach teachers as they respond to the needs of diverse students, including students with special needs, students with attention deficit disorder, gifted learners, and English learners.</p> <p>Benefits –</p> <ul style="list-style-type: none"> - Understand the concept of differentiated instruction and the theory that supports it. - Discover why schools need differentiated instruction to ensure student success. - Learn how differentiated instruction serves all students--including those with special education needs, gifted students, students with attention challenges, and ELs. - Understand how teachers can build their students individual learning profiles, including how to identify learning styles and preferences. - Identify specific learning strategies that teachers can use in the classroom for differentiated instruction. - Lead differentiation by supporting and encouraging teachers, providing access to professional development opportunities, and establishing partnerships. 	<p>371.394 G86</p>

	<p>Roberts, J., (2013) <i>Teacher's Survival Guide : Differentiating Instruction in the Elementary Classroom</i> Waco, Texas : Prufrock Press</p> <p>Teacher s Survival Guide: Differentiating Instruction in the Elementary Classroom answers the most common questions about differentiation, including what it is, how teachers can set up a classroom that promotes differentiation, which topics should be differentiated, what strategies are most effective, and how teachers can assess students engaged in different classroom experiences. Each chapter provides proven differentiation strategies along with examples of their use in elementary classrooms. From 21st-century learning to the Common Core State Standards to established differentiation models, this resource will guide teachers of children in grades K–5 to successfully differentiate instruction for all of their students.</p>	<p>371.394 R54</p>
<p>Early Childhood/ Montessori</p>		
	<p>Beaty, Janice J. (2014). Preschool Appropriate Practices: Environment, Curriculum, and Development. 4th ed. Australia : Wadsworth/Cengage Learning.</p> <p>Unique alignment of chapters for each of the 13 learning centers in a preschool classroom make PRESCHOOL APPROPRIATE PRACTICES, 4E, International Edition a must have resource for preschool teachers. Emphasis is placed on setting up preschool centers for self-directed learning, treating the teacher as a facilitator. Creative ideas for involving children in all aspects of their learning, including rule making and curriculum planning, are found throughout the book. These activities integrate with the National Association for the Education of Young Children's (NAEYC) developmentally appropriate practice (DAP), a nationally recommended set of early childhood practices.</p>	<p>372.21 B38</p>

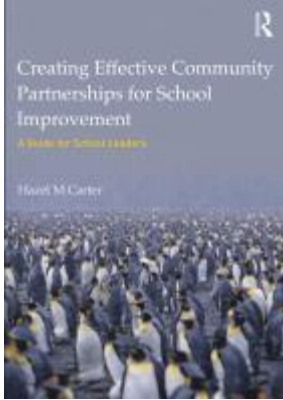
	<p>George, S., (2013). <i>Activities for Mentoring Young People.</i> United Kingdom : Loggerhead Publishing.</p>	<p>371.102 G29</p>
	<p>Hopwood-Stephens, I. (2013). <i>Learning on your doorstep: Stimulating writing through creative play outdoors for ages 5-9.</i> London: Routledge.</p> <p>As the Forest School movement gains popularity among UK educators, teachers are increasingly recognizing the benefits of creative outdoor play. But how can busy primary school teachers fit regular, high quality outdoor learning into an already crowded timetable? How can they plan a range of rich, imaginative and creative experiences that build up into full topics? And how can they translate the excitement and engagement that they find out doors into increased enthusiasm and attainment indoors?</p> <p>Learning on Your Doorstep integrates creative outdoor play with curricular attainment, while increasing the challenge, enjoyment and professional development of the teachers using it.</p>	<p>372.6044 H77</p>
	<p>Howard, J., & McInnes, K. (2013). <i>The essence of play: A practice companion for professionals working with children and young people.</i> Abingdon, Oxon: Routledge.</p> <p>A unique companion to professional play practice!</p> <p>All play professionals are united in their belief that play is important for children's development – and there are</p>	<p>618.928916 53 H83</p>

	<p>inherent characteristics of play that underpin professional play practice across contexts. Providing an overarching concept of play, drawing together the evidence-base across disciplines and linking theory to practice, <i>The Essence of Play</i> is the ideal handbook for all those working with children.</p> <p>Play acts as a natural resource for children to meet physical, intellectual and emotional challenges and this book, unusually, considers play from children's perspectives rather than adults. It provides a baseline of shared knowledge for all play professionals, exploring the fundamental value of play rather than a 'how to' approach to practice.</p>	
	<p>Hutchin, V. (2013). <i>Effective practice in the Early Years Foundation Stage: An essential guide.</i> Maidenhead: McGraw-Hill Education.</p> <p>This is the revised EYFS brought to life for early years practitioners, professionals and students. Threaded throughout the book are real case studies taken from a range of inspiring early years settings. These are backed up by interviews with practitioners as they reflect on and develop their practice to ensure the best support for young children's development, learning and wellbeing. Each chapter makes reference to relevant research and includes 'top tips for effective practice'.</p>	<p>372.21091 H97</p>
	<p>Knight, Sara. (2013). <i>Forest School and Outdoor Learning in the Early Years. 2nd ed.</i> London ; Thousand Oaks, Calif. : SAGE.</p> <p>Outdoor learning continues to play an essential role in early years education, and this new edition of a bestselling book explores how the Forest School approach can be easily and effectively incorporated into early years practice.</p> <p>Expanding on aspects of Forest School teaching, and</p>	<p>372.21 K74</p>

	drawing on new developments and policy changes within the field.	
	<p>Nash, M., Lowe, J., & Leah, D. (2013). <i>Supporting early language development: Spirals for babies and toddlers.</i> London ; New York : Routledge, Taylor & Francis Group,</p> <p>Early years practitioners, parents and carers, child minders, health visitors do you need effective ideas for giving your babies and toddlers support to become confident talkers?</p> <p>National research shows that poor language and communication skills have a profound effect on the life chances of children and young people. This highly practical book will enable you to give children in your care the help they need to build their crucial language skills at the earliest point in their development.</p> <p>Based on the author's highly regarded SPIRALS language development programme, the book provides over 40 tried and tested sessions to help develop children's early speech, language and communication. Each language concept is introduced one at a time and builds on the most frequently used words by infants. It suggests ways to use music, repetition, simple meaningful gestures and signing to reinforce children's understanding.</p>	<p>372.6 N17</p>
	<p>Nelson, G. (2014). <i>Fostering children's number sense in grades K-2: Turning math inside out.</i> Boston : Pearson.</p> <p>Fostering Children's Number Sense in Grades K-2 is a powerful, hands-on resource that helps in-service teachers, curriculum coaches, and math intervention specialists ensure children's deep understanding of addition and subtraction in ways that enable long-term growth. Packed with child-centered instructional strategies, powerful and engaging learning materials, and revealing assessment tools, the book is clearly laid out and cross-</p>	<p>372.7 N33</p>

	referenced to the Common Core State Standards.	
	<p>Nilsen, B. (2014). <i>Week by week: Plans for documenting children's development.6th ed.</i> Belmont, California : Wadsworth, Andover : Cengage Learning.</p> <p>WEEK BY WEEK: PLANS FOR DOCUMENTING CHILDREN'S DEVELOPMENT, Sixth Edition, addresses a dilemma facing pre-service and in-service teachers--how to manage detailed, meaningful documentation on their students' development and achievements while attending to the other functions necessary to keep children safe and actively involved in learning. This all-purpose guide provides a concrete, systematic plan for recording each child's development in all developmental areas, incorporating material on observation methods and techniques, principles of child development, and appropriate practice. Technical aspects of various methods of documentation are presented, as are reviews of the efficiency of each method in capturing important information. This edition features integrated coverage of NAEYC standards and new integration of TeachSource Videos, available for viewing at the book's website.</p>	<p>370.15 N59</p>
	<p>Nilsen, B. (2014). <i>Week by week: Plans for documenting children's development. 6th ed.</i> Belmont, California : Wadsworth, Andover : Cengage Learning.</p> <p>WEEK BY WEEK: PLANS FOR DOCUMENTING CHILDREN'S DEVELOPMENT, 6E, International Edition addresses a dilemma facing pre-service and in-service teachers--how to manage detailed, meaningful documentation on their students' development and achievements while attending to the other functions necessary to keep children safe and actively involved in learning. This all-purpose guide provides a concrete, systematic plan for recording each child's development in all developmental areas, incorporating material on observation methods and techniques, principles of child development, and appropriate practice. Technical aspects of various methods of documentation are presented, as are reviews of the efficiency of each method in capturing important information.</p>	<p>370.15 N59</p>

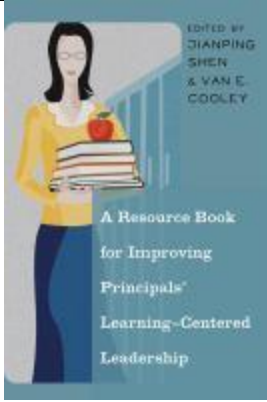
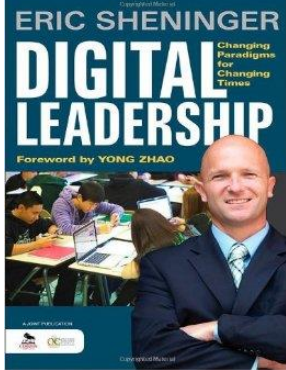
	<p>Rodd, J. (2013). Leadership in early childhood. Maidenhead: Open University Press.</p> <p>Leadership in Early Childhood is a practical resource for early childhood practitioners who want to understand how to create successful childcare and early education settings.</p> <p>However, leadership in the early years has moved on in the way it is organised since the third edition and therefore this new fourth edition will be fully revised and updated to reflect the changes affecting leaders in early childhood. This rapid change in the field over the past few years includes moves to professionalise the workforce generally and the introduction of EYPS, so it is important that the new edition recognizes the implications of these developments and that some of the concepts and messages are revisited.</p> <p>Proposed changes for the fourth edition include:</p> <ul style="list-style-type: none"> •Discussion of the leader's role in moving towards leading/best practice will be included •Essential characteristics of leadership will be revisited in Ch2 in terms of personal qualities, skills and timing related to effective leadership. 	<p>372.21068 R61</p>
<p>Educational Leadership</p>		
	<p>Allison-Napolitano, E. (2014). Bounce forward: The extraordinary resilience of leadership. Thousand Oaks, California : Corwin</p> <p>Ordinary resilience is not enough to inspire teams to greatness. Effective leaders must welcome adversity and harness it for positive change that creates results. Bounce forward from adversity to lead a successful learning organization that can face new challenges and build for the future.</p>	<p>371.2 AI56</p>
	<p>Campbell-Whitley, G. D., & Lyons, J. E. (2013). Leadership practices for special and general educators. Boston: Pearson.</p> <p>In this highly readable new book, pre- and in-service special and general education leaders get a comprehensive overview of the issues and challenges they face, along with viable options for choosing and implementing effective practices, resolving problems, and developing policies that work. Leadership Practices for Special and General Educators by Gloria Campbell-Whitley and James Lyons is clear, practical, authentic, and not overly theoretical. Recognizing the challenges involved in</p>	<p>371.9 C15</p>

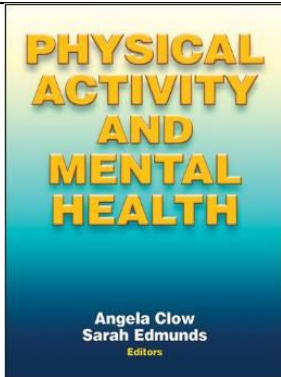
	deciphering the federal statutes and regulations that govern special education, the authors present the material in a manner that lets the reader “cut to the chase” and readily get the gist of pertinent issues that relate to special education. Legal, practical, and logistical issues are covered, along with issues relating to sensitivity, fairness, and empathy and parental perceptions.	
	<p>Carter, H., (2013) <i>Creating Effective Community Partnerships for School Improvement: A Guide for School Leaders</i> New York : Routledge, Taylor & Francis Group</p> <p>Creating Effective Partnerships for School Improvement places the school within the community which is composed of a number of key players, including school leaders, classroom teachers, private foundations, higher education institutions, business and community based organizations, and government agencies. This book encourages leaders to embrace this broader community of stakeholders and to focus on the often overlooked and underutilized college and university partnerships. Grounded in case study analysis of innovative programs and practices, this book explores research-based strategies for educational leaders to implement in order to develop and sustain effective partnerships. Creating Effective Partnerships for School Improvement is an important text for aspiring and practicing administrators interested in creating effective partnerships for school improvement.</p> <p>Special Features:</p> <ul style="list-style-type: none"> • Reflective exercises and portfolio building activities help aspiring and practicing leaders make on-the-ground connections. • Learning objectives, key terms, and additional resources further engage readers with the chapter content. • Extensive appendices with sample activities, evaluation plans, meeting agendas, promotional materials, and budgets provide additional support to leaders. • Alignment to the Educational Leadership Constituent Council (ELCC) Standards. 	<p>371.207 C24</p>

	<p>Ellison, J., & Hayes, C. (2013). <i>Effective school leadership: Developing principals through cognitive coaching</i>. Lanham, Md: Rowman & Littlefield Pub.</p> <p>See how to use Cognitive Coaching as a means to support students, parents, and teachers! At a time when principals are being asked to do more and more with less and less, the authors of this guide argue that when principals are supported by coaching it impacts their efficacy, consciousness, interdependence, flexibility, and craftsmanship — while helping them internalize the processes for supporting teachers, students, and parents in those same ways. Through authentic examples, sample coaching conversations and research, the authors show you how coaches encourage and support the development of the principal. You explore the changing nature of the principalship; learn the intentions, purposes, and processes of Cognitive Coaching; see how other principals' lives might change if Cognitive Coaching were a routine part of the support system; learn insights into the metacognition of a Cognitive Coach, and much more.</p>	<p>371.2 EI59</p>
	<p>Fullan, M. (2014). <i>The Principal: Three keys to maximizing impact</i>. San Francisco : Jossey-Bass</p> <p>The author of "Change Leader" looks at how school principals can create system-wide change for better results One of the best-known leadership authors in the educational sphere, Michael Fullan turns his attention to the micro-level leadership skills that principals and other educational leaders need in order to effect meaningful change in the classroom. Based on work Fullan is currently leading with the Ontario Principals Council, he recommends a number of strategies that can help every principal and school leaders get better results.</p>	<p>371.2 F95</p>

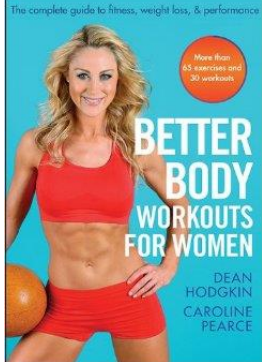

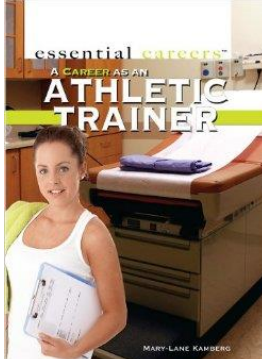
	<p>Hughes, K. B., & Silva, S. A. M. (2013). <i>Identifying leaders for urban charter, autonomous and independent schools: Above and beyond the standards.</i> Bingley, U.K: Emerald.</p> <p>A critical challenge for urban charter/autonomous/independent schools is finding educational leaders with the courage to lead with authenticity; integrity and ingenuity using standards based practices to effect transformational change within schools. Two decades after the first charter school opened, leaders still continue to face a range of challenges that traditional public school leaders do not face. Without the type of district support that traditional public school leaders benefit from, charter/autonomous leaders must be able to prepare themselves by tapping into alternative resources quickly and efficiently. This book begins by cultivating the balance of self, both personal and professional, that will guide leaders to manage the operational and educational demands of leading a charter/autonomous school. With a didactic approach identifying skills and capacities needed above and beyond the Interstate School Leaders Licensure Consortium Standards (ISLLC), this book will give administrators the requisite skills and necessary tools to effectively manage the complexities of leadership in urban charter/autonomous schools.</p>	<p>371.050973 Id27</p>
	<p>Kouzes, J. M., Posner, B. Z., High, B., & Morgan, G. M. (2013). <i>The student leadership challenge.</i> Hoboken, N.J. : John Wiley & Sons,</p> <p>Designed to be used with the The Student Leadership Challenge or the Student Leadership Practices Inventory, this workbook will help students go deeper into the actual practice of leadership, guiding them in better understanding and embodying The Five Practices of Exemplary Leadership in a meaningful and relevant way. It includes activities and worksheets; a unit on taking, digesting, and understanding the Student Leadership Practices Inventory; and a section the helps students commit to and work on their leadership development in an ongoing way.</p>	<p>378.198 K84</p>

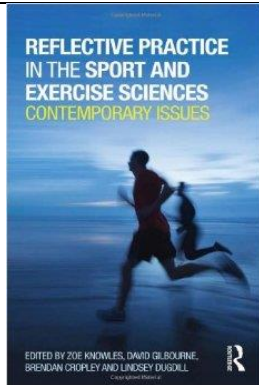
	<p>Portner, H., & Collins, B. (2014). <i>Leader of leaders: The handbook for principals on the cultivation, support, and impact of teacher-leaders.</i> Upper Saddle River, New Jersey : Pearson</p> <p>Here is the ideal handbook for current and aspiring elementary and secondary educators and leaders, teacher-leaders, and school leaders. In it, the authors have provided a wealth of ready-to-use information and suggestions on the roles of principals as leaders of leaders; the roles of teacher-leaders as they lead; the culture in which teacher-leaders emerge, develop, and are supported; and the function of building principals as catalysts for and champions of this supportive, constructive environment.</p>	<p>371.2012 P83</p>
	<p>Rosser, M., & Massey, T. (2014). <i>Becoming an integrated educational leader.</i> New York : Peter Lang,</p> <p>Becoming an Integrated Educational Leader is a must-read for current K-12 educators, preparing and current teachers who want to be leaders in their schools and communities. This powerful book provides insights into gaining a better understanding of our educational system and how this has affected our current status through political and cultural events of our past, as well as understanding critical pedagogy that supports learners in this system. It also describes a better understanding of the physical and emotional blockades experienced by educators and how to be a complete leader.</p>	<p>371.2 R 73</p>

	<p>Shen, J., & In Cooley, V. (2013). <i>A resource book for improving principals' learning-centered leadership</i>. New York : Peter Lang,</p> <p>This book focuses on seven important dimensions of principalship: data-informed decision-making; safe and orderly school operation; high, cohesive, and culturally relevant expectations for students; distributive and empowering leadership; coherent curriculum; real-time and embedded instructional assessment; and commitment and passion for school renewal. For each dimension, it provides a research base, best practices, and relevant tools. The book is particularly useful for researchers, policy makers, and educational leadership faculty members as well as, of course, principals.</p>	<p>371.2012 R31</p>
	<p>Sheninger, E. C. (2014). <i>Digital leadership: Changing paradigms for changing times</i>. Thousand Oaks, Calif. : Corwin, a SAGE company</p> <p>Digital leadership is a strategic mindset and set of behaviors that leverages resources to create a meaningful, transparent, and engaging school culture. It takes into account recent changes such as ubiquitous connectivity, open-source technology, mobile devices, and personalization to dramatically shift how schools have been run and structured for over a century. Leading in education becomes exponentially powerful when using technology to your advantage. Eric Sheninger—"Principal Twitter"—shares his Pillars of Digital Leadership to help readers</p> <p>Transform school culture by initiating sustainable change</p> <ul style="list-style-type: none"> • Use free social media tools to improve communication, enhance public relations, and create a positive brand presence • Integrate digital tools into the classroom to increase student engagement and achievement • Facilitate professional learning and access new opportunities and resources <p>The time is now, whether you are a building level or teacher</p>	<p>371.33 Sh45</p>

	leader, to boldly move schools forward in the digital age.	
Physical Education		
	<p>Clow, A., & Edmunds, S. (2014). <i>Physical activity and mental health</i>. Champaign, IL: Human Kinetics.</p> <p>With contributions from internationally renowned experts, Physical Activity and Mental Health presents research illustrating how the use of physical activity can enhance well being and reduce the impact of potentially debilitating mental health conditions. Written for students, researchers, and professionals in exercise science, fitness, and health care fields, Physical Activity and Mental Health details the factors that influence the relationship between mental health and physical activity as well as the benefits of physical activity in dealing with mental illnesses such as Alzheimer's disease, depression, schizophrenia, and addictive behaviors. Readers will learn how promotion of physical activity can lead to a greater sense of well being or act as a medical intervention. Exercise readiness checklists, mental health checklists, and population-specific sample activity plans assist in creating and implementing exercise programs to meet the needs of patients or clients.</p>	<p>615.82 P56</p>
	<p>Franklin, E. N. (2014). <i>Dance imagery for technique and performance</i>. 2nd ed. Champaign, Illinois : Human Kinetics</p> <p>Using imagery to improve dancing and artistic expression. Renowned master teacher Eric Franklin has thoroughly updated his classic text, Dance Imagery for Technique and Performance, providing dancers and dance teachers with a deep understanding of how they can use imagery to improve their dancing and artistic expression in class and in performance. The 300 illustrations cover the major topics in the book, showing exercises to use in technique, artistic expression, and performance. This new edition of Dance Imagery for Technique and Performance can be used with Franklin's Dynamic Alignment Through Imagery, Second Edition, or on its own. Either way, readers will learn how to combine technical expertise with imagery skills to enrich their performance, and they will discover methods they can use to explore how imagery connects with dance improvisation and technique.</p>	<p>792.807 F85</p>

	<p>Gornall, S., & Burn, M., (2013). <i>Coaching and Learning in Schools : A Practical Guide.</i> Los Angeles, Calif., : SAGE Publications</p> <p>Coaching plays a key part in supporting the current education agenda. This book is both broad in range and specific in detail. It helps school leaders explore how coaching relationships can lead to increased attainment and capacity for learning, benefitting both education professionals and the young people in their care. The chapters cover: - models and types of coaching - specific frameworks for coaching - the impact of coaching on personal and professional development - how coaching can impact on raising attainment - how coaching can improve teaching and learning. Written by experienced educators and coaches, this book provides insight for all those involved in school leadership. Analysis of case studies involving professionals working in early years, primary, secondary and post-16 settings highlights what makes coaching effective. Further reflection shows how coaching and learning are inextricably connected. Clear explanations of coaching models and tools enable readers to expand their own range as coaches. Sarah Gornall is a Leadership Coach and the Director of Coaching Climate. Mannie Burn works with Best Practice Network and as an independent coach in schools</p>	<p>371.394 G68</p>
	<p>Hernandez, D. A. M. L. (2004). <i>Cheerleading: Technique, training, show.</i> Oxford: Meyer & Meyer.</p> <p>Cheerleading is not just dance, acrobatics, speechsong and spectacle; it is above all a team sport requiring a lot of hard work. But anyone who has been touched by the Spirit finds it hard to give it up. This book explains what it's all about. Starting with warm-up and stretching, then moving onto jumps, cheers and chants and finally dance, this book contains all the information you need to set up a successful team. It is suitable for experienced cheerleaders and coaches, not just for beginners. Teachers who would like to offer this sport will also find the necessary know-how in this book.</p>	<p>791.64 D34</p>

	<p>Hodgkin, D., & Pearce, C. (2014). Better body workouts for women. Champaign, IL : Human Kinetics</p> <p>Are you serious about your workouts but disappointed in the results? Training harder and longer but getting no closer to your goal? If so, then read on—the solutions to your problems are here.</p> <p>In Better Body Workouts for Women, fitness experts and elite athletes Dean Hodgkin and Caroline Pearce provide you with your own personal training toolkit. You'll discover the best methods for assessing your current fitness level, identifying physical strengths and deficiencies, setting and refining training goals and selecting and customizing the programs to make an immediate, lasting impact.</p>	<p>613.7045 H66</p>
	<p>Kaltenbrunner, T., & Procyk, N. (1998). Contact improvisation: Moving, dancing, interaction : with an introduction to new dance. Oxford: Meyer & Meyer Pub.</p> <p>Thomas Kaltenbrunner presents a comprehensive survey of contact improvisation, offering practical examples and ideas which have been tried and tested in his own workshops.</p>	<p>792.8 K12</p>
	<p>Kamberg, M.-L. (2013). A career as an athletic trainer. New York: Rosen Pub.</p>	<p>796.023 K12</p>



Knowles, Z., Gilbourne, D., Cropley, B., & Dugdill, L., (2014). ***Reflective Practice in the Sport and Exercise Sciences : Contemporary Issues.*** London : Routledge

613.71
R25

Drawing on the experiences of scientists, researchers, practitioners and teachers in a wide range of sport and exercise settings, this book explores contemporary issues in reflective practice and considers the way that reflective practice impacts upon applied practice, on research methodology and on professional development. It includes chapters on the use of reflective practice in areas as diverse as:

- delivering coach education
- sport psychology support
- working in sports physiology
- developing young players in sport
- exercise-related interventions
- physiotherapy
- working inside a professional football club
- student skills and the physical activity and health curriculum



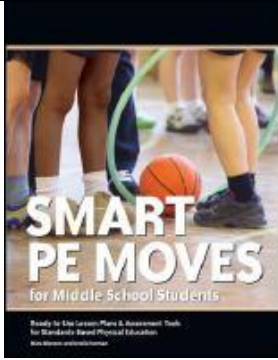
Based on multi-disciplinary work in education and the health sciences, and exploring the crucial interface between learning and practice, this book is important reading for all sport and exercise scientists and any professional working in sport and exercise looking to become more effective practitioners.



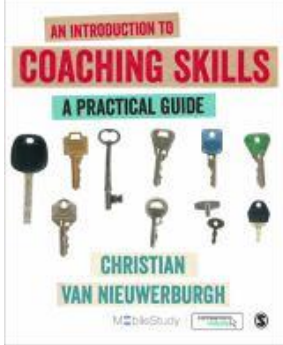
Lees, T. (2007). ***Water fun book: Fitness and swimming activities for all ages.*** Champaign: Human Kinetics.

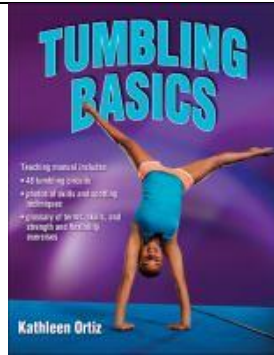
613.716
L51

Author Terri Lees first published her book Water Fun: Fitness and Swimming Activities for All Ages in 2007. Its title is self explanatory: Lees travels beyond conventional swimming to describe many additional fun aquatic activities with an exercise component. As a slightly pared-down filmed companion piece to Lees's book, the release Water Fun both describes 57

	activities from the original text, and visualizes them onscreen. Most of the exercises take place in shallow water, without any required swimming skills. Lees hosts and narrates, and divides the program into five segments: 'Levels of Performance,' 'Aqua Basics,' 'Sports Aqua,' 'Partner Stunts and Skills' and 'Water Games That Train.' Each chapter contains its own unique set of water activities, and Lees encourages instructors to invent their own creative variations on those exercises. ~ Nathan Southern, Rovi	
	<p>Lucero, Blythe. (2011). The 100 Best Swimming Drills. Auckland ; Indianapolis : Meyer & Meyer Sport.</p> <p>This book is organized into sections covering the four competitive strokes: freestyle, backstroke, breaststroke and butterfly. Each drill is explained step by step and accompanied by comprehensive diagrams. Drill feedback charts are included to help swimmers identify problems and make modifications. Underwater and surface photographs give swimmers optimal images to emulate as they practice. This book is an excellent resource for swimmers at any level.</p>	797.21 L96
	<p>Lucero, B., (2010) Challenge Workouts for Advanced Swimmers Aachen, Germany : Meyer and Meyer Sport</p> <p>"Challenge Workouts for Advanced Swimmers" contains 100 advanced level workouts that focus on speed and yardage, with specific workouts for freestyle, individual medley, sprint and distance swimming. The workouts in this book use pace work, descending and building sets and goal swims, that total up to 6,000 yards/meters. Each workout is accompanied by a personal challenge designed to meet the mental and physical training needs of the advanced swimmer. Book jacket</p>	797.21 L96
	<p>Manson, M., & Herman, A., (2012). Smart PE Moves for Middle School Students. Reston, VA National Association for Sport and Physical Education</p> <p>Smart PE Moves is a comprehensive guidebook that offers dozens of block plans and lesson plans and sample assessments for the following types of activities: target, fitness, net and wall, outdoor, individual and personal performance, and striking and fielding. Each lesson plan includes objectives, warm-up, practice and small-sided game activities, and a checklist of how the lesson applies to the national standards for physical education. A must have for all middle school physical educators!</p>	372.86 M31

	<p>Mitchell, D. (2012). <i>Learning through movement and music: Exercise your smarts.</i> Champaign, IL: Human Kinetics.</p> <p>Kids love to move and it's proven that children learn academic concepts better when those concepts are combined with music and movement. This book together with a DVD includes video clips which aids learning through muscle movement. The DVD includes reproducible assessments, lyrics and posters that can be used within the classroom to facilitate learning. "Learning Through Movement and Music" gets school students moving while teaching them about their bodies, health, fitness concepts and how to measure their fitness abilities. The activities themselves cover warming up, stretching, muscle identification and workouts, cardio and interval training, fitness testing, the FITT principle, cooling down and much more. "Learning Through Movement and Music" enlightens students on the benefits, the how-to's, and the why's of exercise and fitness. Reviews of this title are through UK and European PE websites, magazines and journals including "Physical Education Matters and School Sport". It is featured: at PE events throughout the UK and Europe including the Youth Sport Trust conference; in the PE catalogue sent to PE teachers, coaches and recreational sport leaders; in Human Kinetics' monthly "PE E-Newsletter" sent to over 5,000 subscribers; and, on Human Kinetics' Health & Fitness Blog.</p>	<p>372.868 M69</p>
	<p>Morel, Nina Jones & Cushman, Carla Staton. (2012). <i>How to Build an Instructional Coaching Program for Maximun Capacity.</i> Thousand Oaks, California : Corwin Press.</p> <p>Chart your course for success: A guide for school and district leaders</p> <p>Research supports the value of coaches in improving school culture and facilitating change that leads to staff and student success. This comprehensive resource guides school and district leaders through the journey of developing and sustaining an effective coaching program. The authors engage readers with a nautical metaphor that outlines the planning and implementation process, including how to:</p> <ul style="list-style-type: none"> • Cast a vision for the coaching program 	<p>370.711 M81</p>

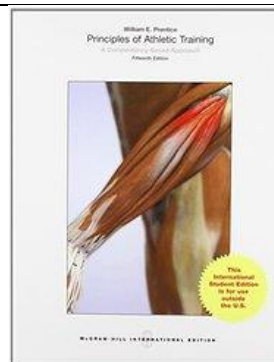
	<ul style="list-style-type: none"> • Determine desired characteristics of instructional coaches • Use data to evaluate and refine the program • Communicate the benefits to leaders, principals, and teachers • Design appropriate professional training and support 	
	<p>Nieuwerburgh, C. . (2014). <i>An introduction to coaching skills: A practical guide.</i> Los Angeles ; London ; New Delhi ; Singapore ; Washington, DC : SAGE,</p> <p>An Introduction to Coaching Skills is an invaluable resource for novice and trainee coaches. Its accessible, step-by-step style acquaints you with the key skills needed to become a successful coach and, with its focus on the applied side of coaching, the book is an essential text for anyone starting out on their coaching voyage. From the 'how to', through to practicalities and challenges and honing existing skills, this book covers:</p> <ul style="list-style-type: none"> - Definitions of coaching - How to become a coach - Key coaching skills - Current coaching models - Practical tools and techniques - Reflective practise and how best to help others <p>With evidence-based research, activities and suggestions for further reading, this is a clear and practical, all-you-need guide to becoming a coach.</p>	<p>371.102 N55</p>



Ortiz, K. (2013). ***Tumbling basics***. Champaign, IL : Human Kinetics,

796.472
Or85

Tumbling Basics helps teachers new to tumbling break down each skill into small, easy to teach steps. This book focuses on seven tumbling skills that provide the basis for any tumbling program. With Tumbling Basics, you can learn how to safely teach the essential skills needed for tumbling. Using the book's clear visual and verbal cues, you can guide the students through each skill no matter your level of tumbling experience. Tumbling Basics also includes exercises to help students improve their strength and flexibility to perform skills successfully. You can also increase the challenge and fun using the book's tumbling circuits that give students a way to practice tumbling skills in various combinations. For each skill, you'll find a description with step by step photos then circuits that reinforce the new skill. Clear instructions on spotting techniques help you learn to safely guide students through difficult skills, and safety guidelines help you create an environment where students can practice without fear of being injured. This resource is packed with over 200 photos and illustrations and also includes rubrics for each skill. Tumbling Basics brings you the knowledge, tools, and confidence to incorporate a tumbling program, unit or lesson into your physical education curriculum. Tumbling provides both physical and mental challenges for your students. With the mastery of each new skill students improve their physical strength, flexibility, and coordination and increase their mental discipline and self esteem. By combining basic skills, exciting tumbling circuits, and safety guidelines and techniques, Tumbling Basics will help you uncover the challenge and fun of tumbling for your students.



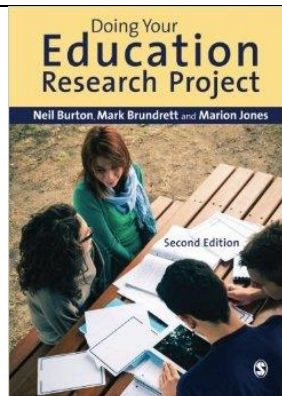
Prentice, W., (2014). ***Principles of Athletic Training : A Competency-Based Approach***. New York, NY : McGraw-Hill

617.1027
P91

Principles of Athletic Training: A Competency-Based Approach is designed to be used by athletic trainers in courses concerned with the scientific, evidence-based and clinical foundations of athletic training and sports medicine. The text leads the student from general foundations to specific concepts relative to injury prevention, evaluation, management, and rehabilitation. As the student progresses from beginning to end, he or she will understand the complexities of the profession of athletic training. An over-arching goal of the text is to make

	<p>certain that each and every one of the educational competencies identified by the Education Council is specifically covered. After using this text the student should be able to apply the appropriate techniques and concepts in the day-to-day performance of his or her job as an athletic trainer.</p>	
	<p>Reinisch, S., Höller, J., & Maluschka, A. (2012). <i>The Secrets of Kyusho: Modern Pressure Points Fighting</i>. Aachen: Meyer & Meyer.</p> <p>Every action in Martial Arts and self defense aims at discovering the opponents weak points, exploiting them and finally disabling him/her without injury or to bring him/her under control. Although our knowledge about the build-up of the human body has multiplied, in many books on the subject of Martial Arts an explanation concerning the effect of various striking and pressure techniques has reduced to mentioning merely causes pain, paralyzes, death . Explanations are missing or are left in the realm of the esoteric. However it would be appreciated very much, if not simply from a standpoint of personal responsibility, if the followers of Martial Arts delved more into the possible medical outcome of their actions.</p>	<p>796.8 R27</p>
	<p>Supovitz, F. (2005). <i>The sports event management and marketing playbook</i>. Hoboken, N.J: J. Wiley & Sons.</p> <p>As a sporting event planner, how do you keep up with the trends of the ticket buying public, sponsorship and merchandising while at the same time attending to the hundreds of management and operational details required to execute the event? A successful sports event requires a planner that can read signals from their market and plan strategically to maintain sponsors and a fill an arena.</p>	<p>796.0688 Su76</p>
	<p>Tannehill, D., Van, . M. H., & MacPhail, A. (2015). <i>Building effective physical education programs</i>. Burlington, MA : Jones & Bartlett Learning</p> <p>Building Effective Physical Education Programs is a unique text focused on designing and delivering school physical education programs. The text succeeds in helping pre-service, novice, and more experienced teachers to understand the essential components necessary to create and deliver impactful physical education programs within their school or organization.</p>	<p>372.86 T15</p>

Research



Burton, N., Brundrett, M., & Jones, M. (2014). ***Doing your education research project. 2nd ed.*** Los Angeles, CA. : SAGE

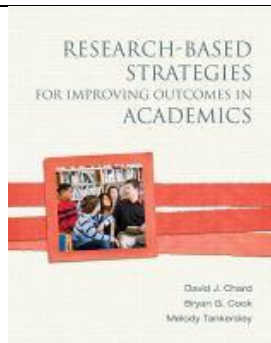
**370.721
B85**

If you are a trainee teacher or experienced practitioner new to research, or are simply wondering how to get started on your education research project, this practical book will be your guide. The authors offer simple steps to ensure that you ask the key questions in the most effective way possible. The book guides you through the entire research process: from clarifying the context and conceptual background, to presenting and analysing the evidence gathered.

Supported by examples, checklists and diagrams, this fully revised and updated edition includes a wealth of information on:

- Research design
- Evidence gathering techniques
- Practitioner research
- Ethics
- Data analysis techniques.

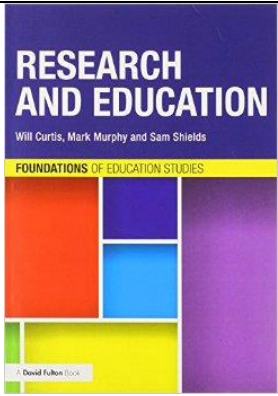
This book will be valuable to anyone beginning a research or a professional or a professional or school development project, whatever stage they are at within the teaching community, from training for QTS, higher degree, or in need of evidence-backed decisions for the strategic development of their school.



Chard, D., Cook, B. G., & Tankersley, M. (2013). ***Research-based strategies for improving outcomes in academics.*** Boston: Pearson.

**428.40711
C37**

Research-Based Strategies for Improving Outcomes in Academics, 1e is an authoritative collection of the best techniques known to work for students with disabilities. A volume unlike any other, it helps practitioners, teacher-educators, and policymakers combat the gap between research and practice by gathering the most meaningful findings regarding academic outcomes in a single source. Written by leading authorities, chapters offer a consistent


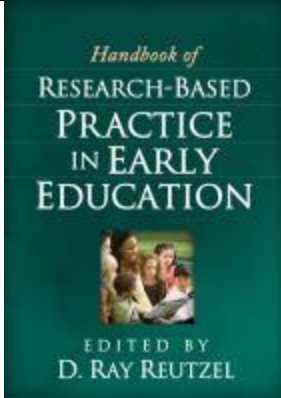
	format that includes definition of strategy, theoretical underpinnings, description, fidelity checklist, and research-based summaries. Sections cover a range of academic areas such as language development, literacy, mathematics, and written expression.	
	<p>Curtis, W., Murphy, M., & Shields, S. (2014). <i>Research and education</i>. London [u.a.: Routledge.</p> <p>Educational researchers take a number of decisions that define the credibility and scope of their enquiry e" the approach they adopt, the strategies they employ, the methods they use and the ways they present their findings. This core text provides an easy-to-read, comprehensive introduction to educational research that will develop your understanding of research strategies, theories and methods.</p> <p>Specifically written for undergraduate Education Studies students, the book guides you through the process of planning a research project, the different research methods available, and how to carry out your research and write it up successfully. Highlighting the theoretical and methodological debates and discussing important ethical and practical considerations, the book is structured to help you tackle all the different aspects of your project from writing your literature review, designing a questionnaire, analysing your data to the final writing up. The book will give you the confidence and enthusiasm to discuss and write about research effectively.</p>	<p>370.72 C94</p>

	<p>Calandra, Brendan & Rich, Peter J. (2015). Digital Video for Teacher Education: Research and Practice. New York : Routledge</p> <p>Digital video use is becoming prevalent in teacher education as a tool to help improve teaching and learning and for assessing effective teaching. Timely and comprehensive, this volume brings together top scholars from multiple disciplines to provide sound theoretical frameworks, research-based support, and clear practical advice on a variety of unique approaches to using digital video in teacher education programs.</p> <ol style="list-style-type: none"> I. Part I deals with the use of video for teacher learning. II. Part II focuses on the role played by those other than teachers in the effective use of digital video in teacher education programs. III. Part III addresses how to administer video for teacher education. Exploring the complexities of effectively and appropriately integrating digital video into teacher development at various stages, this book is a must-have resource for scholars and professionals in the field. 	<p>71.335 D56</p>
	<p>Efron, S. E. (2013). <i>Action research in education: A practical guide.</i> New York : Guilford Press</p> <p>This accessible, pragmatic text shows educators step by step how to conduct classroom- and school-based studies to improve instructional practices. The book presents methods and strategies for implementing each stage of the action research cycle, providing balanced coverage of qualitative, quantitative, and mixed-methods approaches. Readers learn how to: select and define a research topic; develop a literature review; choose a design; formulate data collection strategies; design and/or evaluate assessment tools; and interpret, analyze, and report study results. Helpful examples and vignettes depict a variety of real-world teaching and learning situations, school subjects, and age groups (PreK-12). Pedagogical Features Include: * Exercises and activities in every chapter. * Checklists, guidelines, and templates that enable busy educators to self-assess the progress and quality of their studies. * Example boxes illustrating the components of an action research report. * Summary tables highlighting key aspects of different research strategies. * Chapter summaries and suggestions for further reading.</p>	<p>370.72 Ef78</p>

	<p>Fraenkel, J. R. (2015). <i>How to design and evaluate research in education.9th ed.</i> New York : McGraw-Hill Education</p> <p>How to Design and Evaluate Research in Education provides a comprehensive introduction to educational research. The text covers the most widely used research methodologies and discusses each step in the research process in detail. Step-by-step analysis of real research studies provides students with practical examples of how to prepare their work and read that of others. End-of-chapter problem sheets, comprehensive coverage of data analysis, and information on how to prepare research proposals and reports make it appropriate both for courses that focus on doing research and for those that stress how to read and understand research. An early focus on how to locate appropriate literature helps students make effective use of online search tools.</p>	<p>370.72 F84</p>
	<p>Gay, M., (2014) <i>Educational Research : Competencies for Analysis and Applications</i> Harlow, Essex : Pearson Education Limited</p> <p>The authors of this text help students acquire the skills and knowledge required of competent consumers and producers of educational research. Students aren't mystified by theoretical and statistical jargon. Instead, through practical examples and a light (often funny) tone, students are taught how to read and perform research. The new edition includes a Digital Research Tools for the 21st Century feature that introduces novel tools and methods researchers can use to make the process of doing research easier or more efficient.</p>	<p>370.72 G25</p>
	<p>Hendricks, C., (2013). <i>Improving Schools through Action Research : A Reflective Approach.</i> Upper Saddle River, NJ : Pearson</p> <p>It is a brief, accessible, and practical text that prepares educators to conduct their own action research projects. The third edition provides the information needed to complete each step of the action research cycle. Chapter activities include a research paper component that helps readers create a research paper as they complete the activities. Additional activities have been added in this</p>	<p>370.72 H38</p>

	<p>edition to help educators navigate through each step of the action research process-from choosing a topic and generating research questions through data analysis and reporting results and conclusions.</p>	
	<p>Killen, R. (2012). <i>Effective teaching strategies: Lessons from research and practice. 6th ed.</i> South Melbourne, Vic: Cengage Learning Australia.</p> <p>Effective Teaching Strategies: Lessons from research and practice 6e provides a practical overview of nine common teaching strategies used in all levels of education and training from early childhood through to higher education. Initial chapters discuss the Australian Curriculum framework and provide an introduction to the key principles of quality teaching and learning. These ideas are then applied through chapters devoted to different teaching strategies: direct instruction, discussion, small-group work, cooperative learning, problem solving, student research, role-play, case study and student writing. Chapters describe each of the strategies in detail with a practical focus on why, when and how to use each one. There are guidelines for planning lessons based on each strategy, for implementing those lessons effectively and for evaluating the effectiveness of each strategy. Activities and numerous examples from a wide range of subject areas help readers to relate the ideas to their own specialist teaching areas.</p>	<p>371.102 K55</p>
	<p>Lane, K. L., Cook, B. G., & Tankersley, M. (2013). <i>Research-based strategies for improving outcomes in behavior.</i> Boston: Pearson.</p> <p>Research-Based Strategies for Improving Outcomes in Behavior, 1e is an authoritative collection of the best techniques known to work for students with disabilities. A volume unlike any other, it helps practitioners, teacher-educators, and policymakers combat the gap between research and practice by gathering the most meaningful findings regarding behavior outcomes in a single source. Written by leading authorities, chapters offer a consistent format that includes definition of strategy, theoretical underpinnings, description, fidelity checklist, and research-based summaries. . Sections show how to improve behavior outcomes by implementing Positive Behavior Supports, preventing problem behavior, improving compliance, decreasing aggressive behavior, and</p>	<p>371.10245 L24</p>

	promoting social skills training.	
	<p>McLeskey, J., Waldron, N., Spooner, F., & Algozzine, B., (2014). <i>Handbook of Effective inclusive Schools : Research and Practice.</i> New York : Routledge</p> <p>Over the last decade, the educational context for students with disabilities has significantly changed primarily as a result of mandates contained in NCLB and IDEA. The purpose of this book is to summarize the research literature regarding how students might be provided classrooms and schools that are both inclusive and effective. Inclusive schools are defined as places where students with disabilities are valued and active participants in academic and social activities and are given supports that help them succeed. Effectiveness is addressed within the current movement toward multi-tiered systems of support and evidence-based practices that meet the demands of high-stakes accountability.</p>	<p>371.9046 H19</p>
	<p>McNiff, J., (2013) <i>Action Research: Principles and Practice 3rd. Ed.</i> Milton Park, Abingdon, Oxon : Routledge</p> <p>Since its first publication, Action Research: Principles and Practice has become a key text in its field. This new updated edition clearly describes and explains the practices of action research and its underlying values, and introduces important new ideas, including: all professionals should be reflective practitioners; they should produce their personal theories of practice to show how they are holding themselves accountable for their educational influences in learning; the stories they produce become a new people's history of action research, with potential for influencing new futures. This new edition has expanded in scope, to contribute to diverse fields including professional development across the sectors and the disciplines. It considers the current field, including its problems as well as its considerable hopes and prospects for new thinking and practices. Now fully updated, this book contains:</p>	<p>370.72 M23</p>

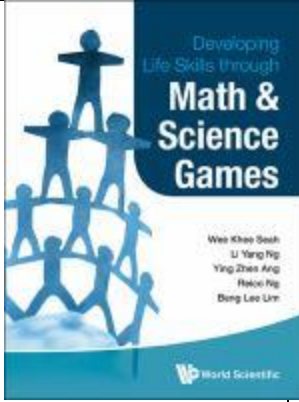

	<p>Poore, M., (2014). <i>Studying and Researching with Social Media</i> Los Angeles, California : SAGE</p> <p>Wondering what your lecturers are looking for in a blog post? Asking yourself how that's different from writing an essay (or a wiki page)? Unsure if Twitter really can be used to build your online profile as a researcher?</p> <p>If you want - or need - to integrate social media tools into your studies and research, this practical book is your one-stop shop. Megan Poore shares the secrets of how to harness the power of social media tools to improve your academic productivity. Inside, you'll find out how to: ... write a good blog post ... contribute to a wiki ... maximise your grades when creating an audio-visual presentation ... find and share the latest research via Twitter ... keep safe online.</p>	<p>371.334467 8 P79</p>
	<p>Reutzel, D. R. (2013). <i>Handbook of research-based practice in early education</i>. New York : Guilford Press</p> <p>Written expressly for early childhood educators, and those who support their professional development, this handbook distills essential knowledge about how to help all PreK–3 learners succeed. Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base. Engaging vignettes illustrate discussions of such topics as differentiated instruction, response to intervention, the Common Core standards, social and emotional learning, assessment, and teaching across the curriculum. Each chapter links cutting-edge research to practical applications, examples, and professional development activities.</p>	<p>372.21 R31</p>

	<p>Taylor, B. M., & Duke, N. K. (2013). <i>Handbook of effective literacy instruction: Research-based practice K-8</i>. New York: Guilford Press.</p> <p>This highly readable handbook synthesizes the best research on K–8 literacy instruction and distills key implications for classroom practice. Noted contributors provide clear recommendations for creating effective, motivating classroom environments; teaching core components of literacy; integrating literacy with content-area instruction; and building a schoolwide literacy program that helps all students succeed. Helpful figures, tables, resource lists, reflection questions, and concrete examples from real classrooms make the book an ideal tool for teacher training and professional development. Numerous reproducible worksheets and checklists can be downloaded and printed in a convenient 8 1/2" x 11" size.</p>	<p>372.6 H19</p>
<p>Science and Math</p>		
	<p>Adams, D., & Hamm, M. (2013). <i>Demystify math, science, and technology: Creativity, innovation, and problem solving</i>. Lanham : Rowman & Littlefield Education, a division of Rowman & Littlefield Publishers, Inc.,</p> <p>In a rapidly evolving local and global economy, skills related to mathematical problem solving, scientific inquiry, and technological innovation are becoming more critical for success in and out of school. Thus, Demystify Math, Science, and Technology addresses the need to cultivate these skills in young students so that ingenuity, teamwork, and imaginative skills become part of their arsenal in dealing with real world challenges. This whole package of attributes is essential for learners imagining new scenarios and future work in areas that don't even exist yet. Another important issue is that teachers now deal with students who span the entire spectrum of learning. Students differ widely in levels of preparedness, personal interests, and cultural ways of seeing and experiencing the world. One size does not fit all. Teachers need to learn to turn diversity into an advantage because innovation builds on the social nature of learning; the more diverse the inputs, the more interesting the outputs. The authors also believe that no one should be sidelined with basic skill training in a way that keeps them away from the creative and collaborative engagement associated with problem solving, inquiry, and the technological products of math and science.</p>	<p>372.7 Ad17</p>

	<p>Adams, D., & Hamm, M., (2014) <i>Teaching Math, Science, and Technology in Schools Today.</i> Lanham : Rowman & Littlefield Education</p> <p>Teaching Math, Science, and Technology in Schools Today: Guidelines for Engaging Both Eager and Reluctant Learners offers unique, engaging, and thought-provoking ideas. It surveys today's most important trends and dilemmas while explaining how collaboration and critical thinking can be translated into fresh classroom practices.</p>	<p>372.7 Ad17</p>
	<p>Conklin, W. (2010). <i>Differentiation strategies for science.</i> Huntington Beach, Calif: Shell Education.</p> <p>Written specifically for K-12 science teachers, this resource provides the "nuts and bolts" of differentiation. Presented in an easy-to-implement format, this handy notebook is designed to facilitate the understanding and process of writing differentiated lessons to accommodate all readiness levels, learning styles, and interests. The lessons are based on various differentiation strategies including tiered assignments, tiered graphic organizers, leveled questions, using realia, menu of options, stations/interest centers, discovery-based learning, and orbital studies. Additionally, the lessons are vertically aligned and provided at four different levels: K-2, 3-5, 6-8, and 9-12. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills.</p>	<p>372.35 C76</p>
	<p>Houghton Mifflin Harcourt Publishing Company. (2012). <i>Go Math!: Grade 1.</i> Orlando, Fla: Houghton Mifflin Harcourt.</p>	<p>372.7 G53pb gr.1</p>

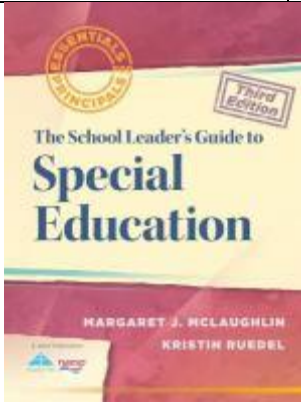
	<p>Dixon, J. K., & Houghton Mifflin Harcourt Publishing Company. (2012). Go math!. Orlando, Fla: Houghton Mifflin Harcourt.</p>	<p>372.7 G53 gr.2</p>
	<p>Houghton Mifflin Harcourt Publishing Company. (2012). Go Math!: Grade 3. Orlando, Fla: Houghton Mifflin Harcourt.</p>	<p>372.7 G53pb gr.3</p>
	<p>Houghton Mifflin Harcourt Publishing Company. (2012). Go Math!: Grade 4. Orlando, Fla: Houghton Mifflin Harcourt</p>	<p>372.7 G53pb gr.4</p>
	<p>Dixon, J. K., Larson, M. R., Leiva, M. A., Adams, T. L., & Houghton Mifflin Harcourt Publishing Company. (2012). Go math!. Orlando, Florida : Houghton Mifflin Harcourt,</p>	<p>372.7 G53 gr.5</p>
	<p>Dixon, J. K., & Houghton Mifflin Harcourt Publishing Company. (2012). Go math!. Orlando, Fla: Houghton Mifflin Harcourt.</p> <p>The Go Math! 6th grade Student Edition is a write-in, consumable book. At every grade level, students record their strategies, explanations, solutions, practice and test prep right in their books.</p>	<p>372.7 G53 gr.6</p>

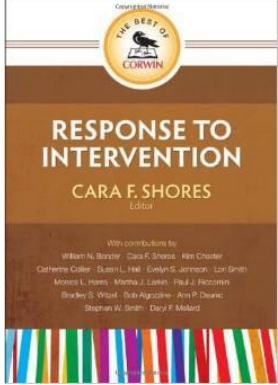
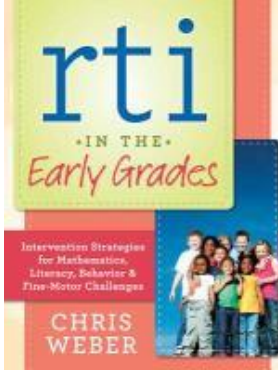
	<p>Larson, R., Boswell, L., Kanold, T. D., & Stiff, L. (2012). Holt McDougal Larson pre-algebra. Orlando, Fla: Houghton Mifflin Harcourt Publishing Company.</p>	<p>372.7 L32pr</p>
	<p>Larson, R., Holt McDougal., & Houghton Mifflin Harcourt Publishing Company. (2012). Geometry. Orlando, Fla: Holt McDougal/Houghton Mifflin Harcourt.</p>	<p>516 L32</p>
	<p>Burger, E. B., Chard, D. J., Kennedy, P. A., Leinwand, S., Renfro, F. L., Roby, T. W., Waits, B. K., ... Houghton Mifflin Harcourt Publishing Company. (2012). Holt McDougal Larson algebra 1. Orlando, Fla: Holt McDougal/Houghton Mifflin Harcourt.</p>	<p>512 L32a1</p>
	<p>Burger, E. B., Chard, D. J., Kennedy, P. A., Holt McDougal., & Houghton Mifflin Harcourt Publishing Company. (2012). Algebra 2. Orlando, FL: Holt McDougal.</p>	<p>512 I32A2</p>

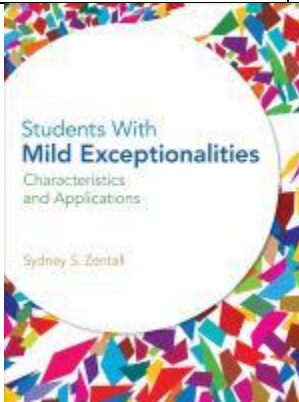
	<p>Khee, S. W., Lim, B. L., & World Scientific (Firm). (2013). <i>Developing life skills through math & science games</i>. Singapore: World Scientific Pub. Co</p> <p>Shaping character and life skills for our leaders of tomorrow has always been a challenging task. This exciting new book brings a new perspective to educating our young in a fun, exciting and engaging manner. High energy games that bring about both breadth and depth of discussion by the participants will inevitably develop their innate leadership potential and competency levels over time. These games are designed to be logistically minimal so that all can enjoy the games at any time.</p>	<p>372.37 Se13</p>
<p>Special Education</p>		
	<p>Blackburn, C., Carpenter, B., & Egerton, Jo. (2012). <i>Educating Children and Young People with Fetal Alcohol Spectrum Disorders</i>. London ; New York, NY : Routledge.</p> <p>The range of learning difficulties associated with children who have fetal alcohol spectrum disorders (FASDs) has been highlighted as an emerging but little understood area of Special Educational Needs.</p> <p>This engaging, timely, and highly practical book will raise awareness about FASDs and their associated difficulties across the entire education workforce. It provides a range of specialist, practical tried-and-tested teaching and learning strategies, from which teachers and support staff may construct personalised learning plans for students with FASDs, and will help improve outcomes for all their children. It also:</p> <ul style="list-style-type: none"> • explains the impact that FASDs can have on the child's brain; • discusses the overlapping and co-existing disorders, such as ADHD and autism spectrum disorders; • shows how to support and empower teachers; • provides ready-to-use teaching resources and strategies that can be used directly in the classroom. 	<p>371.9 B56</p>

	<p>Colley, A. (2013). <i>Personalised Learning for Young People with Profound and Multiple Learning Difficulties</i>. London: Jessica Kingsley Publishers.</p> <p>Challenging the notion that young people with profound and multiple learning difficulties (PMLD) should be taught in a linear, target-driven way, this book presents an innovative model for creating learning opportunities to suit the needs and abilities of each individual student, within the constraints for formal curricula and even in large class settings. Focusing on students with PMLD aged 14 and over, and addressing their unique needs as they progress towards adult life, the author explains how to create a truly personalized program for each individual that recognizes their right to autonomy whilst also acknowledging their learning difficulties. Practical strategies for dealing with common areas of difficulty such as communication and behavior are included, and the book contains useful solutions to practical considerations such as timetabling, staffing, assessments and target-setting, and adapting the physical and sensory environment for students with PMLD. A final section looks at opportunities for students with PMLD post-secondary education.</p>	<p>371.9 C68</p>
	<p>Conderman, Greg (2013). Strategy Instruction for Middle and Secondary students with Mild Disabilities: Creating Independent Learners. Thousand Oaks, California: Corwin.</p> <p>The pressure is on special and general education teachers alike. If we're to ensure that adolescents with mild disabilities achieve the very same gains as their peers, we must first teach them how to learn. Here's a one-stop guide for getting started, pairing the very best instructional methods with assessments and IEP goals so all students can be independent</p>	<p>371.9 C75</p>

	<p>learners.</p> <p>Driven by research, this indispensable resource features: evidence-based strategies for teaching vocabulary, reading, written language, math, and science, as well as study skills, textbook skills, and self-regulation; clear presentation that describes strategies in context; informal assessments for every content area or skill addressed; case studies that link assessment results, IEP goals, and learning strategies; and application activities and suggested responses.</p>	
	<p>Gargiulo, R. M., & Kilgo, J. L. (2013). <i>An introduction to young children with special needs: Birth through age eight.4th ed.</i> Belmont, Calif: Wadsworth.</p> <p>AN INTRODUCTION TO YOUNG CHILDREN WITH SPECIAL NEEDS: BIRTH THROUGH AGE EIGHT, 4E, International Edition offers a thorough introduction to the educational policies, programs, practices, and services specific to infants, toddlers, and preschoolers who demonstrate delays and disabilities. It also offers information about youngsters who exhibit signs of being at-risk for future programs in learning and development. Through a host of proven learning techniques, a website, and additional related resources, readers are guided to a full understanding of important theoretical and philosophical foundations in serving children whose learning is delayed. These include authentic assessments, cultural sensitivity and competence, activity-based interventions, and developmentally and individually appropriate practices. The book emphasizes instructional strategies necessary for creating inclusive learning environments, and offers recommendations throughout for using technology in the learning environment.</p>	<p>371.9047 G18</p>
	<p>McGee, B. H., Keiser, D. T., (2013). <i>Differentiated Projects for Gifted Students : 150 Ready-to-Use Independent Studies.</i> Waco, Texas : Prufrock Press</p> <p>Kids love exploring complex topics, and the more than 150 ready-to-use projects in this book will get their minds working and their hands investigating as they complete fun tasks like "Can You See Sound?" and "It's All in the Advertising." The research-oriented activities in this book</p>	<p>371.394 M17</p>

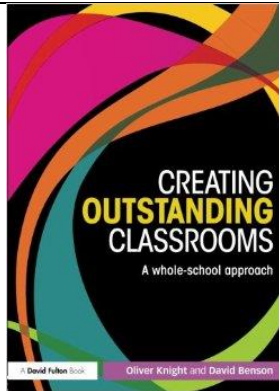
	<p>will help teachers provide differentiated learning experiences for advanced and gifted learners based on grade-level content. Each project is written for learners in grades 3-5 to use independently, and the teacher-friendly projects require very few additional materials and very little guidance. The projects are fully integrated, with many employing skills from several content areas. Learners will use 21st-century skills as they explore grade-level content more deeply through specific, intensive online research.</p>	
	<p>McLaughlin, M. J., & Ruedel, K. (2012). <i>The school leader's guide to special education</i>. Bloomington, IN: Solution Tree.</p> <p>Special education is often a confusing and expensive consideration of running a school. You have IEPs and BIPs in place, but are they really working? Find a refresher on the key legal rights of students with disabilities along with methods for designing and implementing IEPs and BIPs that work, approaches to creating effective instruction and assessment practices, and opportunities for inclusion in the general education classroom.</p>	<p>371.90973 M22</p>
	<p>McWilliam, R. A., Cook, B. G., & Tankersley, M. (2013). <i>Research-based strategies for improving outcomes for targeted groups of learners</i>. Boston: Pearson.</p> <p>Research-Based Strategies for Improving Outcomes for Targeted Groups of Learners, 1e is an authoritative collection of the best techniques known to work for students with disabilities. A volume unlike any other, it helps practitioners, teacher-educators, and policymakers combat the gap between research and practice by gathering the most meaningful findings regarding special populations in a single source. Written by leading authorities, chapters offer a consistent format that includes definition of strategy, theoretical underpinnings, description, fidelity checklist, and research-based summaries. Sections show how to improve outcomes for a variety of special populations from early childhood, to students with high incidence disabilities, to students with autism spectrum disorders.</p>	<p>371.914 R31</p>

	<p>Shores, Cara F. (2012). Response to Intervention. Thousand Oaks, Calif. : Corwin.</p> <p>371.9 R31</p> <p>The ultimate guide to RTI</p> <p>This resource guides practitioners through the challenging and rewarding process of implementing response to intervention (RTI). The chapters address critical factors such as collecting and using valid and reliable data, choosing from methods that are responsive to individual student needs, and implementing processes with fidelity. The authors describe RTI through various lenses:</p> <ul style="list-style-type: none"> • Behavioral interventions • Grade-level approaches from elementary through high school • Strategies tailored to English learners • Specific content areas, including reading and math <p>Because RTI has the power to help students achieve success in school, this collection a must-have for every educator.</p>	
	<p>Weber, C. (2013). <i>RTI in the early grades: Intervention strategies for mathematics, literacy, behavior, and fine-motor challenges</i>. Bloomington, Indiana : Solution Tree Press,</p> <p>371.9 W38</p> <p>Prevention is the best intervention. An RTI system that includes collective responsibility, concentrated instruction, and convergent assessment can transform schooling at all grade levels, but such a system is rarely applied in the early grades. Schools that implement RTI in kindergarten through third grade can close the gap and prevent student learning difficulties from ever developing. RTI in the Early Grades: Intervention Strategies for Mathematics, Literacy, Behavior, & Fine-Motor Skills addresses the importance of early prevention and intervention. Author Chris Weber shows educators how to use RTI-based supports in the early grades by providing best practices in reading, writing, and mathematics instruction that incorporate the Common Core State Standards and key research findings and policy recommendations. Teachers and other practitioners will also learn best practices for English learners and for supporting students, social, behavioral, language, and</p>	

	fine-motor skills.	
	<p>Zentall, S. S. (2014). <i>Students with mild exceptionalities: Characteristics and applications.</i> Los Angeles : SAGE,</p> <p>This concise and practical guide thoroughly presents the characteristics of children with specific mild exceptionalities in todays diverse classroom. Using an active, problem-solving approach that reflects how todays students learn, Dr. Sydney S. Zentall identifies the characteristics of children with mild exceptionalities that can be gleaned from observations, written descriptions, and personal interactions. Unlike many texts on this topic, which overwhelm students with extraneous information, The text focuses on the characteristics of these students within general education and special class settings. With this knowledge readers will better understand the implications of characteristics for accommodations and be ready to apply this knowledge with empirically based interventions.</p>	<p>371.9 Z46</p>
<p>Teaching and Learning</p>		
	<p>Barbezat, D. P., & Bush, M. (2014). <i>Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning.</i>San Francisco : Jossey-Bass, a Wiley brand,</p> <p>Contemplative pedagogy is more than a trendy new teaching technique. It is a way for instructors to: * empower students to integrate their own experience into the theoretical material they are being taught in order to deepen their understanding; * help students to develop sophisticated problem-solving skills; * support students' sense of connection to and compassion for others; and * engender inquiries into students' most profound questions. Contemplative practices are used in just about every discipline- from physics to economics to history-and are found in every type of institution. Each year more and more faculty, education reformers, and leaders of teaching and learning centers seek out best practices in contemplative teaching, and now can find them here, brought to you by two of the foremost leaders and innovators on the subject.</p>	<p>378.125 B23</p>

	<p>Bostock, J., & Wood, J. (2015). <i>Supporting student transitions 14-19: Approaches to teaching and learning.</i> Oxfordshire, England ; New York : Routledge,</p> <p>Supporting Student Transitions 14-19 offers transition focused approaches to planning, teaching, learning and assessment designed to meet the needs of these unique learners. Drawing upon the latest research and theory, as well as the authors extensive experience in the field, it examines in detail transitions in teaching and learning in this complex sector.</p> <p>Drawing out and critically analysing the key features of both pedagogy and andragogy, the book presents the best elements of each to provide all tutors and practitioners involved in the teaching of 14-19 learners with clear strategies for supporting this group. Practical advice backed by sound theory will provide readers with a clear understanding of the requirements and needs of learners in the school, college and university.</p>	<p>373.1102 B65</p>
	<p>Cleaver, E.,(2014). <i>Teaching and Learning in Higher Education : Disciplinary Approaches to Educational Enquiry</i> Los Angeles : SAGE</p> <p>In today's higher education climate academic staff are encouraged to focus not only on the up-to-date content of their teaching, but also to identify the most effective ways to engage students in learning, often alongside other key transferrable skills. This had led to a growing requirement for staff to adopt a scholarly approach to learning and teaching practice, and to undertake scholarship of learning and teaching as part of ongoing professional development.</p> <p>This text explores broad best practice approaches to undertaking enquiry into learning and teaching in higher education. It provides an introduction for staff who have been</p>	<p>378.17 C58</p>

	<p>educated within a range of academic disciplines, often with high-level but very focused knowledge about, and understandings of, research processes to the potentially new world of educational enquiry.</p>	
	<p>Fry, H., Ketteridge, S., & Marshall, S. (2015). <i>A handbook for teaching and learning in higher education: Enhancing academic practice.4th ed.</i> Milton Park, Abingdon, Oxon ; New York : Routledge</p> <p>This entirely new edition of a very successful book focuses on developing professional academic skills for supporting and supervising student learning and effective teaching. It is built on the premise that the roles of those who teach in higher education are complex and multi-faceted. A Handbook for Teaching and Learning in Higher Education is sensitive to the competing demands of teaching, research, scholarship, and academic management.</p>	<p>378.125 H19</p>
	<p>Glazzard, J., Denby, N., & Price, J. (2014). <i>Learning to teach.</i> Maidenhead : Open University Press</p> <p>The book is intended to give enough information and ideas for trainee teachers to approach the practical business of teaching with confidence.</p>	<p>371.102 G46</p>

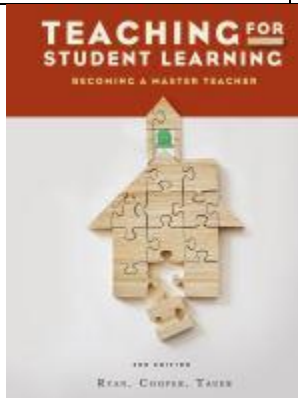


Knight, O., & Benson, D. (2014). ***Creating outstanding classrooms: A whole-school approach.*** London : Routledge, Taylor & Francis Group

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K74

This timely new book outlines a whole-school approach to embedding a sustainable model of teaching and learning that puts the learner at the heart of the system. It provides an entire framework for ensuring all students achieve above their expectations; incorporating school vision, teacher professional development, assessment models, school culture, leadership and management, and core classroom practices.

It takes what the current research suggests does – and does not – work and builds it into a practical approach that has been tried, tested and proven to work. Each section incorporates the research, a model of how this can be embedded across a school and then a training section that allows senior leaders in schools to teach the skill-set to others to ensure it can be embedded and reviewed.

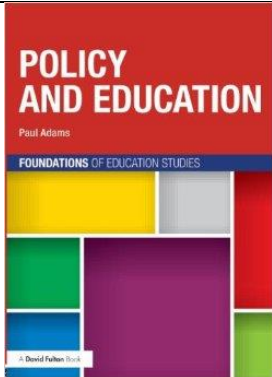


Ryan, K., Cooper, J. M., & Tauer, S. (2013). ***Teaching for student learning: Becoming a master teacher.*** Belmont, CA: Wadsworth Cengage Learning.

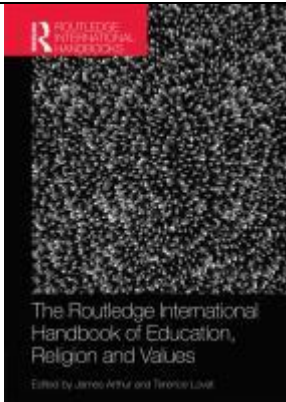
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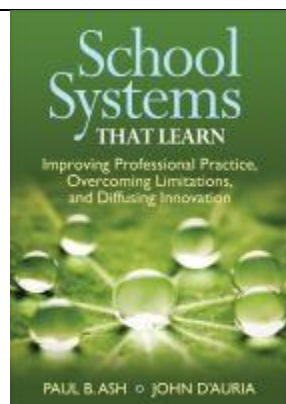
To accommodate the evolution of teacher education programs, this text has been developed for two groups: 1) those serving as interns or student teachers as they complete traditional teacher education programs and 2) new in-service teachers who are part of an alternative certification program. The book's team of experienced educators and authors offers users a set of very practical tools, skills, and advice that they can put into immediate use in the field. The authors also aim to provoke a high level of engagement and interaction with the program. TEACHING FOR STUDENT LEARNING features a

	<p>reader-friendly style and a convenient format with three-hole punched, perforated pages. This convenient format, along with the book's 25 brief, to-the-point chapters (modules), makes it easy for busy teachers to quickly find, understand, and use key information related to their most pressing needs.</p>	
	<p>Singer, A. J. (2014). <i>Teaching to learn, learning to teach: A handbook for secondary school teachers.2nd ed.</i> New York : Routledge/Taylor & Francis Group,</p> <p>Teaching to Learn, Learning to Teach uniquely addresses three problems that frequently concern pre-service and beginning teachers in grades 6-12: classroom control, satisfying state and federal mandates, and figuring out exactly what is the role of the teacher. Integrating practical, theoretical, and critical teaching considerations, it presents a model student-centered approach for designing lessons, developing personal connections with students, and building classroom communities: PRO/CLASS Practices (Planning, Relationships, Organization, Community, Leadership, Assessment, Support, Struggle). Pre-service teachers are encouraged to reinterpret the principles and continually redefine them as they develop their own reflective practice.</p>	<p>373.102 Si64</p>
	<p>Sullivan, S., (2013) <i>Supervision that Improves Teaching and Learning : Strategies and Techniques</i> Thousand Oaks, California : Corwin</p> <p>More than ever, effective supervision is vital to instructional improvement and this new edition of a bestseller pinpoints the process and techniques that matter most. Featuring 42 qualitative and quantitative observation tools, this new edition includes:</p> <ul style="list-style-type: none"> • New observation tools centered on diversity • New case studies on alternative approaches to supervision • A new chapter on creating transformational change • More on technology topics such as blogs and online courses • New scenarios highlighting English Language Learners 	<p>371.203 Su53</p>

	<p>and exceptional students</p> <ul style="list-style-type: none"> • Emphasis on empowering teachers to reflect and improve upon instruction 	
<h2>OTHER BOOKS</h2>		
	<p>Adams, P., (2014). <i>Policy and Education</i>. London : Routledge</p> <p>Written specifically for education studies students, this accessible text offers a clear introduction to education policy. It aims to help the reader understand what is meant by educational policy, how policy can be made and the main discourses that have driven education.</p> <p>Capturing the essential aspects of educational policy over the last thirty years, the book provides an overview of political themes in education demonstrating how education policy has progressed and the effect this and politics have had on schools. It then covers key themes such as performance, choice and professionalism to show how education policy is constructed and implemented and how this has impacted on education in practice.</p> <p>Features include:</p> <ul style="list-style-type: none"> • activities that can be undertaken individually or as a group to promote discussion • annotated further reading lists; • chapter overviews and summaries 	<p>379.41 Ad17</p>

	<p>Aklat adarna 4. (2003). Quezon City, Philippines: Adarna House.</p> <p>Each volume is a collection of stories that may be used in teaching basic concepts such as colors, shapes, and numbers to preschool children. The volumes are being used in the Early Childhood Care and Development (ECCD) program of the Department of Social Welfare and Development (DSWD). This book contains the following stories: Nang Magkakulay ang Nayon Digong Dilaw Ang Mabait na Kalabaw Si Dilat, Si Kindat, Si Kurap, Si Pikit Kain, Kumain, Kinain</p>	<p>499.2118 Ak57</p>
	<p>Aklat adarna 5. (1994). Quezon City, Philippines: Adarna Book Services.</p> <p>Each volume is a collection of stories that may be used in teaching basic concepts such as colors, shapes, and numbers to preschool children. The volumes are being used in the Early Childhood Care and Development (ECCD) program of the Department of Social Welfare and Development (DSWD).</p> <p>Dragong Pula (Sulat ni Virgilio S. Almario at guhit ni Jess Abrera Jr.)</p> <p>Si Monica Dalosdalos (Sulat ni Lucia Reyes at guhit ni Renato Gamos)</p> <p>Penpen de Sarapen (Sulat ni Virgilio S. Almario at guhit ni Jess Abrera Jr.)</p> <p>Si Wako (Sulat ni Virgilio S. Almario at guhit ni Jess Abrera Jr.)</p> <p>Si Aling Oktopoda (Sulat ni Virgilio S. Almario at guhit ni Jess Abrera Jr.)</p>	<p>499.21186 Ak57</p>
	<p>Arnové, R. F., Torres, C. A., & Franz, S. (2013). Comparative education: The dialectic of the global and local. Lanham, Maryland: Rowman & Littlefield Publishers.</p> <p>Comparative Education: The Dialectic of the Global and the Local remains the same groundbreaking book when it first debuted its collection of outstanding scholars in examining the changing transnational landscape of education. With the addition of new coeditor Stephen Franz, the book provides new perspectives on the dynamic interplay of global, national, and local forces as</p>	<p>370.9 Ar66</p>

	<p>they shape the functions and outcomes of education systems. The book calls for a rethinking of the nation-state as the basic unit for analyzing school-society relations and emphasizes the need to study social movements in relation to educational reforms. It also emphasizes the value of feminist, postcolonial, and culturally sensitive perspectives for inquiry into the potential of education systems to contribute to individual development and social change. This new edition incorporates recent developments in scholarship, especially in education policy and practice, the impact of the global economic crisis, and a new chapter on education in the European Union.</p>	
	<p>Arthur, J. (2013). <i>The Routledge international handbook of education, religion and values</i>. London : Routledge, Taylor & Francis Group,</p> <p>The academic fields of religion and values have become the focus of renewed interest in contemporary thinking about human activity and its motivations. The Routledge International Handbook of Education, Religion and Values explores and expands upon a range of international research related to this revival. The book provides an authoritative overview of global issues in religion and values, surveying the state of the academic area in contributions covering a wide range of topics. It includes emerging, controversial, and cutting-edge contributions, as well as investigations into more established areas.</p> <p>International authorities Arthur and Lovat have brought together experts from across the world to examine the complexity of the field of study. The handbook is organised around four key topics, which focus on both the importance of religion and values as broad fields of human enquiry, as well as in their application to education, inter-agency work and cross-cultural endeavours.</p>	<p>370.114 R76</p>

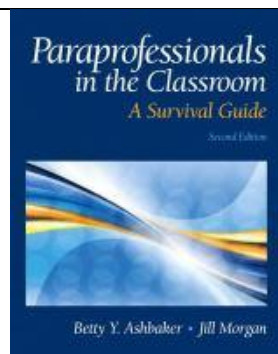


Ash, P. B., D'Auria, J., & Learning Forward. (2012). ***School systems that learn: Improving professional practice, overcoming limitations, and diffusing innovation.*** Thousand Oaks : Corwin,

**371.207
As31**

Picture this: Teachers sharing insights and challenges. Principals leading with trust. Central office leaders inspiring and supporting principals. A synergistic learning system that results in all students succeeding. This practitioner's guide to creating a system-wide learning organization focuses on professional learning as the stimulus to improving student achievement. Experienced superintendents Paul Ash and John D'Auria provide a blueprint to:

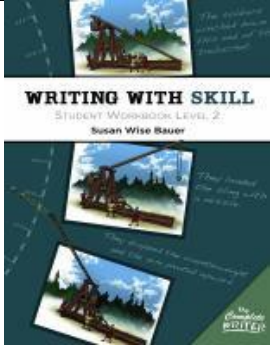
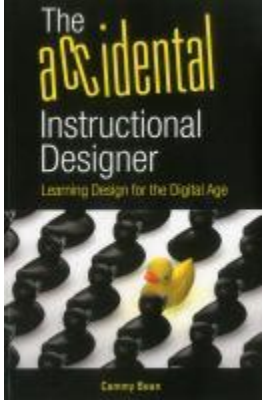
- Improve schools through system-wide professional learning
- Increase student achievement by instilling a deep-rooted culture of curiosity
- Bolster faculty and staff morale with trust-building initiatives
- Align professional development with student-centered district standards

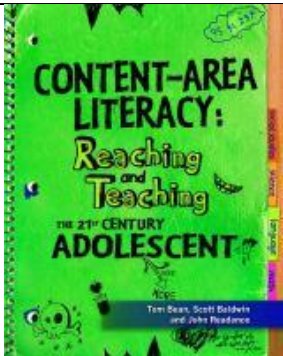
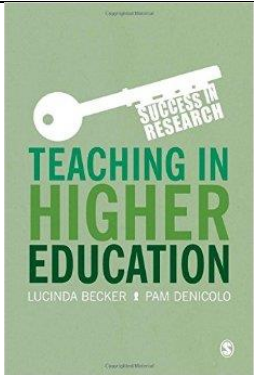


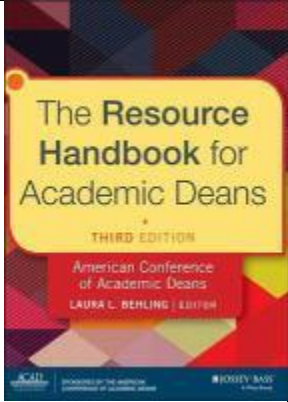
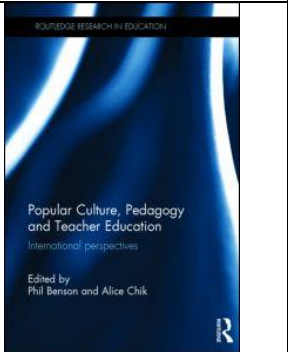
Ashbaker, B., & Morgan, J., (2013). ***Paraprofessionals in the Classroom: A Survival Guide.*** Boston : Pearson

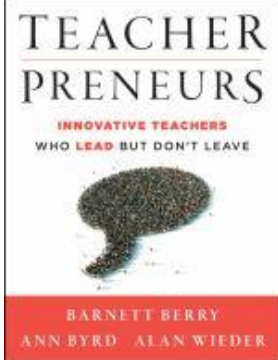
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Using a straight-forward presentation, Paraprofessionals in the Classroom: A Survival Guide, 2/e covers topics such as behavior, teaching, assessment, and collaboration and outlines how paraprofessionals can support both students and teachers. Grounded in real classroom situations, it also addresses issues such as learner diversity, confidentiality, professionalism, role definition, and self-evaluation. This edition includes more details on supervision, new tactics for behavior management, and tear-out forms designed to help paraprofessionals manage

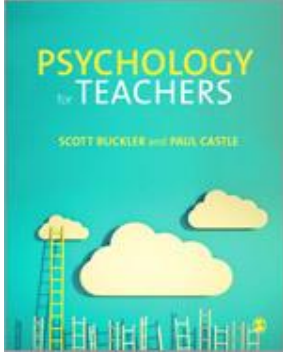
	<i>their daily tasks.</i>	
	<p>Bauer, S., (2012) <i>Writing with Skill, Level Two : Level 6 of the Complete Writer : Student Text</i> Charles City, VA : Peace Hill Press</p> <p>The Student Workbook encourages independent composition, while the Instructor Text contains easy-to-use supporting information for the teacher, rubrics for grading, sample compositions, and dialogue to use while teaching. Together, the Student Workbook and Instructor Text provide a full year of middle-grade writing instruction, preparing students to enter high-level rhetoric.</p> <p>Skills Taught:</p> <ul style="list-style-type: none"> • One- and two-level outlining • Writing chronological narratives, biographical sketches, descriptions, and sequences across the curriculum • Constructing basic literary essays on fiction and poetry • Researching and documenting source material • First volume of four that will prepare students for high-level rhetoric and composition 	<p>372.6 B32</p>
	<p>Bean, C. (2014). <i>The accidental instructional designer</i>. Alexandria, VA: ASTD Press.</p> <p>Don't create boring e-learning Cammy Bean presents a fresh, modern take on instructional design for e-learning. Filled with her personal insights and tips, The Accidental Instructional Designer covers nearly every aspect of the e-learning design process, including understanding instructional design, creating scenarios, building interactivity, designing visuals, and working with SMEs. You'll learn all about the CBT Lady and how to avoid her instructional design mistakes. Along the way, you'll hear from a few other accidental instructional designers, get ideas for your own projects, and find resources and references to take your own practice to the next level. The Accidental Instructional Designer is perfect for the learning professional or instructional designer who is just getting started with e-learning or the more experienced practitioner looking for new ideas. In addition to sharing proven techniques and strategies, this book: covers best practices and what to avoid when designing an e-learning program presents e-learning in action through various</p>	<p>371.3 B37</p>

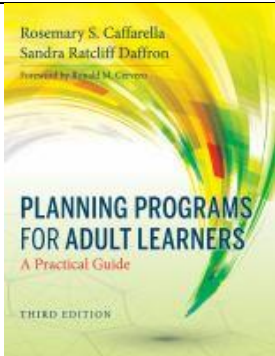
	case studies shows how you can go from being an accidental instructional designer to an intentional one.	
	<p>Bean, T. W., Baldwin, R. S., & Readence, J. E. (2012). <i>Content-area literacy: Reaching and teaching the 21st century adolescent</i>. Huntington Beach, CA: Shell Education.</p> <p>Use a fresh 21st century skills approach to address the common difficulties associated with teaching adolescents to read content-area material. The strategies presented in this book will allow teachers to differentiate instruction to best meet students' literacy needs. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills.</p>	<p>372.746 B37</p>
	<p>Becker, L. M., & Denicolo, P. (2013). <i>Teaching in higher education</i>. London: SAGE.</p> <p>This book is designed to take you step by step through each teaching experience you will face. It includes advice, practical exercises, top tips and words of warning on:</p> <ul style="list-style-type: none"> - seminar presentations to your peers - leading undergraduate seminars - choosing material for teaching - preparing productive teaching aids - giving lectures - dynamic learning environments - handling assessment - success as a guest speaker - mentoring <p>This is a practical how-to guide which is supported throughout by accessible explorations of how teaching can support your research. Written by lecturers who have taught for many years, the voice of experience sections will support and encourage you in your move towards becoming a successful and confident educator.</p>	<p>378.125 B38</p>

	<p>Behling, L. L., & American Conference of Academic Deans. (2014). <i>The resource handbook for academic deans.3rd ed.</i> San Francisco : Jossey-Bass, a Wiley Brand,</p> <p>From the American Conference of Academic Deans comes the third edition of the handbook written for and by academic deans. Since the publication of the second edition, higher education has changed significantly and as a result, so has the role of the dean. This new edition addresses the work of a dean, from building a relationship with the president to deciding when to leave an institution. Many of the changes to the Handbook are based on input and surveys from ACAD members about what issues are most important to them.</p>	<p>378.111 B39</p>
	<p>Benson, P., & Chik, A. (2014). <i>Popular culture, pedagogy and teacher education: International perspectives.</i> Abingdon, Oxon ; New York : Routledge,</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Providing vivid accounts of students, teachers and teacher</p>	<p>370.711 P81</p>

	<p>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.</p>	
	<p>Berry, B., Byrd, A., & Wieder, A. (2013). <i>Teacherpreneurs: Innovative teachers who lead but don't leave</i>. San Francisco, California : Jossey-Bass,</p> <p>We need a bold new brand of teacher leadership that will create opportunities for teachers to practice, share, and grow their knowledge and expertise.</p> <p>This book is about "teacherpreneurs"—highly accomplished classroom teachers who blur the lines of distinction between those who teach in schools and those who lead them. These teacherpreneurs embody the concept that teachers can teach as well as lead the transformation of teaching and learning. It's about empowering expert teachers who can buoy the image of teaching and enforce standards among their ranks while all along making sure that their colleagues as well as education policymakers and the public know what works best for students.</p> <p>The book follows a small group of teacherpreneurs in their first year. We join their journey toward becoming teacher leaders whose work is not defined by administrative fiat, but by their knowledge of students and drive to influence policies that allow them and their colleagues to teach more effectively. The authors trace the teacherpreneurs' steps—and their own—in the effort to determine what it means to define and execute the concept of "teacherpreneurism" in the face of tough demands and resistant organizational structures.</p>	<p>371.102 B45</p>

	<p>Bitter, J. R. (2014). <i>Theory and practice of family therapy and counseling.2nd ed.</i> Australia: Brooks Cole.</p> <p>A model for successful integration of multiple points of view, James R. Bitter's THEORY AND PRACTICE OF FAMILY THERAPY AND COUNSELING, 2E, International Edition supports the development of personal, professional, and ethical family practice. The text's concrete, empirically based approaches, as well as diagnostics and visual tools, allow students to observe others in groups. Updated to reflect recent research and current practice, the Second Edition also includes a new chapter on Object Relations Family Therapy. Case studies, sample dialogues, and exercises help students apply the concepts they have learned.</p>	<p>616.89156 B54</p>
	<p>Blachowicz, C., Fisher, P., Ogle, D., and Taffe, S.W. (2013). Teaching Academic Vocabulary K-8: Effective Practices Across the Curriculum. New York : Guilford Press.</p> <p>This book showcases effective ways to build the vocabulary knowledge K-8 learners need to engage meaningfully in reading, writing, and discussion on academic subjects. The distinguished authors draw on decades of classroom experience to explain what academic vocabulary is, how it fits into the Common Core State Standards, and how targeting vocabulary can enhance conceptual understanding in English language arts, social studies, and math and science. Rich classroom vignettes, teaching tips, and examples of student work are included. The book also features helpful figures, word lists, discussion questions, and recommended print and online resources.</p>	<p>372.44 B56</p>
	<p>Braxton, J. M. (2014). <i>Rethinking college student retention.</i>San Francisco, CA : Jossey-Bass, A Wiley Imprint</p> <p>Drawing on studies funded by the Lumina Foundation, the nation's largest private foundation focused solely on increasing Americans' success in higher education, the authors revise current theories of college student departure, making the important distinction between residential and commuter colleges and universities, and</p>	<p>378.16913 B73</p>

	<p>thereby taking into account the role of the external environment and the characteristics of social communities in student departure and retention. A unique feature of the authors' approach is that they also consider the role that the various characteristics of different states play in degree completion and first-year persistence.</p> <p>First-year college student retention and degree completion is a multi-layered, multi-dimensional problem, and the book's recommendations for state- and institutional-level policy and practice will help policy-makers and planners at all levels as well as anyone concerned with institutional retention rates--and helping students reach their maximum potential for success--understand the complexities of the issue and develop policies and initiatives to increase student persistence.</p>	
	<p>Buckler, S., & Castle, P. (2014). <i>Psychology for teachers</i>. Los Angeles : SAGE,</p> <p>Every child is an individual whose knowledge and understanding needs to be developed in ways that help them succeed. How do you manage this alongside the realities of the curriculum? How do you achieve this for a full classroom of expectant learners?</p> <p>Psychology for Teachers explains how psychology can be intelligently applied to the classroom to meet the needs of different learners. It encourages you to review your own practice to develop a personal teaching style, supported by research findings and an awareness of the factors underpinning high-quality teaching.</p> <p>Focusing on how an understanding of psychological theory can support effective teaching and learning this book contains case studies and tasks to make sure that you really understand how theory can be meaningfully applied</p>	370.15 B85

	<p>in the classroom.</p> <p>Additional online materials</p> <p>The book is supported by a companion website including resources such as free journal articles, additional activities and links to relevant information.</p> <p>Scott Buckler is a Senior Lecturer and Paul Castle is a Chartered Psychologist, Health Care Professions Council-registered and Senior Lecturer. Both are based at the University of Worcester.</p>	
	<p>Caffarella, R. S., & Daffron, S. R. (2013). <i>Planning programs for adult learners: A practical guide.</i> San Francisco : Jossey-Bass, a Wiley Imprint</p> <p>Planning Programs for Adult Learners, Third Edition covers the development of adult education programs in clear, specific detail. This popular step-by-step guide contains information on every area of program planning for adult learners, from understanding the purpose of educational programs to obtaining suitable facilities to incorporating technology appropriately. For educators and practitioners for whom planning programs is a full-time responsibility or only a part of their jobs, as well as volunteers in a variety of organizations, will find this book to be an essential tool.</p> <p>Grounded in a variety of program planning models, the new edition includes:</p> <ul style="list-style-type: none"> • new refinements to the 11-component interactive model • updated exercises and examples from new settings • new material on the practical application of technology • discussion of instructional and program evaluation • a focus on critical managerial tasks <p>a new chapter on exploring the foundational knowledge of program planning</p> <p>a new section on the ethical issues related to program planning</p>	<p>374 C11</p>


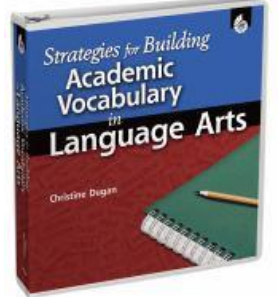
	<p>Cennamo, K., Ross, J. D., Ertmer, P. A., & International Society for Technology in Education. (2014). <i>Technology integration for meaningful classroom use: A standards-based approach.2nd ed.</i> Austrlia:Wadsworth, Cengage Learning,</p> <p>Updated and streamlined for easier use, TECHNOLOGY INTEGRATION FOR MEANINGFUL CLASSROOM USE: A STANDARDS-BASED APPROACH, 2E, International Edition equips readers with the knowledge, creative and critical thinking skills, and confidence needed to become "self-directed learners" who can successfully navigate the constantly changing environment of technology integration in the classroom. Using the principles of self-directed learning as its foundation, the book aims to help readers learn to evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. The first educational technology book organized around the 2008 National Educational Technology Standards for Teachers (NETS-T) developed by the International Society for Technology in Education (ISTE), this standards-based approach provides the framework for developing, modeling, and teaching the skills and knowledge necessary for integrating technology in authentic teaching and learning. An end-of-book supplement provides examples of technology integration in practice within specific content areas, guided by the national standards that apply to each content domain.</p>	<p>371.33 C33</p>
	<p>Chapman, D., Mahlick, L., Smulders, A., (1997) <i>From Planning to Action : Government Initiatives for Improving School-Level Practice</i> Paris, France: UNESCO International Institute for Educational Planning ; Oxford: Pergamon</p> <p>This book results from a project jointly conducted by the International Institute for Educational Planning, France and the Advancing Basic Education and Literacy (ABEL) Project, USA</p>	<p>379.1 F92</p>

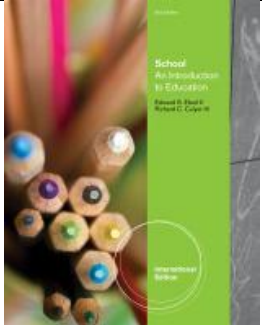
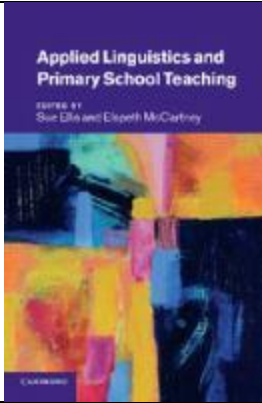
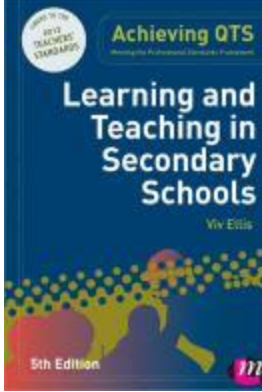
	<p>Chapman, D. W., & Mahlick, L. O. (1993). From Data to Action: Information Systems in Educational Planning. Paris : UNESCO, International Institute for Educational Planning ; London : Pergamon Press.</p> <p>This book is the result of a project Jointly conducted by the International Institute for Educational Planning (IIEP) in France and the Improving the Efficiency of Education Systems (IEES) project in America. It involves a synthesis of the lessons learned from recent experience and research in collecting, analysing and using- quantitative information in decision-making at various levels of the educational system in the context of developing countries. Four national case studies have been included: Chile, Haiti, Mauritius and Togo. Each study gives particular emphasis to the human factors and non-monetary incentives that operate to encourage and sustain the use of information. In addition, five issue papers have been included in which leading educational development specialists consider ways that improving education information systems can contribute to enhancing the quality and efficiency of education. The conclusions to the book propose an elaborate agenda for research and training essential to the continued development of information systems and to extending the use of systematically collected data in decision-making.</p>	<p>371.207091 724 F92</p>
	<p>Chen-Hayes, S. (2013). 101 solutions for school counselors and leaders in challenging times. Thousand Oaks, California : Corwin, a SAGE Company,</p> <p>School counseling strategies that promote student success</p> <p>The challenge? At least 1 in 5 children in the United States has some type of mental disorder. School counselors can make a big difference in these children's lives. In a succinct Q&A format, the authors provide school counselors and educational leaders with: 101 solutions to common counseling issues across the K-12 spectrum on topics ranging from data-driven counseling to bullying, college and career readiness, and cultural considerations</p>	<p>371.422 C42</p>

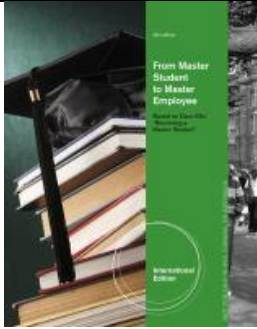
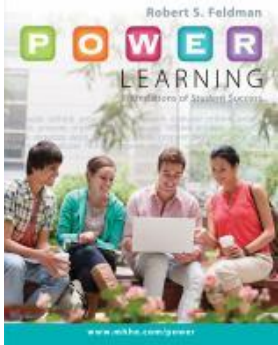
	<p>Stories of school counselors and educational leaders who have successfully implemented these solutions Numerous print and digital resources for further exploration</p>	
	<p>Conklin, W., & Sorrell, C. (2010). <i>Applying differentiation strategies: Teacher's handbook for secondary.</i> Huntington Beach, Calif: Shell Education.</p> <p>Give all learners in secondary grades the opportunity to succeed in the classroom! This newly updated resource will teach you how to differentiate your lessons through content, process, and product in order to effectively accommodate all learning levels and styles of learning. Additional math and high school content has been added to this latest edition to make this guide perfect for grades 6–12. A variety of instructional strategies are included to help meet the learning needs of all learners including: Choices, Inquiry-Based Learning, Multiple Intelligences, Questioning, Self-Paced Strategies, and Tiered Assignments. All of the strategies are anchored in extensive research on the importance of differentiation and addressing a variety of learning styles. Sample lessons are included in this notebook plus a Teacher Resource CD. This resource is correlated to the Common Core State Standards and is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills.</p>	<p>371.394 C76</p>
	<p>Conrad, R.-M., & Donaldson, J. A. (2012). <i>Continuing to engage the online learner: Activities and resources for creative instruction.</i> San Francisco, CA : Jossey-Bass, a Wiley imprint,</p> <p>This book includes a definitive model for engaged learning that can be applied in a wide range of on-line learning environments and across age levels. It also addresses current topics such as engaging in a blended learning environment, social networking, and using related technology tools. Continuing to Engage the Online Learner provides an introduction to the theory of engaged learning and its design, assessment, and management in online and blended learning environments. In addition, the book describes the types of activities that engage the online learner in each phase of engagement and provides 50 new examples of activities.</p>	<p>371.334467 8 C76</p>

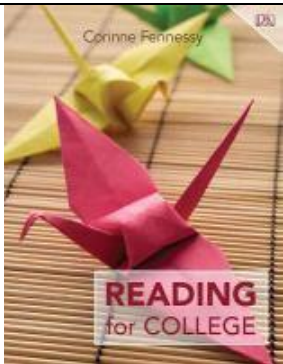
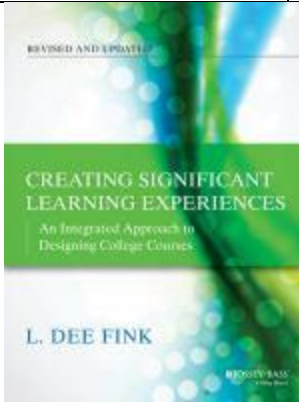
	<p>Cooper-Kahn, J., & Foster, M. (2013). <i>Boosting executive skills in the classroom: A practical guide for educators</i>. San Francisco : Jossey-Bass,</p> <p>A guide for helping students with weak Executive Function skills to learn efficiently and effectively. Students with weak Executive Function skills need strong support and specific strategies to help them learn in an efficient manner, demonstrate what they know, and manage the daily demands of school. This book shows teachers how to do exactly that, while also managing the ebb and flow of their broader classroom needs. From the author of the bestselling parenting book <i>Late, Lost, and Unprepared</i>, comes a compilation of the most practical tools and strategies, designed to be equally useful for children with EF problems as well as all other students in the general education classroom. Rooted in solid research and classroom-tested experience, the book is organized to help teachers negotiate the very fluid challenges they face every day; educators will find strategies that improve their classroom "flow" and reduce the stress of struggling to teach students with EF weaknesses. Includes proven strategies for teachers who must address the needs of students with Executive Function deficits. Contains information from noted experts Joyce Cooper-Kahn, a child psychologist and Margaret Foster, an educator and learning specialist. Offers ways to extend learning and support strategies beyond the classroom. The book's reproducible forms and handouts are available for free download. This important book offers teachers specific strategies to help students with EF deficits learn in an efficient manner, demonstrate what they know, and manage the daily demands of school.</p>	<p>371.92 C78</p>
	<p>Cottrell, Stella. (2013). <i>The Study Skills Handbook: Palgrave Study Skills</i>. New York : Palgrave Macmillan.</p> <p>THE ORIGINAL AND BEST - BY THE 3/4 MILLION COPY BESTSELLING AUTHOR. If you are serious about succeeding with your studies, <i>The Study Skills Handbook</i> is for you! Stella Cottrell has helped hundreds of thousands of students to make learning easier, faster and more enjoyable. Recognising that we all have our own unique formula for success, her tried and trusted approach allows you to find the key to unlock your potential and develop the skills you need to improve your grades, build your confidence and plan for the future you want. This fully revised fourth edition features: * Chapters on all the core</p>	<p>371.30281 C82</p>

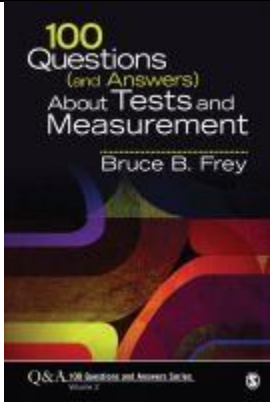
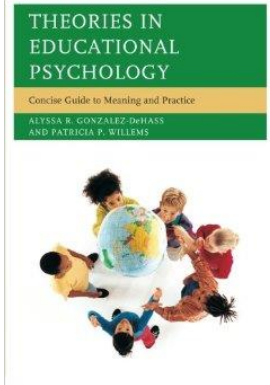
	<p>study skills - including research, critical thinking, academic writing, revision, team work and more * E-learning coverage throughout * Illustrations and a strong visual design - acting as memory joggers, reinforcing learning and making the book more accessible, fun and engaging * Lots of new material including brand new chapters on student success and time management No matter whether you have just left school or college, whether you are a mature, part-time or international student, The Study Skills Handbook is your passport to success.</p>	
	<p>Cox, C. (2014). Teaching language arts: A student-centered classroom. 7th ed. Boston : Pearson</p> <p>This book brings the vision of a student-centered classroom to life through clear illustrations of guiding principles, balanced with examples of real teachers in real classrooms with real children, many of whom are English learners. Engaging, readable, and practical, Teaching Language Arts is built on a strong theoretical and research base, and illustrated and clarified with real-life examples of children and teachers from today's diverse classrooms. Written to reflect cutting-edge theory, new research, the latest policies, the new Common Core State Standards, and best practices in the rapidly changing world of language arts instruction, the book uses a number of practical aids to bring the concepts alive, among them the unique, highly popular "Snapshots" of real teachers and students, which demonstrate the many skills required to become an effective teacher in today's challenging and diverse classrooms.</p>	<p>372.6 C83</p>
	<p>Czerniawski, Gerry and Kidd, Warren. (2013). Homework for Learning: 300 Practical Strategies. Maidenhead : McGraw-Hill Education.</p> <p>Are you looking for new and creative ways of engaging and motivating your learners? If so, then this is the essential resource for you 'Homework for Learning' takes a unique approach to homework arguing that it is more than a finishing-off activity and should be inextricably linked to the teaching and learning that takes place in the classroom.</p>	<p>371.30281 C99</p>

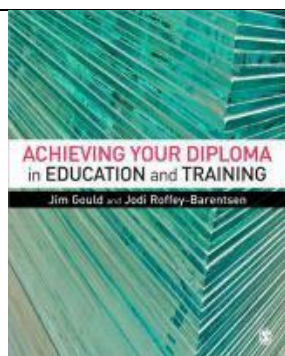
	<p>Downing, S., (2014). <i>On Course : Strategies for Creating Success in College and in Life.</i> Australia : Wadsworth/Cengage Learning</p> <p>ON COURSE: STRATEGIES FOR CREATING SUCCESS IN COLLEGE AND IN LIFE, 7E, International Edition empowers students with the tools they need to take charge of their academic and lifelong success. Through distinctive guided journal entries, Skip Downing encourages students to explore and develop their personal responsibility, self-motivation, interdependence, and self-esteem, and to make wise choices that create successful results. "Wise Choices in College" sections in each chapter help students develop the study skills they need to excel in their other courses. The 7th edition features expanded coverage of diversity, emphasizing the many ways in which people are different and how these differences often influence the choices they make. Other new topics include a discussion of academic integrity, how to thrive in the college culture, and a research-based section on the importance of developing a growth mindset. Plus, a new Annotated Instructors Edition guides instructors to relevant exercises and materials in the ON COURSE FACILITATOR'S MANUAL.</p>	<p>378.198 D75</p>
	<p>Dugan, C. (2010). <i>Strategies for building academic vocabulary in language arts.</i> Huntington Beach, Calif: Shell Education.</p> <p>Boost students' language arts vocabulary with easy-to-implement effective strategies! Sample lessons using each strategy are included for grade spans 1-2, 3-5, and 6-8 using vocabulary words from standards-based, content-specific units of study. Each strategy also includes suggestions for differentiating instruction. Each notebook includes 25 research-based strategies, differentiation suggestions for each strategy, assessment strategies, sample word lists including both specialized content and general academic words, and parent letters in both English and Spanish. Also included is a Teacher Resource CD with PDFs of resource pages, word lists, assessment pages, and parent letters.</p>	<p>372.6 D87</p>

	<p>Ebert, E. S., & Culyer, R. C. (2014). <i>School: An introduction to education.3rd ed.</i> Belmont, CA: Wadsworth Cengage Learning.</p> <p>Learn what it takes to be an effective professional teacher with SCHOOL: AN INTRODUCTION TO EDUCATION, 3E, International Edition. Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) state that teachers are expected to be reflective, knowledgeable, highly skilled, and creative professionals who are lifelong learners. With this book, authors Edward Ebert and Richard Culyer have developed a compelling and timely approach that gives you a thorough overview of what it means to be a successful teacher. Through first-person accounts and helpful strategies from prominent educators and in-service teachers, plus TeachSource Videos and activities linked to InTASC standards, you'll gain insight into the realities of being a teacher in today's rapidly changing society. The result is a book that will empower you as a pre-professional and, ultimately, as an instructional leader.</p>	<p>370.1 Eb39</p>
	<p>Ellis, S., & In McCartney, E. (2014). <i>Applied linguistics and primary school teaching:</i> Cambridge : Cambridge University Press</p> <p>Illustrates how applied linguistics knowledge informs literacy policy, curriculum and pedagogy in primary schools. It will help class teachers, learning support staff, speech and language therapists, educational psychologists and literacy researchers (including teachers doing action research) to analyse children's requirements, literacy provision and ensure efficient language and literacy learning.</p>	<p>372.6 Ap58</p>
	<p>Ellis, V., (2013). <i>Learning and Teaching in Secondary Schools.</i> Los Angeles, California : Learning Matters</p> <p>This is an essential text for all secondary trainees and PGCE students, training at an ITT institution or in a school. The text covers all fundamental issues for learning and teaching in secondary schools. It guides trainee teachers through the professional attributes, skills and knowledge they need, focusing on a range of key topics and summarising important educational research. It examines the curriculum, planning, assessing and SEN and explores EAL, equality and diversity and pastoral care. A chapter is included to help support students in their Masters level work at PGCE and throughout, interactive activities make essential links between theory and practice. In all</p>	<p>373.110209 41 EI59</p>

	chapters, practical examples demonstrate how all aspects relate to the classroom.	
	<p>Ellis, D. B., In Toft, D., & Ellis, D. B. (2014). <i>From master student to master employee.</i> Australia : Wadsworth Cengage Learning,</p> <p>With a new emphasis on the skills most valued by employers, FROM MASTER STUDENT TO MASTER EMPLOYEE 4E, International Edition improves students' abilities to develop and apply the most relevant skills and strategies to both the classroom and the workplace. The Fourth Edition focuses on the Five C's - character, creative thinking, critical thinking, communicating, and collaborating - the top 5 qualities employers seek in their employees. These five skills are addressed at the end of every chapter; supported by new content on Bloom's Taxonomy and professionalism; and emphasized in three new chapters on Character, Creative and Critical Thinking, and Collaborating. A renewed emphasis on the Master Student qualities is incorporated throughout the text, further supporting the Five C's. Through tools like the Discovery Wheel, Kolb Learning Style Inventory (LSI), Discovery and Intention journal entries, and hands-on activities, students gain a deeper understanding of themselves and learn to continually apply new skills as lifelong learners.</p>	<p>378.170281 E159</p>
	<p>Feldman, R., (2014). <i>P.O.W.E.R. Learning : Foundations of Students Success.</i> New York : McGraw-Hill</p> <p>P.O.W.E.R. Learning is the only research-based student success series with a unifying system for critical thinking and problem solving. P.O.W.E.R. Learning: Foundations of Student Success utilizes this P.O.W.E.R. framework to maximize students' potential for success in college and life addressing the diverse, 2-year student population by providing direct, practical solutions to the challenges that students face as they navigate college and prepare for their careers. Using the scientifically-based, yet simple and class-tested principles of the P.O.W.E.R. (Prepare, Organize, Work, Evaluate, and Rethink) system, students gain a sense of mastery and achievement as they move through the text; with the growth of their confidence comes</p>	<p>378.198 F33</p>

	the increased intellectual enthusiasm and personal discipline needed for them to excel.	
	<p>Fennessy, Corinne, & Dorling Kindersley, Inc. (2014). <i>Reading for College</i>. Longman Pub Group.</p> <p>Published in part with Dorling Kindersley (DK) to combine instruction with high-interest visuals, "Reading for College" puts reading in the context of real life to engage students in their learning. "Reading for College" is shaped by two research-based assumptions: students are most engaged when the material is relevant to their lives and students are most successful when they are active learners. To support the first premise, author Corrine Fennessy brings a career topic into focus for each chapter and uses carefully chosen "real-world" reading selection so that students can start to think about possible careers and setting goals. For the latter principle, Fennessy engages students in activities-based learning in order to help them master key reading skills. Students learn by doing, not by reading extensively about how to do something. The end result is students' mastery of key reading skills and strategies while discovering connections to the readings themselves.</p>	428.6 F36
	<p>Fink, L. D. (2013). <i>Creating significant learning experiences: An integrated approach to designing college courses</i>. San Francisco : Jossey-Bass</p> <p>In this thoroughly updated edition of L. Dee Fink's bestselling classic, he discusses new research on how people learn, active learning, and the effectiveness of his popular model; adds more examples from online teaching; and further focuses on the impact of student engagement on student learning. The book explores the changes in higher education nationally and internationally since the publication of the previous edition, includes additional procedures for integrating one's course, and adds strategies for dealing with student resistance to innovative teaching. This edition continues to provide conceptual and procedural tools that are invaluable for all teachers when designing instruction. It shows how to use a taxonomy of significant learning and systematically combine the best research-based practices for learning-centered teaching with a teaching strategy in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design process will empower teachers to creatively design courses that will result in significant learning for students.</p>	378.125097 3 F49

	<p>Frey, B. B. (2015). <i>100 questions and answers about tests and measurement.</i> Los Angeles : Sage</p> <p>100 Questions (and) Answers About Tests and Measurement" asks (and answers) important questions about the world of social science measurement. It serves as an introduction for students new to the concepts, advanced students and professionals who could use a review of measurement ideas and procedures, and to anyone interested in knowing more about a test they have to take and interpreting the score they will receive.</p>	<p>371.2601 F89</p>
	<p>Gonzalez-DeHass, A. R. (2013). <i>Theories in educational psychology: Concise guide to meaning and practice.</i>Lanham, Maryland : Rowman & Littlefield Education,</p> <p>Theories in Educational Psychology's purpose is to introduce readers to the pioneering educational psychology theories that continue to shape our understanding of the classroom learning environment, present support for the theories from perspectives in the current research literature, and share how these theoretical traditions have translated into effective teaching methods. Each chapter will be infused with practical teaching examples, classroom vignettes, and instructional strategies so readers are continually confronted with how theory translates to practice. In addition to becoming familiar with the conceptual understanding of core theoretical knowledge, readers will also be presented with current thinking about each theory and an introduction to important related topics at the close of each chapter. The chapters will also conclude with activities designed to help readers reflect on their learning of each chapter's content.</p>	<p>370 150973 G58</p>



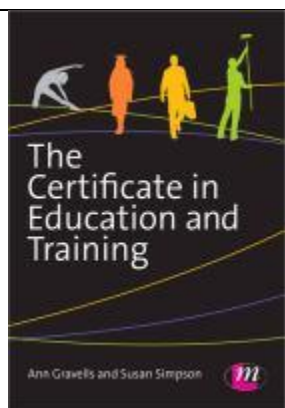
Gould, J., & Roffey-Barentsen, J. (2014). ***Achieving your diploma in education and training***. London: Sage.

**370.710941
G73**

This textbook supports the new Level 5 Diploma in Education Training qualification for those training to teach in the further education and skills sector. Full of informed practical guidance to help you to develop your teaching skills and supported by meaningful links to theory, it covers all mandatory units included in the Diploma and has been carefully designed to be your essential guide to successfully achieving the qualification.

Thought-provoking activities throughout every chapter draw out key points and allow you to directly apply them to your own practice. This book clearly communicates what is required for high-quality teaching and empowers you to succeed in the FE classroom and beyond.

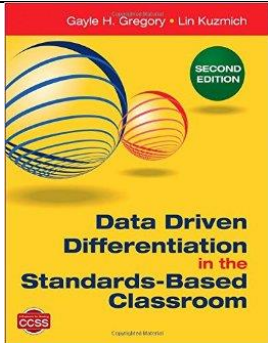

Chapter topics include: The role and professional responsibilities of teachers Planning and assessing learning Strategies for effective teaching Managing learners in the classroom Career development in education and training.

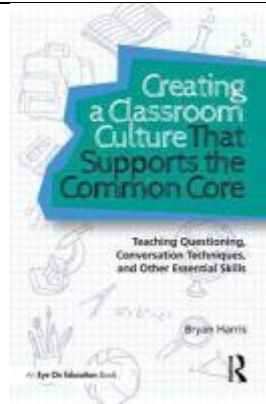


Gravells, A., & Simpson, S. (2014). ***The Certificate in Education and Training***. London : Learning Matters, an imprint of SAGE Publications Ltd,

**374.1102
G78**

This is the core textbook for the Certificate in Education and Training. This complete guide to the Certificate, from Learning Matters, covers all the content of the mandatory units in a reader-friendly and accessible way. The text develops the reader's practical teaching skills and, through complete coverage of the content of the qualification prepares learners to teach in a wide variety of contexts. In all chapters real life examples illustrate what the theory means in practice and a reference list gives further resources to help learners with their research and study. Relevant for all learners and all awarding organisations. The book also includes information regarding

	teaching practice observations and the minimum core.	
	<p>Gregory, G. H., & Kuzmich, L. (2014). <i>Data driven differentiation in the standards-based classroom.</i> Thousand Oaks, California : Corwin,</p> <p>In this comprehensive guide to using data to plan differentiated instruction, the authors present step-by-step techniques and planning tools to help teachers design learning that allows all students to grow and achieve to their maximum potential. Four sample units are used to demonstrate every aspect of the planning process, and the authors provide a generous collection of templates, grids, and sample planners for teachers, curriculum designers, and instructional leaders to use at every stop along the way. This resource covers everything you need to know, including: using data to differentiate instruction for student learning styles; using data for pre-assessment, formative assessment, and final assessment; curriculum approaches for data driven instruction.</p>	<p>371.394 G86</p>
	<p>Hales, D. R. (2012). <i>An invitation to health: Choosing to change.15th ed.</i> Pacific Grove, Calif: Brooks/Cole.</p> <p>In this new edition of the market-leading personal health text, Dianne Hales invites your students to build their future of healthy living by applying the concepts to evaluate their current lifestyle and make healthy changes. Delivering the most current and thorough coverage available, AN INVITATION TO HEALTH, 15E, International Edition integrates a comprehensive presentation of health concepts--body, mind, and spirit--with a wealth of applications for the students' lives, including "Your Strategies for Change," "Your Strategies for Prevention" and "Making Change Happen." New to this edition is a feature called "Health in Action," which provides a brief list of Do's and Don'ts for specific behaviors. Recognizing the impact of the current economic environment, "Health on a Budget" demonstrates practical ways that students can achieve their goals by drawing on internal resources. The most student-oriented text on the market, AN INVITATION TO HEALTH, 15E, International Edition is packed with relevant examples, colorful photos, figures, and new research and statistics presented in an engaging way. This complete textbook program provides an outstanding set of resources for both students and instructors to accomplish key goals of the course and reinforce learning. Choose AN INVITATION TO HEALTH, 15E, International Edition for your course and motivate your students to change.</p>	<p>613 H16</p>



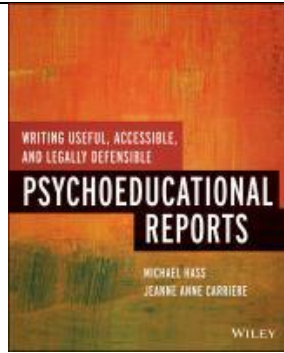
Harris, B. (2014). ***Creating a classroom culture that supports the common core: Teaching questioning, conversation techniques, and other essential skills.*** London : Routledge, Taylor & Francis Group

**371.102409
73 H24**

Is your classroom culture conducive to the expectations of the Common Core? Teaching content is not enough; students need a classroom structure and atmosphere that will help them learn key academic skills. This practical book will show you how to transform your classroom culture, raise the level of rigor, encourage higher-level questioning and critical thinking, and promote academic discussions. You will also find out how to adjust your classroom management techniques so that students learn to regulate themselves while completing these higher-level tasks.

Special Features in Each Chapter:

- Key Idea a summary of the essential idea that will be addressed in the chapter
- Practical strategies a variety of easy-to-implement ideas that you can try right away
- Connections to the Common Core State Standards how the skills taught in this book will help students meet the standards
- Reflection Questions thoughtful questions that will help teachers apply their learning to their own classrooms. These questions can be answered independently or used in book study groups.
- Extend Your Knowledge creative ideas for extending your knowledge beyond the ideas in this book



Hass, M. R., & Carriere, J. A. M. (2014). ***Writing useful, accessible, and legally defensible psychoeducational reports***. Hoboken, New Jersey : John Wiley & Sons, Inc.

371.2 H27

“This book focuses on how to write a psychological report that is first and foremost helpful to consumers, while also being technically and legally defensible. Like the reports the authors describe, the book is carefully organized, beautifully written, and accessible to practitioners as well as graduate students. It is a brilliant accomplishment that should be required reading for every school psychologist.”

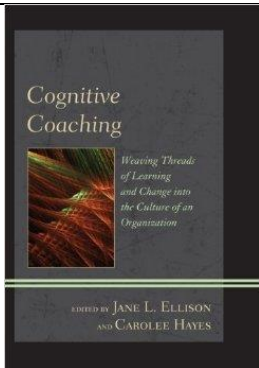
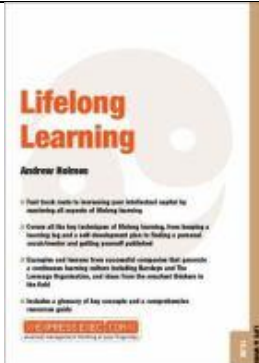
—Brent Duncan, PhD, Professor of Psychology, Humboldt State University, Arcata CA

PRACTICAL GUIDANCE ON WRITING USEFUL, ACCESSIBLE, AND LEGALLY DEFENSIBLE PSYCHOEDUCATIONAL REPORTS

From clearly identifying reasons for referral to making recommendations based on assessment results, *Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports* offers practical guidance for creating reports that enhance the understanding of children and their strengths and challenges in order to better meet their educational and functional needs.

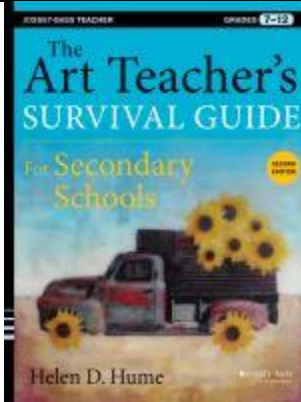
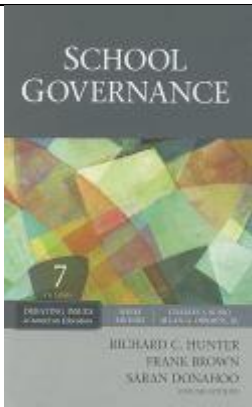
The authors offer step-by-step guidelines for developing an assessment plan in a collaborative process with parents, teachers, and other professionals, choosing appropriate assessment and data collection tools, gathering relevant information, and providing clear and feasible individualized recommendations that directly respond to referral concerns in a format easily understood by parents and teachers.

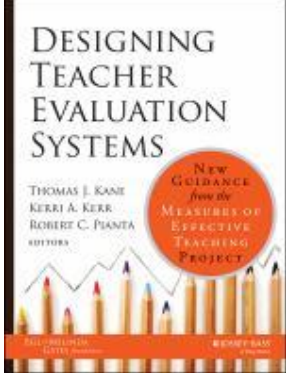
Ideal for graduate students in school psychology, school psychologists, and other professionals in related fields who work with children in a school setting, *Writing Useful, Accessible, and Legally Defensible Psychoeducational*

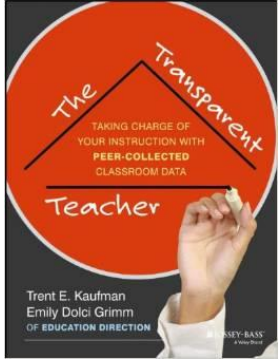
	<p><i>Reports:</i></p> <ul style="list-style-type: none"> • Provides specific suggestions for increasing the usefulness and accessibility of reports including readability, positive phrasing, and vocabulary • Illustrates how to develop well-formed questions and how to choose assessment tools to answer referral questions • Reviews the legal mandates of report writing and discusses what must be included • Demonstrates how to accurately document and integrate data from record review, interviews, observations, and tests • Discusses how the use of the referral-based consultative assessment and report writing model can promote more active involvement in collaboration, prevention, and intervention • Features numerous real-world cases, helpful checklists, examples of question-driven referral reports, and a model interview protocol 	
	<p>Hayes, C., & Ellison, J. (2013). <i>Cognitive coaching: Weaving threads of learning and change into the culture of an organization.</i> Lanham: Rowman & littlefield.</p> <p>See how Cognitive Coaching principles have been woven into schools, systems, and classrooms and get a complete look at the ongoing process of implementing and sustaining coaching. Ideal for teachers, administrators, staff developers, and district leaders familiar with Cognitive Coaching, this resource shows you what practitioners who have actually learned and used Cognitive Coaching think about its applications.</p>	<p>370.152 C65</p>
	<p>Holmes, A. (2002). <i>Lifelong learning.</i> Oxford, U.K</p> <p>Fast track route to increasing your intellectual capital by mastering all aspects of lifelong learning Covers all the key techniques of lifelong learning, from keeping a learning log and a self-development plan to finding a personal coach/mentor and getting yourself published Examples and lessons from successful companies that generate a continuous learning culture including Barclays and The Leverage Organisation, and ideas from the smartest thinkers in</p>	<p>374 H73</p>

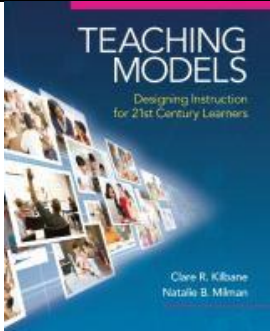
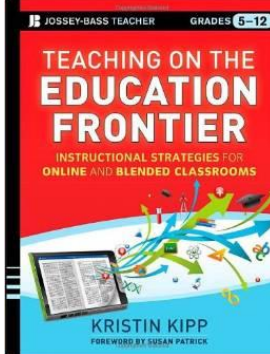
	<p>the field.</p> <p>ExpressExec is a unique business resource of one hundred books. These books present the best current thinking and span the entire range of contemporary business practice.</p>	
	<p>Hord, S. M., & Roussin, J. L. (2013). <i>Implementing change through learning: Concerns-based concepts, tools, and strategies for guiding change</i>. Thousand Oaks, California : Corwin, A Sage Company/Learningforward, A Joint Publication</p> <p>Lead successful, lasting reform in your school or district. There's no doubt about it: real educational reform happens one school at a time, one classroom at a time. No matter what change your school or district is facing, this definitive book shows how to involve teachers and staff as partners, every step of the way. Shirley Hord and Gene Hall are highly acclaimed experts on K-12 change management with their Concerns-Based Adoption Model (CBAM), a rigorously field-tested approach that has benefitted schools and districts for more than two decades. Now this respected team, joined by co-author James Roussin, shares their hands-on techniques with you in this practical guide. This complete change management program enables you to Understand, predict, and address educator concerns and reactions that may arise during the change process. Use a series of powerful Learning Map activities to guide and support individuals and teams to navigate their own change efforts successfully. Promote collaboration and learning throughout a change initiative, transforming skeptics into supporters. Experience the CBAM model in action through a running case study. Implementing Change Through Learning offers realistic, people-centered strategies that help you develop trust and credibility with all teachers and staff involved, setting a foundation for reform that lasts.</p>	<p>371.207 H78</p>
	<p>Horstmeier, D. A. (2012). <i>Try reading again: How to motivate and teach older beginners, age 10 and up</i>. Bethesda, MD: Woodbine House.</p> <p>Book & CD-ROM. Do you know a struggling reader who has given up trying? Try reading again! This book can help turn older beginning readers into first-time readers or significantly improve their reading abilities. The reading method presented here is appropriate for people with intellectual disabilities, as well as for students whose native language is not English (ESL students). This book features three important components: Language experience stories; Phonics; Age-appropriate structured stories. Put these together and you'll discover it's never too late to learn to read! Veteran special educator, tutor,</p>	<p>372.43 H78</p>


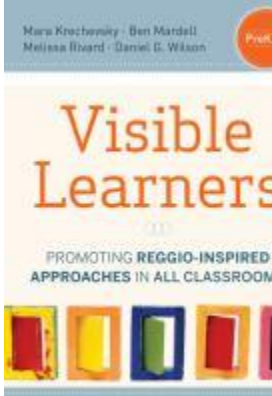
	<p>and parent DeAnna Horstmeier presents a savvy approach tailored to the interests and vocabulary of upper-elementary, middle, high school, or adult beginning readers so as not to frustrate or embarrass them with materials written for very young kids. In keeping with current research showing that students are most successful and motivated when they read about their own experiences, the book includes instructions for creating and using original stories about a reader's own life as well as age-appropriate stories written by the author for different reading comprehension levels. With the help of worksheets, games, flashcards, and exercises, students learn phonics -- the sounds of consonants, short and long vowel sounds, blends, digraphs, and basic prefixes and suffixes. Objectives and evaluations for each phonemic topic relate to curriculum-based measurements, making this a useful guide for middle and high school teachers, as well as parents and reading tutors. A handy CD-ROM of worksheets, activities, and additional stories makes it a cinch to print multiple copies to share with many students and to repeat exercises. This proven reading method presents an invaluable opportunity to try reading again, enriching the lives of older beginning readers and giving them greater independence.</p>	
	<p>Howe, W. A. (2014). <i>Becoming a multicultural educator: Developing awareness, gaining skills, and taking action.</i> Los Angeles : SAGE Publications</p> <p>Becoming a Multicultural Educator is a core textbook for use by pre-service and in-service PK-12 educators in courses on multicultural education / diversity. The text addresses how teachers can incorporate the knowledge they gain about other cultures into their classroom practice.</p> <p>In meeting the need of training teachers better in how to work with a diverse population, this text offers both solid theory and a very user-friendly practice component that focuses on showing teachers how to apply that theory effectively in the classroom. The book begins by focusing on essential questions and theoretical concepts about multicultural education, then leads readers through experiences to heighten their own cultural awareness, knowledge base, and skills set, and</p>	<p>370.117097 3 H83</p>

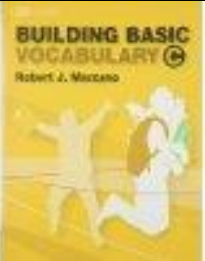
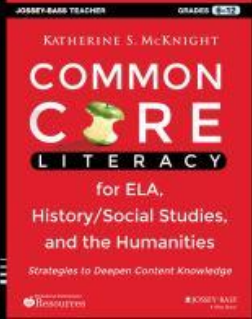
	concludes with demonstrating how teachers can apply the concepts in classroom and school wide settings.	
	<p>Hume, H. D. (2014). <i>The art teacher's survival guide for secondary schools: Grades 7-12.2nd ed.</i> San Francisco : Jossey-Bass, a Wiley Brand,</p> <p>This authoritative, practical, and comprehensive guide offers everything teachers need to know to conduct an effective arts instruction and appreciation program. It meets secondary art teacher's unique needs for creating art lessons that cover everything from the fundamentals to digital media careers for aspiring artists. The book includes ten chapters that provide detailed instructions for both teachers and students, along with creative lesson plans and practical tools such as reproducible handouts, illustrations, and photographs.</p> <ul style="list-style-type: none"> • Includes 75 fun and creative art projects • Fully updated to reflect the latest changes in secondary art instruction, including digital media and digital photography • Heavily illustrated with photographs and drawings <p>For art teachers, secondary classroom teachers, and homeschoolers, this is the ideal hands-on guide to art instruction for middle school and high school students.</p>	<p>707.122 H88</p>
	<p>Hunter, R. C., Brown, F., & Donahoo, S. (2012). <i>School Governance.</i> Los Angeles ; London: Sage Publications.</p> <p>Education of America's school children always has been and always will be a hot-button issue. From what should be taught to how to pay for education to how to keep kids safe in schools, impassioned debates emerge and mushroom, both within the scholarly community and among the general public. This volume in the point-counterpoint Debating Issues in American Education reference series tackles the topic of school governance. Chapters explore such varied issues as decentralization, federal roles in standards and assessment, parent involvement, top-down vs. bottom-up decision making,</p>	<p>379.151097 3 Sch65</p>

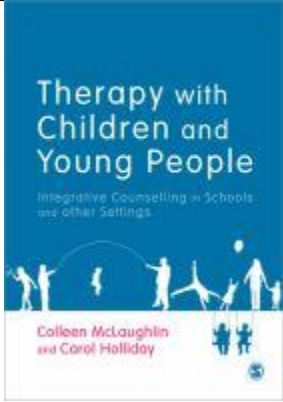

	and more. Each chapter opens with an introductory essay by the volume editor, followed by point-counterpoint articles written and signed by invited experts, and concludes with Further Readings and Resources, thus providing readers with views on multiple sides of governance issues and pointing them toward more in-depth resources for further exploration.	
	<p>Kane, T. J., In Kerr, K. A., In Pianta, R. C., & Measures of Effective Teaching Project. (2014). <i>Designing teacher evaluation systems: New guidance from the measures of effective teaching project.</i> San Francisco, CA : Jossey-Bass, a Wiley Brand,</p> <p>WHAT IS EFFECTIVE TEACHING? It's not enough to say "I know it when I see it" – not when we're expecting so much more from students and teachers than in the past. To help teachers achieve greater success with their students we need new and better ways to identify and develop effective teaching.</p> <p>The Measures of Effective Teaching (MET) project represents a groundbreaking effort to find out what works in the classroom. With funding by the Bill & Melinda Gates Foundation, the MET project brought together leading academics, education groups, and 3,000 teachers to study teaching and learning from every angle. Its reports on student surveys, observations, and other measures have shaped policy and practice at multiple levels.</p> <p>This book shares the latest lessons from the MET project. With 15 original studies, some of the field's most preeminent experts the current state of teaching in our schools. As tap the MET project's unprecedented collection of data to offer new insights on evaluation methods and feedback and evaluation methods evolve rapidly across the country, Designing Teacher Evaluation Systems is a must read and timely resource for those</p>	<p>371.144 D46</p>

	working on this critical task.	
	<p>Kaufman, T. E., Grimm, E.D. (2013). The Transparent Teacher: Taking Charge of your Instruction with Peer-Collected Classroom Data. San Francisco : Jossey-Bass, Wiley.</p> <p>A new paradigm for teachers to open their classrooms and cultivate deep professional learning</p> <p>Teaching is an isolating profession. Most educators receive minimal feedback on their craft, typically limited to one or two short visits from the administrator each year. While some schools do encourage their teachers to observe peers, the usual protocol is for new teachers to watch the veteran, exemplary educators, but those less experienced educators could benefit immensely from having peers observe them in action.</p> <p>Teacher-Driven Observation is unique in that it places the observed teacher as leader of the work, the one who identifies a personal area for development, engages her colleagues in the collection of classroom data, and utilizes the data collected to inform her ongoing instruction.</p> <ul style="list-style-type: none"> • Offers a new model for collecting data to inform and improve individual instruction • Includes a step-by-step process for implementing Teacher-Driven Observations • Contains a comprehensive case study that clearly demonstrates the value of the Teacher-Driven Observation model <p>This book outlines and illustrates a step-by-step process for breaking down professional isolation and cultivating opportunities for meaningful learning through the Teacher-Driven Observation process.</p>	<p>371.102 K16</p>

	<p>Kilbane, C. R., & Milman, N. B. (2014). <i>Teaching models: Designing instruction for 21st century learners.</i> Boston : Pearson, .</p> <p>This new book provides educators with practical help for using a myriad of available digital tools to transform time-tested models of teaching in order to make 21st century learning more efficient, effective, and engaging. The authors focus on helping educators design effective instruction that successfully addresses the individual and shared learning needs of the diverse population of students in today's dynamic, fast-paced, technology-driven, global society. In it the authors show when and how to use the unprecedented variety of powerful teaching resources available, and how to coordinate their use to best prepare students for the education and workforce demands in their futures.</p>	<p>375.001 K55</p>
	<p>Kipp, Kristin. (2013). Teaching on the Education Frontier: Instructional Strategies for Online and Blended Classrooms, Grades 5-12. San Francisco, CA : Jossey-Bass.</p> <p>A groundbreaking guide to facilitating online and blended courses</p> <p>This comprehensive resource offers teachers in grades K-12 a hands-on guide to the rapidly growing field of online and blended teaching. With clear examples and explanations, Kristin Kipp shows how to structure online and blended courses for student engagement, build relationships with online students, facilitate discussion boards, collaborate online, design online assessments, and much more.</p> <p>Shows how to create a successful online or blended classroom</p> <p>Illustrates the essential differences between face-to-face instruction and online teaching</p> <p>Foreword by Susan Patrick of the International Association for K-12 Online Learning</p> <p>This is an essential handbook for learning how to teach online and improve student achievement.</p>	<p>371.334467 8 K62</p>

	<p>Koch, J. (2014). Teach 2. Belmont, CA: Wadsworth, Cengage Learning.</p> <p>Created through a student-tested, faculty-approved review process with hundreds of students and faculty, TEACH, 2nd Edition is an engaging and accessible solution to accommodate the diverse lifestyles of today's learners at a value-based price. TEACH is centered upon an underlying and thoroughly integrated objective--to help readers uncover whether they are a good fit for the teaching profession. In Part I, the author asks readers to reflect on why they want to teach and to consider who they are, and whether who they are is a teacher. In Parts II, III, and IV, the text covers the traditional topics of the course. Through both the pedagogy and the exposition, the author continually asks readers to reflect on how the information provided affects their decision to pursue teaching. Along with the theme of the text, the author stresses the two most important topics in K-12 education today and their impact in the classroom: the effect of technology and the Internet on teaching and learning, and the importance of understanding the roles that diversity and culture play in the lives of teachers and their students.</p>	<p>371.102097 3 K81</p>
	<p>Krechevsky, M., Mardell, B., Rivard, M., & Wilson, D. G. (2013). Visible learners: Promoting Reggio-inspired approaches in all schools. San Francisco, CA : Jossey-Bass, A Wiley Brand,</p> <p>A progressive, research-based approach for making learning visible Based on the Reggio Emilia approach to learning, Visible Learners highlights learning through interpreting objects and artifacts, group learning, and documentation to make students' learning evident to teachers. Visible classrooms are committed to five key principles: that learning is purposeful, social, emotional, empowering, and representational. The book includes visual essays, key practices, classroom and examples. Show how to make learning happen in relation to others, spark emotional connections, give students power over their learning, and express ideas in multiple ways Illustrate Reggio-inspired principles and approaches via quotes, photos, student and teacher reflections, and examples of student work Offer a new way to enhance learning using progressive, research-based practices for increasing collaboration and critical thinking in and outside the classroom Visible Learners asks that teachers look beyond surface-level to understand who students are, what they come to know, and how they come to know it.</p>	<p>372.21 K87</p>

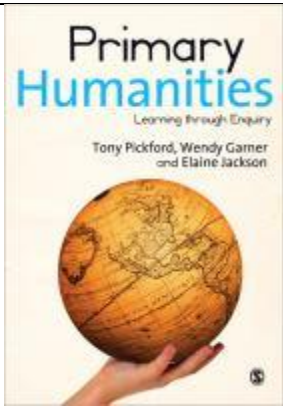
	<p>Marzano, R., (2012). <i>Building Basic Vocabulary, C.</i> Boson, Massachusetts : National Geographic Learning.</p> <p>This is organized by Super Cluster, 60 total. Images and student-friendly definitions provide access to new vocabulary, and extensive and interactive practice opportunities support acquisition of new vocabulary.</p>	<p>372.44 M36</p>
	<p>McKnight, K., (2014). <i>Common Core Literacy for ELA, History/Social Studies, and the Humanities : Strategies to Deepen Content Knowledge.</i> San Francisco, California : Jossey-Bass</p> <p>According to the Common Core State Standards, which have now been adopted by 46 states, students must develop literacy skills across all content areas. This means that educators must teach literacy--reading, writing, speaking, listening, and language--in subjects like Social Studies, Math, Science, and other technical areas. This book help teachers understand what literacy looks like in English/Language Arts (ELA), Social Studies and other humanities-related subjects (such as: philosophy, psychology, history, classics, drama, foreign language, and art), and shows them how to develop these literacy skills in their students. Author Katie McKnight is a popular education consultant who trains teachers nationwide on Common Core literacy. Features include: Alignment of activities to the Common Core State Standards in Interdisciplinary Literacy A Difficulty Dial: a quick reference to determine the complexity of each literacy activity Tips for Classroom Implementation: an overview of each literacy activity and how the tool supports the development of literacy skills and builds content knowledge Student Samples: serve as useful references for teachers across a variety of grade levels.</p>	<p>248.40712 M21</p>

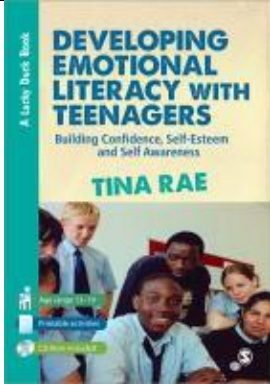
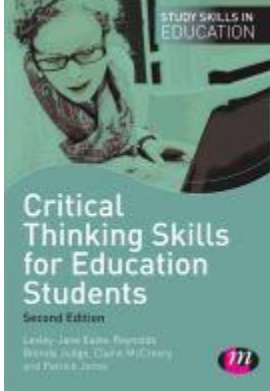
	<p>McLaughlin, C., & Holliday, C. (2014). <i>Therapy with children and young people: Integrative counselling in schools and other settings.</i> Los Angeles : SAGE,</p> <p>Therapy with Children and Young People addresses the practice of child therapy in school settings in a unique level of detail. The authors adopt a broad ecosystematic, integrative approach that considers the influence of family, school and the wider community, placing emphasis on significant development and attachment issues.</p> <p>As well as providing a solid ground in developmental theory, the authors explore the contextual and professional issues of working in a school setting. A wide range of activities and exercises (including using the creative arts to engage with young people through play, story, metaphor and imagery) help you to apply theory to practice in a new way. Challenging ethical dilemmas, such as sharing sensitive information and communicating with parents and teachers, are explored with the support of lively case studies.</p> <p>Covering therapy with children from infant to secondary school, this book will be your essential resource if you wish to work therapeutically in schools.</p>	<p>371.4 M22</p>
	<p>McWilliams, M., (2014). <i>Foods : Experimental Perspectives.</i> Harlow, England : Pearson Education</p> <p>For all courses in experimental foods, food science, and related topics. Foods: Experimental Perspectives, Seventh Edition will help students pursuing food-related careers broaden and deepen their scientific knowledge of food and its safe preparation. It clearly explains food science's foundational principles and most important emerging technologies. The text first surveys the consumer marketplace, career opportunities, and basic food research techniques. Next, it discusses food's physical aspects and preparation, and thoroughly explains carbohydrates, lipids, and proteins. Finally, it presents up-to-date coverage of food safety, preservation, and</p>	<p>664.07 M25</p>

	additives. Learning is promoted through Food for Thought boxes, photos, objectives, margin notes, definitions, charts, web links, and study questions. Updated throughout, this edition includes extensively revised coverage of food safety, GMOs, trans fats, alternative sweeteners, and much more.	
	<p>Mierzwik, D. (2013). <i>Understanding and teaching the at-risk adult student: Strategies to improve retention and success.</i> Lanham : Rowman & Littlefield Education, a division of Rowman & Littlefield Publishers, Inc.,</p> <p>The book provides readers with an overview of the teaching challenges for this population of students, presents research on their unique challenges as learners, and provides teachers with evidence-based practices to enhance the success of this adult learner population.</p>	371.90973 M58
	<p>Miller, C., & In Doering, A. H. (2014). <i>The new landscape of mobile learning: Redesigning education in an app-based world.</i>New York : Routledge</p> <p><i>The New Landscape of Mobile Learning</i> is the first book to provide a research based overview of the largely untapped array of potential tools that m-Learning offers educators and students in face-to-face, hybrid, and distance education. This cutting edge guide provides:</p> <ul style="list-style-type: none"> • An essential explanation of the emergence and role of Apps in education • Design guidelines for educational Apps • Case studies and student narratives from across the US describing successful App integration into both K-12 and Higher Education • Robust, research-based evaluation criteria for educational Apps 	371.33 N42

	<p>Although many believe that Apps have the potential to create opportunities for transformative mobile education, a disparity currently exists between the individuals responsible for creating Apps (i.e. developers who often have little to no instructional experience) and the ultimate consumers in the classroom (i.e. K-20 educators and students). <i>The New Landscape of Mobile Learning</i> bridges this gap by illuminating critical design, integration, and evaluation narratives from leaders in the instructional design, distance education, and mobile learning fields.</p>	
	<p>Ohler, J. (2013). <i>Digital storytelling in the classroom: new media pathways to literacy: 2nd ed.</i> Ohler. Thousand Oaks: Corwin.</p> <p>This text shows how to integrate storytelling into curriculum design and use the principles of storytelling as a measurement of learning and literacies. It also covers important copyright and fair use information, and offers numerous implementation tips, concrete examples, and illustrative video clips. Aimed at primary and secondary teachers, the book is designed to help them:</p> <ul style="list-style-type: none"> " Teach their students to create digital stories that employ effective principles of storytelling, technology application, and media technique. " Use digital storytelling as a tool to promote the development of emerging literacies, such as digital and media literacy, as well as traditional literacies, such as reading, writing, speaking, and art. " Help students use digital storytelling as an academic tool to explore content and to communicate what they understand. " Understand the importance of combining the power of story and critical thinking as an approach to teaching and learning. 	<p>372.677028 5 Oh4</p>

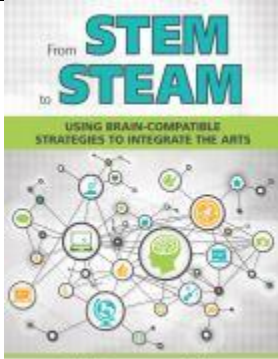
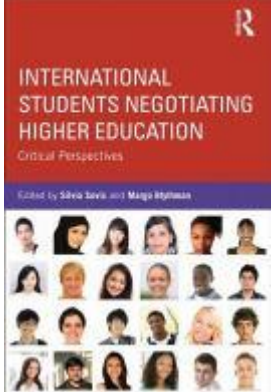
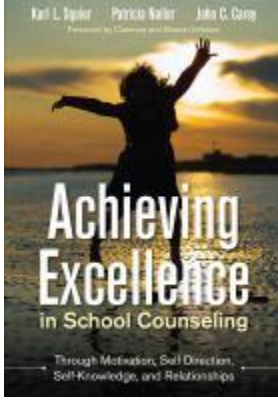
	<p>Oltman, G. A. (2013). <i>Violence in student writing: A school administrator's guide</i>. Thousand Oaks: Corwin.</p> <p>our guide to action when student writing crosses the line At what point should violent student expressions be considered a legitimate threat? This legal handbook helps you apply caution and logic in protecting your students freedom of speech while also protecting the safety of everyone in the building. Gretchen Oltman, an experienced educator and licensed attorney, shows you how to react appropriately to warning signs from students. You'll discover how to: Prevent violence by creating a positive and safe school environment Guide teachers in assessing written threats of violence Evaluate writing outside the classroom, including texting and Facebook postings Violence in Student Writing delves into the real-life experiences of administrators, teachers, and students, exploring current and relevant issues in student writing violence and offering solutions that every school administrator needs to know.</p>	<p>371.782 O18</p>
	<p>Padget, S. (2013). <i>Creativity and critical thinking</i>. Milton Park, Abingdon, Oxon : Routledge,</p> <p>What do we mean by creativity? What is the link between creativity and critical thinking? How can creativity and critical thinking be incorporated into classroom practice and what are the benefits for students?</p> <p>Creativity and critical thinking are central to effective teaching and learning and have a significant impact on students' attainment, engagement, attendance and behaviour. This book draws on recent research and policy to provide teachers with a clear framework for understanding creativity and critical thinking and practically demonstrates how they can be incorporated into classroom practice.</p> <p>Bringing together an expert team of contributors with a wide-range of experience of bringing creative approaches into the classroom the book includes:</p> <ul style="list-style-type: none"> • definitions of key terms • an analysis of the issues associated with creativity and critical thinking 	<p>370.118 C86</p>


	<ul style="list-style-type: none"> • clear guidance on how schools can develop dynamic thinking and creative learning strategies and use them with all learners • advice on using external agencies to bring the creative perspective into school • case studies alongside examples of current activities and practice in schools • detailed lesson plans and schemes of work; • Links to resources and organisations who can offer support. <p>Providing clear guidance on the underpinning theory and policy and drawing upon current initiatives in schools, this book is essential reading for trainee and practising teachers that want to provide the best possible learning experience for their students.</p>	
	<p>Pickford, T.,(2013) Primary Humanities Los Angeles : SAGE</p> <p>'This book brings together the traditions of historical enquiry and geographical enquiry. At its heart is the belief in children's capacities to be enquiring historians and geographers, enabling them to develop a sound base of historical and geographical knowledge and understanding'</p> <p>- Lynne Dixon, Senior Lecturer in Primary Humanities, University of Greenwich</p> <p>'This book successfully combines theory and practice: it helps the reader to make sense of different perspectives of theories of learning related to these subject areas. It is therefore useful to both classroom practitioners and students alike. Readers will certainly be able to identify elements useful to their needs'</p> <p>- Emily Rotchell, Senior Lecturer in Primary Geography, University of Roehampton. Providing a broad and balanced overview of the teaching of history and geography, Primary Humanities: Learning through Enquiry is indispensable reading for all primary teacher education students.</p>	<p>372.89 P58</p>


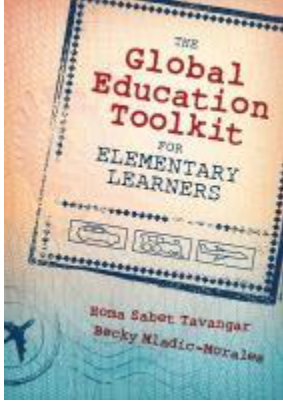
	<p>Rae, T. (2013). <i>Developing emotional literacy with teenagers: Building confidence, self-esteem and self awareness.</i> London: SAGE.</p> <p>This resource provides young men and women with guidance and tools to recognize the importance of social skills to aid their development. The sessions and practical activities will allow students to address issues of identity, self esteem and self awareness based on the author's research and experience. Covering issues including relationships, drugs and problem solving the new edition will also cover:</p> <ul style="list-style-type: none"> • Gang cultures • Cyber-bullying • Future pressures • Eating disorders 	<p>373.0114 R12</p>
	<p>Reynolds, E., Jane, L., Judge, B., McCreery, E., & Jones, P., (2013). <i>Critical Thinking Skills for Education Students.</i> London : SAGE/Learning Matters</p> <p>Revised and extended to cover critical reflection and evaluation of information resources, this new edition of Critical Thinking Skills for Education Students is a practical and user-friendly text to help education students develop their understanding of critical analysis. It outlines the skills needed to examine and challenge data and encourages students to adopt this way of thinking to enrich their personal and professional development. The text helps students to develop their self-evaluation skills in order to recognise personal values and perceptions. Critical analysis, modeling, case studies, worked examples and reflective tasks are used to engage the reader with the text - building both skills and confidence. This book is part of the Study Skills in Education Series. This series addresses key study skills in the context of education courses, helping students identify their weaknesses, increase their confidence and realise their academic potential. Titles in this series are suitable for students on: any course of Initial Teacher Training leading to QTS; a degree in Education or Education Studies; a degree in Early Years or Early Childhood Education; a foundation degree in any education related subject discipline. Lesley-Jane Eales-Reynolds is Pro Vice Chancellor (Education) at Kingston University. Brenda Judge is a Senior Lecturer at</p>	<p>378.170281 Ea58</p>

	<p>Manchester Metropolitan University. Elaine McCreery is Head of Primary, Early Years and Education Studies programmes at Manchester Metropolitan University. Patrick Jones, now retired, was Senior Lecturer in Primary Education at Manchester Metropolitan University.</p>	
	<p>Richards, J., & Lassonde, C., (2013). <i>Strategic Writing Mini-Lessons for All Students, Grades 4-8.</i> Thousand Oaks, California : Corwin.</p> <p>The hard reality? By the time they reach middle school, many of our students still lack basic writing skills, and this may be one of their last opportunities to get up to speed before they reach high school. There's no better resource for you to help them do so than Strategic Writing Mini-Lessons for All Students Grades 4-8.</p> <p>Covering all four essential writing strategies, inventing, drafting, writing, and editing, these differentiated mini-lessons follow an easy-to-navigate, consistent structure, including: a schematic linking lessons to the grade-level goals of the Common Core; adaptations for struggling writers, English Language Learners, and even advanced writers with every lesson; support for different types of learners through use of colour-coding techniques, charts, art, and other visual tools; and specific guidance on developing your students' confidence as writers and their ability to work independently.</p> <p>Within no time, your students will write with a newfound competence and confidence, better equipped to meet the demands ahead of them.</p>	<p>372.623 St82</p>

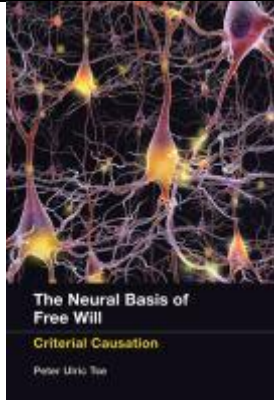
	<p>Robertson, J. (2014). <i>Dirty Teaching</i>. New York: Crown House Publishing.</p> <p>Juliet Robertson offers tips and tricks to help any primary school teacher develop variety in their teaching. One of the keys to a happy and creative classroom is getting outside the classroom and this book will give you the confidence to do it. This volume contains a wealth of ideas from cheat sheets to activities that allow teachers and parents to encourage outdoor learning and improve student participation. There is no need for expensive tools or complicated technologies; all you need is your coat and a passion for learning oh, and you'd better bring the kids too!</p>	<p>371.384 R54</p>
	<p>Salmon, G. (2013). <i>E-tivities: The key to active online learning, 2nd ed.</i> New York : Routledge, Taylor & Francis Group</p> <p>The world of learning and teaching is at a watershed; confronted by challenges to previous educational models. One learning future lies in impactful, purposeful, active online activities, or 'e-tivities', that keep learners engaged, motivated, and participating. Grounded in the author's action research, E-tivities, 2nd Edition assuredly illustrates how technologies shape and enhance learning and teaching journeys.</p> <p>In this highly practical book, Gilly Salmon maintains her exceptional reputation, delivering another powerful guide for academics, teaching professionals, trainers, designers and developers in all disciplines. This popular text has been comprehensively updated; addressing key technological changes since 2002, offering fresh case studies and 'Carpe Diem' - a unique approach to learning design workshops.</p> <p>Readers will find E-tivities, 2nd Edition a wonderful resource on its own or as a companion to the author's bestselling e-Moderating, 3rd Edition.</p>	<p>371.334 Sa35</p>
	<p>San Jose-Paňgan, M., & Duque-Novales, M., (2012). <i>Licensure examination for teachers (LET) review updated edition</i>. Quezon City : Megamind System.</p>	<p>371.10076 P19</p>

 <p>From STEM to STEAM USING BRAIN-COMPATIBLE STRATEGIES TO INTEGRATE THE ARTS</p> <p>DAVID A. SOUSA TOM PILECKI</p>	<p>Sousa, D. A., & Pilecki, T. (2013). <i>From STEM to STEAM: Using brain-compatible strategies to integrate the arts.</i> Thousand Oaks, California : Corwin Press, a SAGE company</p> <p>A is for arts—and for the advantage students gain when you integrate arts into STEM instruction. As research in neuroscience shows, arts activities enhance creativity, problem solving, memory systems, and analytical skills—all critical for achieving STEM success. Now best-selling author David Sousa teams up with veteran arts educator Tom Pilecki to bring you:</p> <ul style="list-style-type: none"> • Teacher-tested techniques for fitting the arts into STEM classrooms • Sample lesson plans across K-12 • A worksheet template for designing your own integrated lessons • Tips for managing time and collaborating 	<p>372.5 So85</p>
 <p>INTERNATIONAL STUDENTS NEGOTIATING HIGHER EDUCATION Critical Perspectives</p> <p>Edited by Silvia Savio and Margu Wynne</p>	<p>Sovic, S., & Blythman, M. (2012). <i>International students negotiating higher education: Critical perspectives.</i> New York, NY: Routledge.</p> <p>International students provide an important income to universities, but they also come with their own diverse variety of characteristics and requirements.</p>	<p>378.198269 10941 In82</p>
 <p>Karl L. Squier Patricia Nailor John C. Carey Foreword by Counseling and Schooling</p> <p>Achieving Excellence in School Counseling</p> <p>Through Motivation, Self-Direction, Self-Knowledge, and Relationships</p>	<p>Squier, K. L., Nailor, P., & Carey, J. C. (2014). <i>Achieving excellence in school counseling: Through motivation, self-direction, self-knowledge, and relationships.</i> Thousand Oaks, California : Corwin,</p> <p>Too often school counselors find themselves stuck when they try to improve students' social and emotional health, or they react to problems that present themselves rather than preventing those problems before they happen. This exciting new book by leaders in the field of school counseling provides school counselors with:</p>	<p>371.422097 3 Sq43</p>

	<p>Characteristics and abilities of learners that promote effective academic learning and postsecondary success</p> <p>Understanding of how to intentionally develop these characteristics and skills in all learners through developmental programming. The authors take a fresh new look at the relationships between school counseling standards, school counseling research, and the best research on student success. Achieving Excellence in School Counseling provides a framework for understanding the role of 4 constructs that lead to student excellence: motivation, self-direction, self-knowledge, and relationships. The book focuses on student achievement and the key processes involved when school counselors help students grow and achieve. Key processes include defining standard and competency statements for student excellence, delivering a rigorous curriculum based on the standards and competencies, assessing student progress toward standards, and implementing a construct-based school counseling program.</p>	
	<p>Stiasny, M., & Gore, T., (2013) <i>Going Global: Identifying Trends and Drivers of International Education</i>. Bingley, United Kingdom : Emerald</p> <p>Following the success of the 2012 publication 'Going Global: the landscape for policy makers and practitioners in tertiary education', Emerald Group Publishing Limited are delighted to present 'Going Global: identifying trends and drivers of international education'. 'Going Global: identifying trends and drivers of international education' is edited by Mary Stiasny of the Institute of Education and Tim Gore OBE of the University of London. Published in collaboration with the British Council, the book showcases a selection of edited papers drawn from this year's highly successful Going Global 2012 international education conference in London. Each chapter features contributions from many of the foremost policy makers and industry leaders across the global education industries; offering fresh and diverse perspectives, exploring and reassessing the driving forces, barriers and common strategies of internationalised education.</p>	<p>378.060 G56</p>

	<p>Sweitzer, H. F., & King, M. A. (2013). <i>The successful internship: Personal, professional, and civic development in experiential learning.4th ed.</i> Belmont, CA : Brooks/Cole</p> <p>Suitable for finding and interviewing for internships, this title addresses the concerns, emotions, needs, and personal challenges that are the essence of an internship or field experience. It focuses on the internship as a vehicle for personal, professional, and civic development.</p>	<p>371.227 Sw37</p>
	<p>Tavangar, H. S., & Mladic-Morales, B. (2014). <i>The global education toolkit for elementary learners.</i>Thousand Oaks, California : Corwin, a SAGE company</p> <p>This smart, all-in-one resource from widely acclaimed authors Homa Tavangar and Becky Morales provides hundreds of easy, stand-alone activities, resources, and projects to help busy educators:</p> <ul style="list-style-type: none"> • Seamlessly integrate global awareness themes into existing K-5 Common Core curriculum • Recruit parent and community volunteers and organizations • Use social media for student global collaboration projects • Plan international events, after-school clubs, and cross-curricular activities <p>Includes a 12-month timeline, backmapping tips, 50+ ready-to-start projects, and online links.</p>	<p>372 T19</p>

	<p>Tonneson, V. C., & College of William and Mary. (2013). Splash!: Modeling and measurement applications for young learners. Waco, TX: Prufrock Press.</p> <p>Splash! is a mathematics unit for high-ability learners in kindergarten and first grade focusing on concepts related to linear measurement, the creativity elements of fluency and flexibility, and the overarching, interdisciplinary concept of models. The unit consists of 13 lessons centered on the idea of designing a community pool. Students examine the question of why we measure, the importance of accuracy in measurement, and the various units and tools of measurement. The unit presents a hands-on, constructivist approach, allowing children to build their knowledge base and their skills as they explore mathematical ideas through play and planned investigations. Students are involved in creative and critical thinking, problem solving, process skill development, and communication.</p>	<p>372.7071 T61</p>
	<p>Trentin, Guglielmo and Repetto, Manuela. (2013). Using Network and Mobile Technology to Bridge Formal and Informal Learning. Oxford : Chandos Publishing.</p> <p>An ever-widening gap exists between how students and schools use communication technology. The editors, in addition to 14 contributing chapter authors introduce new methods (inspired by "pedagogy 2.0") of harnessing the potential of communication technologies for teaching and learning. They consider how attitudes towards network and mobile technology (NMT) gained outside the school can be shunted into new educational paradigms combining formal and informal learning processes. The book begins with an overview of these paradigms, and their sustainability, before discussing the pedagogical dimension of formal/informal integration through NMT, then moving on to teachers' professional development. Chapters also detail the organizational development of schools in the context of formal and informal learning and the role of technologies supporting formal/informal integration into subject-oriented education.</p>	<p>371.334 Us41</p>

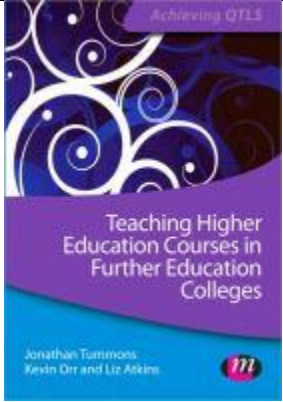
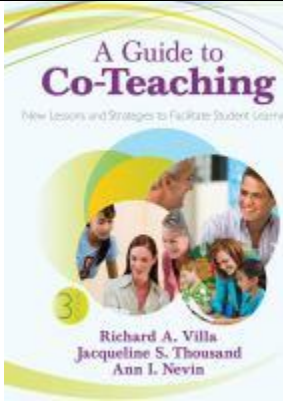


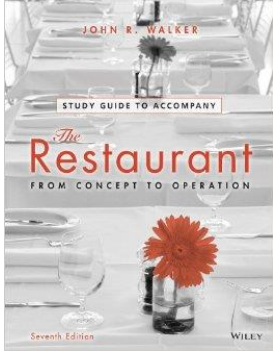
Tse, P. (2013). ***The neural basis of free will: Criterial causation.*** Cambridge, MA: The MIT Press.

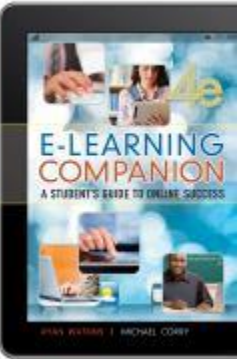
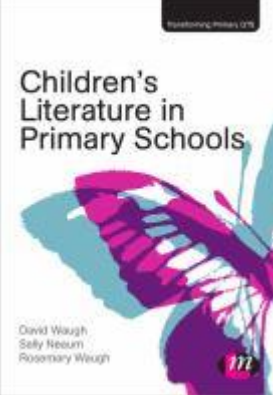
**612.8233
T78**

The issues of mental causation, consciousness, and free will have vexed philosophers since Plato. In this book, Peter Tse examines these unresolved issues from a neuroscientific perspective. In contrast with philosophers who use logic rather than data to argue whether mental causation or consciousness can exist given unproven first assumptions, Tse proposes that we instead listen to what neurons have to say. Because the brain must already embody a solution to the mind-body problem, why not focus on how the brain actually realizes mental causation?

Tse draws on exciting recent neuroscientific data concerning how informational causation is realized in physical causation at the level of NMDA receptors, synapses, dendrites, neurons, and neuronal circuits. He argues that a particular kind of strong free will and "downward" mental causation are realized in rapid synaptic plasticity. Recent neurophysiological breakthroughs reveal that neurons function as criterial assessors of their inputs, which then change the criteria that will make other neurons fire in the future. Such informational causation cannot change the physical basis of information realized in the present, but it can change the physical basis of information that may be realized in the immediate future. This gets around the standard argument against free will centered on the impossibility of self-causation. Tse explores the ways that mental causation and qualia might be realized in this kind of neuronal and associated information-processing

	architecture, and considers the psychological and philosophical implications of having such an architecture realized in our brains.	
	<p>Tummons, J., Orr, K., & Atkins, L. (2013). <i>Teaching Higher Education courses in the FE and skills sector.</i> Los Angeles, Calif. : SAGE,</p> <p>As the number of higher education (HE) courses offered in further education (FE) settings increases, so does the need for teachers and trainee teachers to develop their teaching skills. This text is written for all those working towards QTLS who are teaching or planning to teach HE courses. It examines what it means to teach HE and how a HE environment can be created in a FE setting. It gives guidance on planning, teaching and assessing HE courses in FE. A practical guide for all FE teachers and trainee teachers as the sector adapts to the needs of education today.</p>	<p>374.110209 41 T83</p>
	<p>Villa, R., Thousand, J., & Nevin, A., (2013). <i>A Guide to Co-Teaching : New Lessons and Strategies to Facilitate Student Learning.</i> Thousand Oaks, California : Corwin</p> <p>Differentiated Instruction for a diversity of learners, it's the reality of today's classrooms, and a tough task to take on alone. But co-teaching more than just lightens your load. When you and a co-teacher bring together your individual skill sets and strategies, you'll create a more enjoyable, creative, and productive teaching experience, and deliver more effective outcomes to your students too.</p> <p>Where do you start? This brand-new edition of the go-to guide uses updated research and case studies to provide detailed profiles of four approaches to co-teaching: supportive, parallel, complementary, and team-teaching. New features include: a new chapter on preparing co-teachers on clinical practice; expanded explanations of the roles of paraprofessionals, administrators, and students in co-teaching; updated discussions of co-teaching in the RTI</p>	<p>371.148 V71</p>

	<p>process; and new forms and tools for establishing trust, improving communication, and planning.</p> <p>With quotes and advice from teachers and students, plus practical features like self-assessments and organization tips, this is the ultimate guide to co-teaching. Find out why so many teachers prefer co-teaching to teaching alone, and how co-teaching improves the process of learning for all students.</p>	
	<p>Walker, J., (2014). <i>Study Guide to Accompany the Restaurant : From Concept to Operation.</i> Hoboken, NJ : John Wiley</p> <p>The Restaurant: From Concept to Operation takes the reader from the initial idea to the grand opening. It features comprehensive, applications-based coverage of all aspects of developing, opening, and running a restaurant. This includes topics such as staffing, legal and regulatory concerns, cost control and general financing, marketing and promotion, equipment and design, the menu, sanitation, and concept. A one-stop guide to the restaurant business, the Seventh Edition of Walker's, The Restaurant continues the success of previous editions, providing, in an easy-to-read way, all of the skills and information needed to master every challenge and succeed in this highly competitive and rewarding industry. Each chapter has been revised, updated, and enhanced with numerous industry examples, sidebars, charts, tables, photographs, and menus. Greater emphasis is placed on restaurant business plans, restaurant management, and restaurant operations. The themes of sustainability and sustainable restaurant management have been added throughout. The Seventh Edition includes new sections on purchasing meat, cocktails, and the early history of eating out. All of this information will help restaurant owners make the decisions necessary to build a thriving business.</p>	<p>647.95068 W15</p>

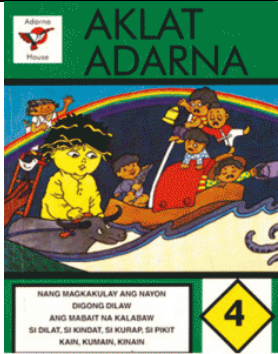
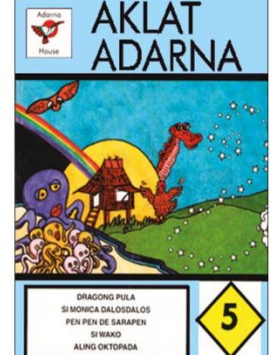
	<p>Watkins, R., & Corry, M. (2014). <i>E-Learning Companion: A Student's Guide to Online Success</i>. Boston, MA : Wadsworth</p> <p>E-LEARNING COMPANION serves as a resource and quick-reference guide for any course that demands technology skills. In addition to helping students adapt previously mastered skills--such as time management, note-taking, and critical thinking--to the online environment, this text shows students how social networking, cloud file storage, wikis, and blogs can be utilized appropriately and effectively in a college course. Technical terminology and how-to tutorials help students become more capable and flexible online learners, and build skills that will support them throughout college and their future careers. The Fourth Edition is fully updated to be current and relevant for today's online learning environments, and also includes new Workplace Applications, and coverage of professional behavior and professional emails.</p>	<p>371.334467 8 W32</p>
	<p>Waugh, D., Neaum, S., Waugh, R., & Hansen, A. (2013). <i>Children's literature in primary schools</i>. Los Angeles, Calif. : Learning Matters,</p> <p>How can youb help children to develop a love of reading and books?</p> <p>Trainee and experienced primary school teachers need an advanced knowledge of children's literature for effective teaching.</p> <p>If you are training to be a teacher, this is your guide to the range of and scope of children's literature for the primary classroom. Through the exploration of different genres it covers a wide range of literature and helps you to consider what we mean by literature. Case studies that model good practice are included with suggestions for practical activities using literature to enhance teaching across the curriculum. Throughout, book recommendations show how specific texts can be used for teaching in exciting and innovative ways.</p>	<p>372.640440 4941 W35</p>

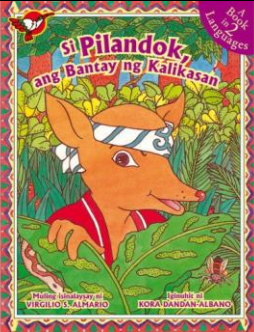
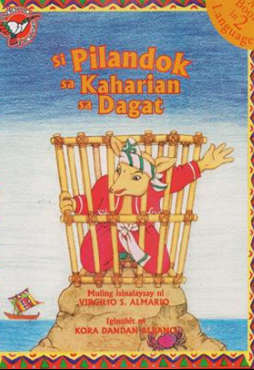
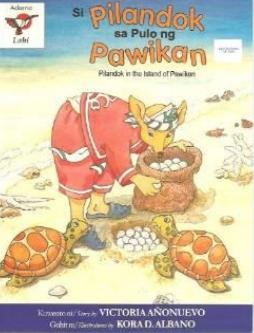
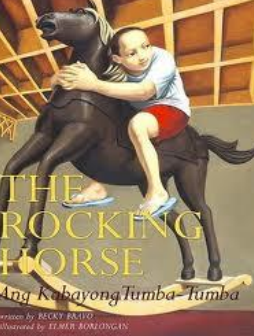
	<p>Whitaker, T., & Breaux, A. L. (2013). <i>The ten-minute inservice: 40 quick training sessions that build teacher effectiveness</i>. San Francisco, California : Jossey-Bass, A Wiley Imprint,</p> <p>Quick, easy, specific steps that make a difference in teaching and learning Busy school leaders need an easy-to-apply resource to increase teacher effectiveness quickly and efficiently. This book shows principals and staff developers how to improve teaching school-wide through high-impact inservices lasting only ten minutes-incorporated easily into weekly staff meetings. Written by popular education consultants Todd Whitaker and Annette Breaux, this important book offers 40 teacher-tested, mini-workshops that can improve teaching in every classroom. The book covers a range of topics, from behavior challenges and parent engagement to motivating students and making lessons meaningful. Offers school leaders a proven plan to help every teacher improve on a weekly basis by conducting simple 10-minute inservice workshops Offers staff developers, new teacher induction coordinators, mentors, and Professional Learning Communities ideas for effective training sessions Each of the 40 mini-training sessions offered include tips on how to introduce the topic, sample scripts to follow, and implementation activities to ensure lasting learning Whitaker and Breaux are bestselling education authors with a proven track record improving teacher effectiveness This handy resource contains a simple and effective method for improving teacher effectiveness school wide.</p>	<p>371.102 W58</p>
	<p>Williams, K. C. (2012). <i>Essentials for principals: Creating physical & emotional security in schools</i>. Bloomington, IN: Solution Tree Press.</p> <p>Can your students claim a welcoming and supportive school environment? Do they feel physically and emotionally safe? Learn how you and your teachers can nurture supportive relationships with your students, develop conflict management strategies, prevent different forms of bullying, establish high expectations for students and staff, and encourage celebration. You'll also see why parent involvement supports a positive and welcoming school atmosphere.</p> <p>Benefits</p> <ul style="list-style-type: none"> - Learn how to integrate conflict management strategies into the school building. - Find out how to introduce schoolwide standards for student 	<p>370.711 W67</p>

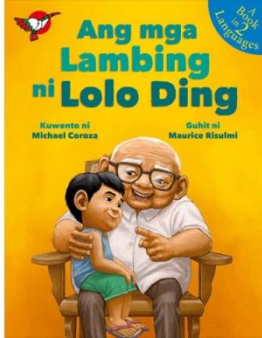
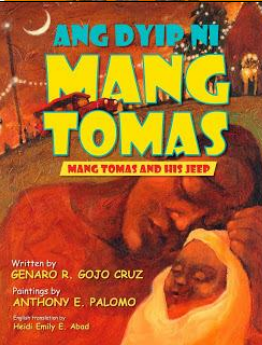
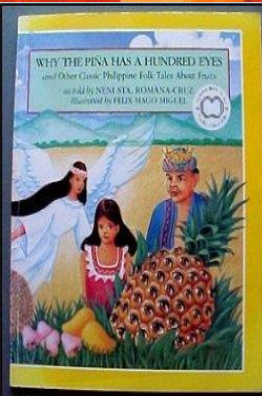
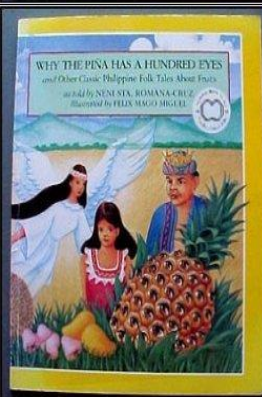
	<p>and staff problem-solving and conflict resolution.</p> <ul style="list-style-type: none"> - Develop an effective whole-school policy for behavior and discipline that focuses on teaching behavioral expectations. - Discover how reinforcement and positive rewards can improve student behavior and achievement - Identify ways to address and prevent bullying, including cyberbullying. - Explore crisis planning and prevention tips. 	
	<p>Wood, J., Ponsford, N., (2014). <i>Technoteaching : Taking Practice to the Next Level in a Digital World.</i> Cambridge, Massachusetts : Harvard Education Press</p> <p>Congratulations. Your school has just purchased a cart housing twenty-four tablets. Your principal wants you to roll it right into your classroom and start innovating--tomorrow."</p> <p>So begins this engaging and highly accessible guide for practitioners looking for a systematic way to kick their teaching up a notch by combining education technology with best practices in teaching and learning.</p> <p>Written by two veteran teacher-trainers, TechnoTeaching provides a clear blueprint that educators of all experience levels can use to challenge themselves and their students over a single school year. Through "stellar units," "dare-devil missions," and other activities, the authors show how teachers can progressively transform their classrooms by adding new digital and web tools to meet the specific needs of students.</p> <p>TechnoTeaching includes planning templates, reflection documents, and other resources, making it immediately usable and indispensable for classroom teachers.</p>	<p>371.334467 8 W85</p>
	<p>Yau, N. (2013). <i>Data points: Visualization that means something.</i> Indianapolis, IN : Wiley,</p> <p>A fresh look at visualization from the author of Visualize This</p> <p>Whether it's statistical charts, geographic maps, or the snappy graphical statistics you see on your favorite news</p>	<p>001.4226 Y28</p>

	<p>sites, the art of data graphics or visualization is fast becoming a movement of its own. In <i>Data Points: Visualization That Means Something</i>, author Nathan Yau presents an intriguing complement to his bestseller <i>Visualize This</i>, this time focusing on the graphics side of data analysis. Using examples from art, design, business, statistics, cartography, and online media, he explores both standard-and not so standard-concepts and ideas about illustrating data.</p> <ul style="list-style-type: none"> • Shares intriguing ideas from Nathan Yau, author of <i>Visualize This</i> and creator of flowingdata.com, with over 66,000 subscribers • Focuses on visualization, data graphics that help viewers see trends and patterns they might not otherwise see in a table • Includes examples from the author's own illustrations, as well as from professionals in statistics, art, design, business, computer science, cartography, and more • Examines standard rules across all visualization applications, then explores when and where you can break those rules <p>Create visualizations that register at all levels, with <i>Data Points: Visualization That Means Something</i>.</p>	
	<p>Younie, S., (2013) <i>Teaching with Technologies : The Essential Guide</i>. Maidenhea, Englan McGraw-Hill Education.</p> <p>This book provides a baseline for effective technology practice, offering a comprehensive overview of theory, research and practice. In particular the book: Brings together research findings to provide an evidence based approach to using technology in the classroom Provides an understanding of how technologies can and should inform teaching and learning Highlights effective practice As well as capturing the extensive developments in this field over the last three decades the book identifies what works with technology and education. There is detailed consideration of how technology can enhance learning and inform pedagogic approaches together with examples. This not only informs but, most importantly, allows teachers to develop their practice in order to incorporate</p>	<p>371.33 Y88</p>

	<p>and exploit the affordances of educational technologies, providing a sound theoretical underpinning to classroom practice with technologies.</p> <p>Significantly the book urges educators to embrace new ways of working using technologies to support knowledge sharing and building. It also looks ahead and reports teachers views of schools of the future, where learners and teachers may work flexibly through a curriculum that is personalised and focused on 21st century needs.</p> <p>"</p>	
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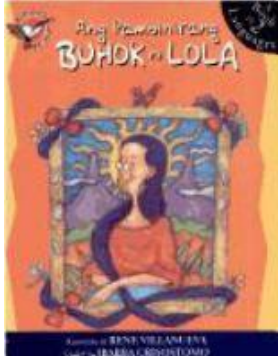
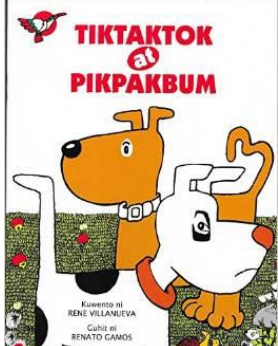
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	<p>Almario, Virgilio S. (2001). Si Pilandok: Sa Pulo ng Pawikan. Quezon City, Philippines : Adarna House.</p>	<p>398.21 AI62 2001 c.2</p>
	<p>Bravo, Becky. (2006). The Rocking Horse: Ang Kabayong Tumba-Tumba. Manila, Philippines : UST Pub. House.</p> <p>Tells the poignant story of a boy of frail health who, nurtured by his widowed father's love, learns to appreciate nature, music and a lovely wooden horse.</p>	<p>808.068 B73 2006 c.2</p>

	<p>Coroza, Michael M. (2012). Ang Mga Lambing ni Lolo Ding. Quezon City, Philippines : Adarna House.</p>	<p>899.2113 4 C81 2012 c.2</p>
	<p>Cruz, Genaro R. G. (2009). Ang Dyip ni Mang Tomas: Mang Tomas and His Jeep. Manila : Canvass and the University of Santo Tomas Pub. House.</p>	<p>499.21 C88 2009 c.2</p>
	<p>Cruz, Neni Sta. Romana. (1993). Why the Piña has a Hundred Eyes and Other Classic Philippine Folk Tales about Fruits. Manila : Tahanan Books for Young Readers.</p>	<p>398.242 C88 c.2</p>
	<p>Cruz, Neni Sta. Romana. (1993). Why the Piña has a Hundred Eyes and Other Classic Philippine Folk Tales about Fruits. Manila : Tahanan Books for Young Readers.</p>	<p>398.242 C88 c.3</p>

	<p>Elias and his Trees: Mga Puno ni Elias. (2005). Manila : CANVAS,UST Pub. House.</p>	<p>899.2113 01 EI42 2005 c.3</p>
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	<p>Ang Gintong Habihan: Mga Kwentong Premyado ng Palanca. (1998). Makati City : Tahanan Books for Young Readers.</p> <p>Ten short stories for youth about life in Philippines. Each story is accompanied by a work of art by a Filipino artist. Stories in Tagalog include: 1. Ang Tsinelas ni Inoy 2. Papel de Liha 3. Burnay, ang Batang Palayok 4. Si Pinky, si Tsinita, si Rita Ritz at si Barbie 5. Nemo, ang Batang Papel 6. Kuwento ni Malinis 7. Ang Pintor ni Garu 8. Si Duglahi, Isang Patak ng Dugo 9. Salu-Salo 10. Alakdan</p>	<p>899.2113 G43 c.3</p>
	<p>Librero, Felix. (2009). 3rd ed. How to Write a Thesis Proposal: Some Practical Guidelines. College,Laguna,Philippines : University of the Philippines Los Banos, College of Development Communication</p>	<p>378.242 L61 1996 c.3</p>
	<p>Lucido, P. I., Ph.D. (2012). Educational Technology 2. Quezon Avenue, Quezon City : Lorimar Publishing.</p>	<p>371.333 L96 2012 c.2</p>

	<p>Lucido, P. I., Ph.D. (2012). Educational Technology 2. Quezon Avenue, Quezon City : Lorimar Publishing.</p>	<p>371.333 L96 2012 c.3</p>
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	<p>Reyes, Severino. (2012). Mga Kwento ni Lola Basyang. Manila, Philippines: Tahanan Books.</p> <p>Here at last is the long-awaited companion volume to our first collection of Mga Kuwento ni Lola Basyang stories in Filipino.</p> <p>Magical creatures, evil enchantments, clever girls who outsmart kings and dragons... reenter the world of Severino O. Reyes, one of the most popular Filipino writers of all time. This collection includes two of Reyes' classic stories "Plawtin ni Periking" ("Periking's Flute") and "Ang Prinsesang naging Pulubi" ("The Princess Who Became a Beggar").</p>	<p>398.209599 R33 c.2, 2012</p>

	These twelve stories by Severino Reyes were edited for modern readers by award-winning writers Christine S. Bellen and Rebecca T. Añonuevo. Each story is accompanied by fine art illustrations by Felix Mago Miguel.	
	Roxas, Reni R. (2011). Hanggang sa Muli: Homecoming Stories for the Filipino Soul. Makati City, Philippines : Tahanan Books.	899.21008 H19 c.2
	Salandanan, Gloria G., Ph.D. (2012). Methods of Teaching. Quezon City, Metro Manila : Published by Lorimar Publishing	371.1 Sa31m 2012 c.3
	Ventura, Sylvia Mendez. (2014). Ang Karerahan nina Kalabaw at Pagong at iba pang Kuwentong-bayan Ukol sa mga Hayop. [Manila] : Tahanan Books for Young Readers.	398.209599 V56 c.2
	Tobias-Papa, May. (2008). Araw ng Palengke. Quezon City, Philippines : Adarna House. Winner - 2010 National Children's Book Awards, Best Reads for Children. I'm coming with Nanay! We're going to the market. What would we see there? Who would I meet? Come, join us! Today is market day! Sasama ako kay Nanay! Pupunta kami sa palengke. Ano-ano kaya ang makikita namin doon? Sino-sino kaya ang makikilala ko? Tara, sama ka. Ngayon ay araw ng palengke! Author(s): May Tobias-Papa,	808.068 T55 2008 c.2

	<p>Illustrator(s): Isabel Roxas, ISBN: 9789715083171 Published: 2008 Language: Filipino (Tagalog) with English translation Age Recommendation: 5+ 32 pages Additional Information: Citation from the National Children's Book Awards: "Listen well," her mother tells her. "Hold on to me tightly, ha? So you won't get lost. And don't point at things that you want me to buy for you." And so the story begins with a promise: "Yes, Nanay, I promise." Early one morning, a little girl accompanies her mother to the market. They take readers with them. The market is hot and noisy, smelly and muddy, but it's also fascinating and colorful, because it's seen from a point of view that's only about three feet tall. When they arrive home, and our little girl unpacks the bayong (bag) to find a surprise wrapped in newspaper at the bottom, it's her joy we feel in the little dance that she does. Araw sa Palengke is a true marriage of text and visual image. The story by May Tobias-Papa is gentle and straightforward, and the illustrations by Isabel Roxas are charming and finely detailed. The result is a lighthearted picture book that is nuanced, controlled, and thoroughly engaging. A really good read.</p>	
	<p>Villanueva, Rene. (2001). Ang Pambihirang Buhok ni Lola. Quezon City, Philippines : Adarna House.</p>	<p>398.22095 V71 2001 c.2</p>
	<p>Villanueva, Rene. (1980). Tiktaktok at Pikpakbum. Quezon City, Philippines : Adarna House.</p>	<p>899.21133 V71 1980 c.2</p>

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