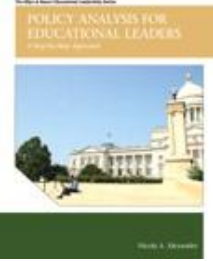
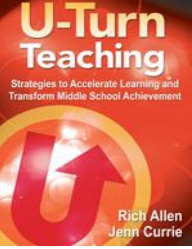
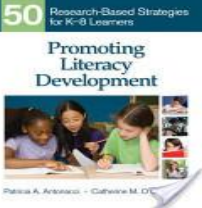







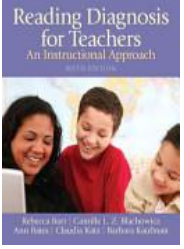
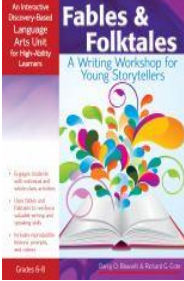
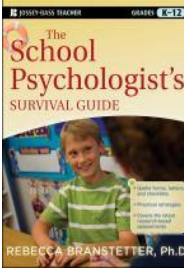


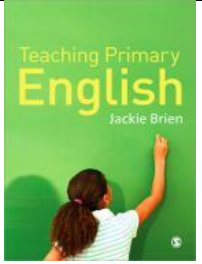

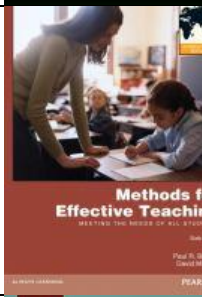
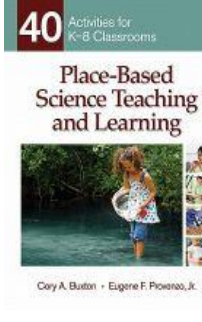
# Acquisitions List

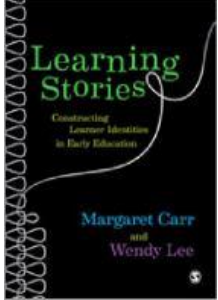
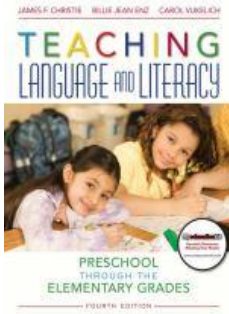
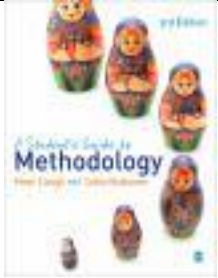
## First Semester 2014-2015

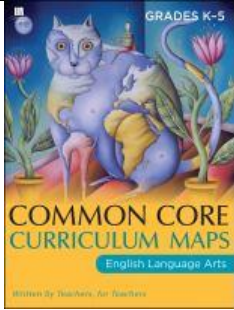
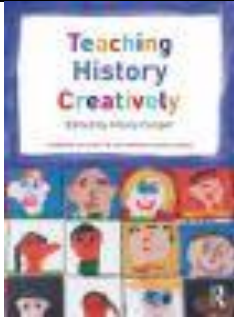
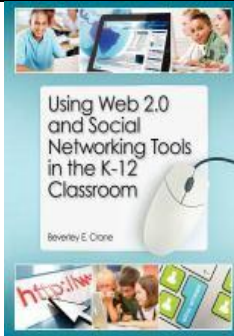
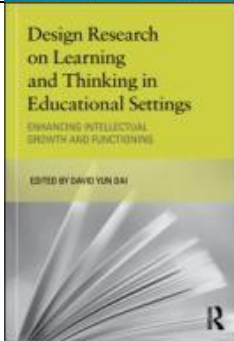
Education		
	<p>Alexander, N. A. (2013). <b><i>Policy analysis for educational leaders: A step-by-step approach.</i></b> Boston: Pearson.</p> <p>Methodological in focus and educational in context, Policy Analysis for Educational Leaders: A Step-by-Step Approach presents a guide to the study of educational policy analysis. This text not only discusses and evaluates existing educational policy and relevant literature, but offers a walk through that leads readers through the stages of successful policy analysis while providing the background and foundational</p>	<p><b>379.73</b> <b>A126</b></p>
	<p>Allen, R., &amp; Currie, J. (2012). <b><i>U- turn teaching: Strategies to accelerate learning and transform middle school achievement.</i></b> London: Sage</p> <p><b>U-Turn Teaching</b> is founded on Rich Allen's 'Green Light' education strategies, in which every activity is designed to proactively support learning. This book builds on what researchers have discovered about how the adolescent brain learns best and shows how those discoveries directly relate to effective classroom teaching. It will help to engage all students, even unmotivated ones, and help them make a U-turn by applying these four principles of brain-based learning:</p> <p><b>- build and maintain trust - create a collaborative community - take a TEAMing approach - prime the positive environment.</b></p>	<p><b>373.236</b> <b>A153</b></p>

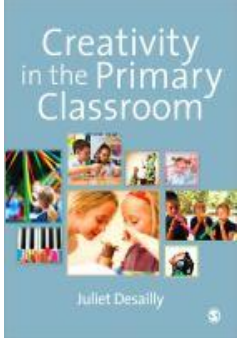
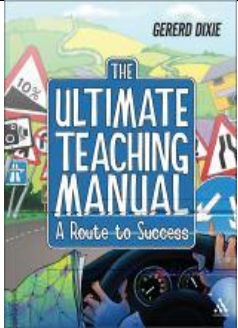
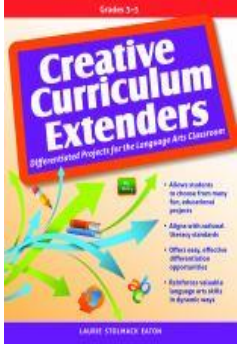
	<p>Antonacci, P. A., &amp; O'Callaghan, C. M. (2011). <b><i>Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners.</i></b> Los Angeles: SAGE.</p>	<p><b>372.6 An88</b></p>
	<p>Apple, M. W., Kenway, J., &amp; Singh, M. (2005). <b><i>Globalizing education: Policies, pedagogies, &amp; politics.</i></b> New York: Peter Lang.</p> <p>Globalizing Education: Policies, Pedagogies and Politics consists of 16 chapters that discuss different aspects of education in a globalized context. Globalization and its effects on education is the focus of many publications, and this book encompasses the perspectives of various educational politicians and educators on the key issues and their implications for education in a globalized milieu.</p>	<p><b>370.115 G51</b></p>
	<p>Arthur, J. (2012). <b><i>Research methods and methodologies in education.</i></b> London: Sage publications.</p> <p>This straightforward and jargon-free book will provide students with the theoretical understandings, practical knowledge and skills they need to carry out independent research. The international contributors identify key research methodologies, data collection tools and analysis methods and focus on the direct comparisons between them.</p>	<p><b>370.721 R31 c.2</b></p>
	<p>Arthur, J., &amp; Peterson, A. (2012). <b><i>The Routledge companion to education.</i></b> Abingdon, Oxon: Routledge.</p>	<p><b>370 R76</b></p>
	<p>Astin, A. W., &amp; Antonio, A. L. (2012). <b><i>Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education.</i></b> 2nd ed. Lanham, Md: Rowman &amp; Littlefield Publishers.</p>	<p><b>378.1664 As84 2012</b></p>

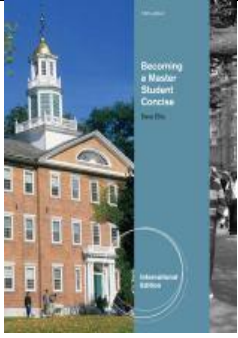
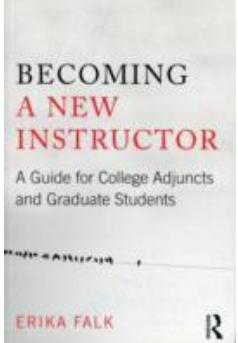

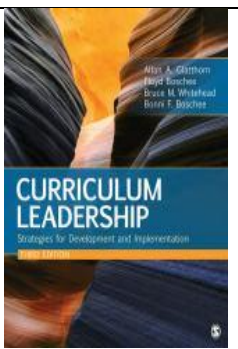
	<p>Bakken, J. P. (2012). <b>Response to intervention in the core content areas: A practical approach for educators.</b> Waco, Tex: Prufrock Press.</p> <p>Response to Intervention in the Core Content Areas: A Practical Approach for Educations" addresses the needs of educators across the spectrum of students and in different content area classrooms.</p>	<p><b>371.9 R31</b></p>
	<p>Barr, R. (2013). <b>Reading diagnosis for teachers: An instructional approach.</b> 6th ed. Boston: Pearson.</p> <p><i>Reading Diagnosis for Teachers: An Instructional Approach, Sixth Edition</i>, has what reading educators need to assess students' reading and writing abilities and to plan appropriate instruction accordingly.</p>	<p><b>372.4076 R22 2013</b></p>
	<p>Blauvelt, D. O., &amp; Cote, R. G. (2012). <b>Fables &amp; folktales: Grades 6-8.</b> Waco, TX: Prufrock Press.</p> <p>The Interactive Discovery-Based Units for High-Ability Learners, for grades 6-8, provide teachers with opportunities to use exciting and challenging units in their classrooms. These engaging curriculum units culminate in authentic performance situations that provide students with open-ended opportunities to demonstrate academic understanding. Each book in the series contains tiered lessons that teachers can easily modify to meet individual students' needs. In "Fables and Folktales," a language arts unit, students learn about story structure, word choice, and folktales and participate in a writers' workshop before sharing their own tales in a storytelling festival. Grades 6-8</p>	<p><b>372.623 B61</b></p>
	<p>Branstetter, R. (2012). <b>The school psychologist's survival guide.</b> San Francisco: Jossey-Bass.</p> <p>In this newest addition to the Jossey-Bass "Survival Guide" series, popular blogger Rebecca Branstetter offers help for school psychologists who must often travel to multiple school sites, deal with students with severe disabilities, meet with concerned parents, and manage school crises. The book is filled with practical advice, proven strategies, and useful tools, complete with reproducible forms, letters, and checklists for busy professionals.</p>	<p><b>370.150973 B73</b></p>

	<p>Brien, J. (2012). <b>Teaching primary English</b>. Los Angeles: SAGE.</p> <p>Drawing from the latest research, Teaching Primary English encourages education students to develop a deeper understanding of the essential issues involved in teaching English in order to approach a career in the elementary classroom with the confidence and knowledge required to succeed. Jackie Brien strikes an engaging balance between the practical requirements of English teaching and encouraging informed reflection on key aspects of literacy</p>	<p><b>372.6044 B76</b></p>
	<p>Briggs, M., &amp; Hansen, A. (2012). <b>Play-based learning in the primary school</b>. Los Angeles: SAGE.</p> <p>Play-based Learning in the Primary School demonstrates the value of play in all its different forms as a highly effective medium for teaching and learning across the curriculum</p>	<p><b>372 B76</b></p>
	<p>Bryfonski, D. (2012). <b>Standardized testing</b>. Detroit, MI: Greenhaven Press.</p>	<p><b>371.260973 St24</b></p>
	<p>Burden, P. R., &amp; Byrd, D. M. (2013). <b>Methods for effective teaching: Meeting the needs of all students</b>. 6th ed. Boston: Pearson.</p>	<p><b>371.102 B89</b></p>
	<p>Buxton, C. A., &amp; Provenzo, E. F. (2012). <b>Place-based science teaching and learning: 40 activities for K-8 classrooms</b>. Thousand Oaks: SAGE Publications.</p> <p>Forty classroom-ready science teaching and learning activities for elementary and middle school teachers</p>	<p><b>372.35044 B98</b></p>

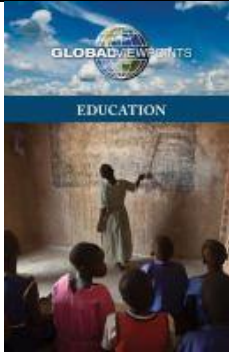
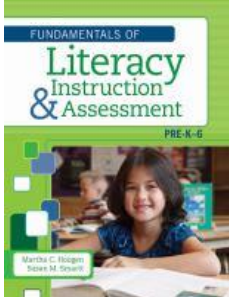

	<p>Grounded in theory and best-practices research, this practical text provides elementary and middle school teachers with 40 place-based activities that will help them to make science learning relevant to their students. This text provides teachers with both a rationale and a set of strategies and activities for teaching science in a local context to help students engage with science learning and come to understand the importance of science in their everyday lives.</p>	
	<p>Carr, M., &amp; Lee, W. (2012). <b>Learning stories: Constructing learner identities in early education.</b> London: SAGE.</p> <p>This ground-breaking book expands on the concept of Learning Stories, and includes examples from practice in both New Zealand and the UK. It outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed, and shows through research evidence why the early years such a critical time in the formation of learning dispositions is.</p>	<p><b>372.21 C23</b></p>
	<p>Christie, J. F., Enz, B., &amp; Vukelich, C. (2011). <b>Teaching language and literacy: Preschool through the elementary grades.</b> New York: Longman.</p> <p>The unique focus of this text integrates a constructivist/emergent literacy perspective with “science-based” instructional practices that have proved successful in supporting children’s reading, writing, and speaking development.</p>	<p><b>372.6 C46</b></p>
	<p>Clough, P., &amp; Nutbrown, C. (2012). <b>A student's guide to methodology.</b> 3rd ed. London: SAGE.</p> <p>The authors take an applied approach and every chapter contains a variety of practical examples from real research. Readers are encouraged to reflect on their own practice at every step, meaning that the book remains extremely relevant throughout. It will be invaluable for all students who are doing a dissertation or taking a research methods module in education, the social sciences, business and health.</p>	<p><b>370.72 C62</b></p>

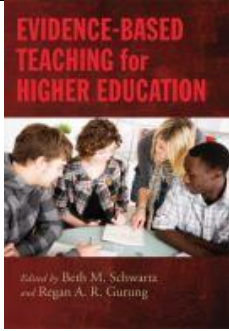
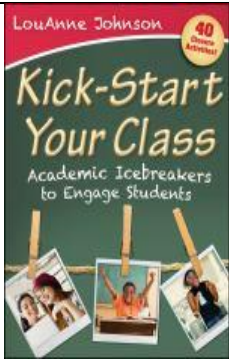
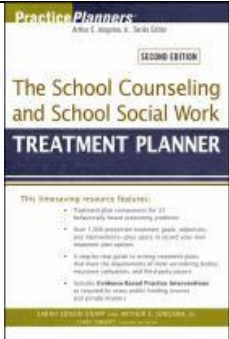
	<p>Common Core, Inc. (2012). <b>Common Core curriculum maps in English language arts, grades K-5</b>. San Francisco, CA: Jossey-Bass.</p> <p>The need for curriculum guides to assist teachers in helping students meet these standards has become imperative. Created by teachers, for teachers, the research-based curriculum maps in this book present a comprehensive, coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K-5. The maps address every standard in the CCSS, yet are flexible and adaptable to accommodate diverse teaching styles.</p>	<p><b>372.6044 C73</b></p>
	<p>Cooper, H. (2013). <b>Teaching history creatively</b>. London: Routledge.</p> <p>Fresh and innovative, <i>Teaching History Creatively</i> will foster creativity in both learners and practitioners alike. By introducing teachers to a wealth of available approaches to historical enquiry, this book ensures creative, active and effective learning which includes plenty of challenges, clear goals and opportunity for progression. Underpinned by theory and research, it offers informed and practical support, illustrated throughout by examples of children's work.</p>	<p><b>372.890941 T22</b></p>
	<p>Crane, B. E. (2012). <b>Using web 2.0 and social networking tools in the K-12 classroom</b>. Chicago: Neal-Schuman Publishers.</p>	<p><b>371.3344678 C85</b></p>
	<p>Dai, D. Y. (2012). <b>Design research on learning and thinking in educational settings: Enhancing intellectual growth and functioning</b>. New York: Routledge.</p> <p>The key question this book addresses is how to identify and create optimal conditions for the kind of learning and development that is especially important for effectively functioning in the 21st century. Taking a new approach to this long-debated issue, it looks at how a design research-</p>	<p><b>370.152 D46</b></p>


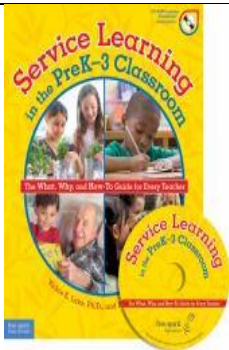
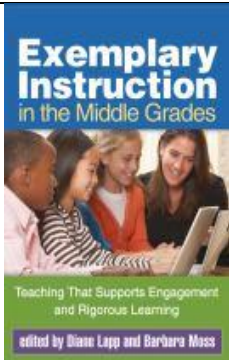

	<p>based science of learning (with its practical models and related design research) can provide insights and integrated models of how human beings actually function and grow in the social dynamics of educational settings with all their affordances and constraints.</p>	
	<p>Desailly, J. (2012). <b><i>Creativity in the primary classroom.</i></b> London: SAGE.</p> <p>Creativity is an integral element of any primary classroom. It has been never more important for teachers to involve children in their own learning and provide a curriculum that motivates and engages. Being a creative teacher involves generating new ideas, reflecting upon and evaluating different teaching approaches, and establishing an environment that supports creativity in your pupils.</p>	<p><b>372.1102 D45</b></p>
	<p>Dixie, G. (2011). <b><i>A route to success for beginning teachers.</i></b> New York: Continuum Publishing Corporation.</p> <p>Embarking on a teaching career is a bit like setting off on an exciting car journey. You've prepared as well as you could, but you have no way of knowing what hazards and pitfalls lie ahead. And when you're on the road on your own, you're going to need more than just a full tank of petrol. Ideal for visual learners, this full-colour handbook uses Highway Code signs to help you navigate life in the classroom.</p>	<p><b>371.1 D64</b></p>
	<p>Eaton, L. S. (2012). <b><i>Creative curriculum extenders: Differentiated projects for the language arts classroom : for grades 3-5.</i></b> Waco, Texas: Prufrock Press.</p> <p>"Creative Curriculum Extenders: Projects for the Language Arts Classroom" is an easy-to-use source of reading and writing curriculum projects that tie to the National Literacy Standards and help teachers differentiate instruction. Each page has four in-depth, open-ended, and varied project choices, allowing students to pick a project that fits their needs, ability level, and learning style. Some of the categories that the projects cover are autobiographical projects, creative communication projects, and summarizing projects.</p>	<p><b>372.6044 Ea83</b></p>

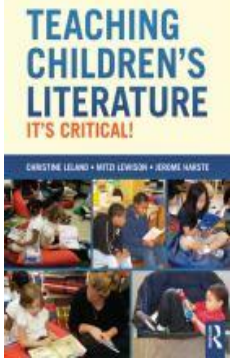
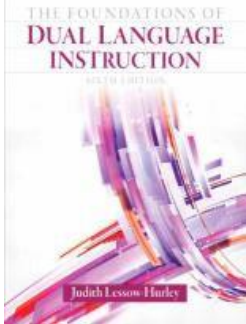
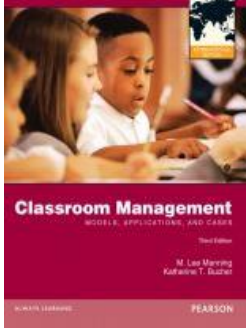

	<p>Ellis, D. B., Toft, D., &amp; Mancina, D. (2012). <b><i>Becoming a master student concise</i></b>. 13th ed. Boston, MA: Wadsworth, Cengage Learning.</p> <p>BECOMING A MASTER STUDENT: CONCISE contains the key features and tools of the bigger version, such as interactive journaling, a motivational writing style, the Discovery Wheel, Discovery and Intention Journal Entries, Power Process articles, Master Student Profiles, and the Kolb Learning Style Inventory (LSI), that have helped traditional students and adult learners alike to identify their strengths and weaknesses, set goals, and practice academic and life skills.</p>	<p><b>378.198 E159</b></p>
	<p>Falk, E. (2012). <b><i>Becoming a new instructor: A guide for college adjuncts and graduate students</i></b>. New York: Routledge.</p>	<p><b>378.12 F18</b></p>
	<p>Gipps, C. (2012). <b><i>Beyond Testing</i></b>. Routledge.</p> <p>Beyond Testing is a refreshingly honest look at the dilemmas facing those who are trying to make educational assessment more supportive of high-quality learning for all pupils and students ... It contains powerful and practical messages for assessment developers, policy-makers, teachers and pupils. It exposes the very different agendas of those who wish to achieve greater system-wide accountability through educational assessment, and those who wish to use it to promote improvements in the quality of pupil learning.'</p>	<p><b>371.260973 G44</b></p>
	<p>Glatthorn, A. A., &amp; Glatthorn, A. A. (2012). <b><i>Curriculum leadership: Strategies for development and implementation</i></b>. 3rd ed. Thousand Oaks, Calif: SAGE Publications.</p> <p>Curriculum Leadership: Strategies for Development and Implementation is a one-of-a-kind resource written for educational leaders--administrators and teachers--who want to successfully restructure and enhance school</p>	<p><b>375.001 G46</b></p>


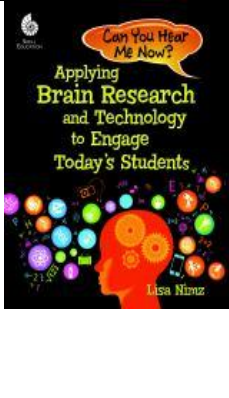
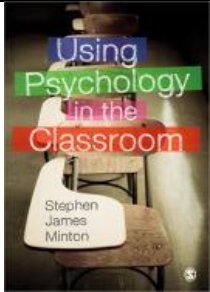
	<p>curriculum. This book provides innovative and successful curriculum ideas, including reflective case studies, 'keys to leadership' sections, curriculum tips, and 'challenge' sections with key issues and questions in every chapter.</p>	
	<p>Goleman, D., Bennett, L., &amp; Barlow, Z. (2012). <b><i>Ecoliterate: How educators are cultivating emotional, social, and ecological intelligence.</i></b> San Francisco, CA: Jossey-Bass.</p> <p>Hopeful, eloquent, and bold, <i>Ecoliterate</i> offers inspiring stories, practical guidance, and an exciting new model of education that builds - in vitally important ways - on the success of social and emotional learning by addressing today's most important ecological issues.</p>	<p><b>363.70071 G58</b></p>
	<p>Gurung, R. A. R., &amp; Schwartz, B. M. (2013). <b><i>Optimizing teaching and learning: Practicing pedagogical research.</i></b> Chichester, U.K. ; Malden, MA : Wiley-Blackwell</p> <p><i>Optimizing Teaching and Learning</i> will serve as a practical guide for anyone, anywhere, who is interested in improving their teaching, the learning of their students, and correspondingly, contribute to the scholarship of teaching and learning.</p>	<p><b>378.12 G96</b></p>
	<p>Hattie, J., &amp; Anderman, E. M. (2012). <b><i>International guide to student achievement.</i></b> New York, NY: Routledge.</p> <p>The <i>International Guide to Student Achievement</i> brings together and critically examines the major influences shaping student achievement today. There are many, often competing, claims about how to enhance student achievement, raising the questions of "What works?" and "What works best?" World-renowned bestselling authors, John Hattie and Eric M. Anderman have invited an international group of scholars to write brief, empirically-supported articles that examine predictors of academic achievement across a variety of topics and domains.</p>	<p><b>370.154 In82</b></p>

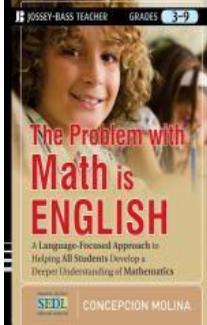
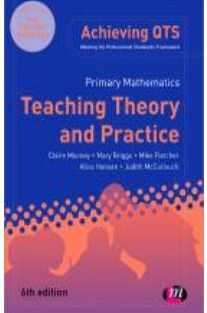


	<p>Henningfeld, D. A. (2012). <b>Education</b>. Detroit, MI: Greenhaven Press.</p> <p>The Global Viewpoints series provides students and other readers with the information they need to explore global connections and think critically about the worldwide implications of global issues. Each volume focuses on a controversial topic of worldwide importance and offers a panoramic view of opinions selected from a diverse range of international sources, including journals, magazines, newspapers, nonfiction books, speeches, government documents, organization newsletters, and position papers.</p>	<p><b>370.9 Ed83</b></p>
	<p>Hougen, M. C., &amp; Smartt, S. M. (2012). <b>Fundamentals of literacy instruction and assessment, pre-K-6</b>. Baltimore, Md: Paul H. Brookes Pub. Co.</p> <p>For future literacy teachers just beginning their professional education, nothing's more important than the first core text that builds their foundation for classroom success. That's why every pre service teacher should start with this introductory reading textbook, ideal for teaching fundamental literacy skills to students in pre-K Grade 6.</p>	<p><b>372.6 F96</b></p>
	<p>Howard, R. D., McLaughlin, G. W., &amp; Knight, W. E. (2012). <b>The handbook of institutional research</b>. San Francisco: Jossey-Bass, a Wiley imprint.</p> <p>Institutional research is more relevant today than ever before as growing pressures for improved student learning and increased institutional accountability motivate higher education to improve its ability to use ever-expanding data and information resources.</p>	<p><b>378.007 H19</b></p>
	<p>Hoy, A. W., &amp; Ohio State University. (2013). <b>Educational psychology</b>. 12th ed. Boston: Pearson,</p>	<p><b>370.15 W88 2013</b></p>

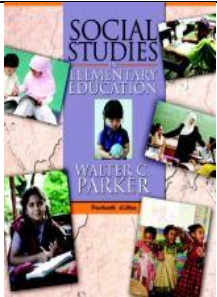
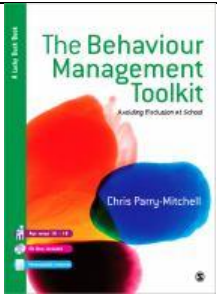
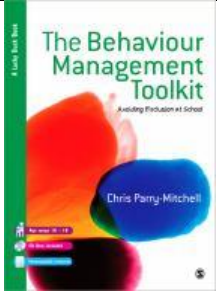
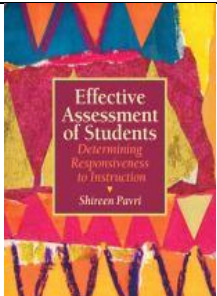
	<p>In Schwartz, B. M., &amp; In Gurung, R. A. R. (2012). <b><i>Evidence-based teaching for higher education.</i></b> Washington, DC: American Psychological Association.</p> <p>This book synthesizes findings from the scholarship of teaching and learning in order to help university teachers choose techniques and tools that maximize student learning. Evidence-based recommendations are provided regarding teacher-student rapport, online teaching, use of technology in the classroom (such as audience response systems, podcasting, blogs, and wikis), experiential learning (such as internships, teaching assistantships, research assistantships, and in-class research projects), students' study habits, and more.</p>	<p><b>378.125 Ev32</b></p>
	<p>Johnson, L. A. (2012). <b><i>Kick-start your class: Academic icebreakers to engage students.</i></b> San Francisco: Jossey-Bass.</p> <p>These activities are great to use with students at all levels, and many of the activities include variations and modifications for different groups. Research has shown that the use of icebreakers increases student motivation by creating an emotional connection between the student and school.</p>	<p><b>371.3028 J63</b></p>
	<p>Knapp, S. E., &amp; Jongsma, A. E. (2012). <b><i>The school counseling and school social work treatment planner.</i></b> 2nd ed. Hoboken, N.J: Wiley.</p> <p>The School Counseling and School Social Work Treatment Planner, Second Edition provides all the elements necessary to quickly and easily develop formal treatment plans that satisfy the demands of HMOs, managed care companies, third-party payors, and state and federal agencies.</p>	<p><b>371.4 K72</b></p>

	<p>Koch, J. (2013). <b>Science stories: Science methods for elementary and middle school teachers</b>. 5th ed. Australia: Wadsworth Cengage Learning.</p> <p>SCIENCE STORIES, 5E, International Edition helps you build your instructional knowledge through the use of narratives about science in real-world classrooms that demonstrate important content, learning, and strategies in action.</p>	<p><b>372.35 K81</b></p>
	<p>Lake, V. E., &amp; Jones, I. (2012). <b>Service learning in the PreK-3 classroom: The what, why, and how-to guide for every teacher</b>. Minneapolis, MN: Free Spirit Pub.</p> <p>Rich in both theory and practice, the book reflects the tenets of the National Association for the Education of Young Children's developmentally appropriate practices (DAP), combining community service with differentiated curriculum-based learning to meet the academic and social needs of young children in meaningful ways.</p>	<p><b>372.8 L14</b></p>
	<p>Lapp, D., &amp; Moss, B. (2012). <b>Exemplary instruction in the middle grades: Teaching that supports engagement and rigorous learning</b>. New York: Guilford Press.</p> <p>Offering fresh alternatives to common instructional practices that fail to get results, this accessible, highly practical guide highlights ways to motivate middle school students while enhancing content-area learning.</p>	<p><b>373.1102 Ex35</b></p>
	<p>Lee, A. (2012). <b>Successful research supervision: Supervising students doing research</b>. London: Routledge.</p>	<p><b>378.1794 L51</b></p>

	<p>Leland, C., Lewison, M., &amp; Harste, J. C. (2013). <b><i>Teaching children's literature: It's critical!</i></b> New York: Routledge.</p> <p>This groundbreaking text offers a fresh perspective on how to implement children's literature into and across the curriculum in ways that are both effective and purposeful. Honed over years of experience and reflection in classroom settings and rich with real examples of teachers implementing critical pedagogy, it invites multiple ways of engaging with literature that extend beyond the genre and elements approach and also addresses potential problems or issues that teachers may confront.</p>	<p><b>372.64044 L53</b></p>
	<p>Lessow-Hurley, J. (2013). <b><i>The foundations of dual language instruction.</i></b> 6th ed. Boston: Pearson</p>	<p><b>370.117 L56 2013</b></p>
	<p>Manning, M. L., &amp; Bucher, K. T. (2013). <b><i>Classroom management: Models, applications, and cases.</i></b> 3rd ed. Boston: Pearson.</p>	<p><b>371.1024 M31</b></p>
	<p>Martin, D. J., &amp; Loomis, K. S. (2014). <b><i>Building teachers: A constructivist approach to introducing education.</i></b> 2nd ed. Belmont, CA: Wadsworth Cengage Learning.</p> <p>The key topics generally covered in an introductory text, they encourage students to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which</p>	<p><b>371.102 M36</b></p>


	they will be exposed during the course.	
	<p>Messiou, K. (2012). <b>Confronting marginalisation in education: A framework for promoting inclusion</b>. London: Routledge.</p> <p>This timely book provides guidance and illustrative examples of the ways in which primary and secondary schools can include all of their students in the academic and social experiences they provide. Developed around a framework that practitioners and researchers can use in order to understand and address marginalisation, the author's approach takes account of the views of children and young people throughout.</p>	<a href="#">371.82694/M56</a>
	<p>Michel, J., &amp; Nimz, L. (2012). <b>Can you hear me now: Applying brain research and technology to engage today's students</b>. Huntington Beach, California: Shell Education.</p> <p>The focus of this K-12 book is how educators can effectively deliver instruction that maximizes their students' ability to grow academically and emotionally amidst the noise of technology. This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports core concepts of STEM instruction.</p>	<a href="#">371.1/M58</a>
	Miller, D., & Moran, T. (2012). <b>Self-esteem: A guide for teachers</b> . London: SAGE.	<a href="#">370.15/M61</a>
	Miller, M. D., & Linn, R. L. (2013). <b>Measurement and assessment in teaching</b> . 11th ed. Boston: Pearson.	<a href="#">371.26/M61</a>
	<p>Minton, S. J. (2012). <b>Using psychology in the classroom</b>. London: SAGE.</p> <p>Psychology can be applied to understanding a range of current issues and topics in teaching and educational practice. Starting with the question, 'what is psychology?', and a topical overview of child and adolescent development, Stephen James Minton moves on to discuss seven areas of contemporary concern in education, showing how psychological approaches can help teachers in key areas of practice.</p>	<a href="#">370.15/M66</a>

	<p>Molina, C. (2012). <b><i>The problem with math is English: A language-focused approach to helping all students develop a deeper understanding of mathematics.</i></b> San Francisco: Jossey-Bass.</p> <p><i>The Problem with Math Is English</i> illustrates how students often understand fundamental mathematical concepts at a superficial level. Written to inspire aha moments, this book enables teachers to help students identify and comprehend the nuances and true meaning of math concepts by exploring them through the lenses of language and symbolism, delving into such essential topics as multiplication, division, fractions, place value, proportional reasoning, graphs, slope, order of operations, and the distributive property.</p>	<p><b>372.7 M73</b></p>
	<p>Mooney, C. (2012). <b><i>Primary mathematics: Teaching theory and practice.</i></b> Los Angeles, Calif. ; London: Sage/Learning Matters.</p> <p>The essential teaching theory and practice text for primary mathematics. Covering the skills of planning, monitoring and assessment and class management, it relates these specifically to primary mathematics.</p>	<p><b>372.7044094 1 M77</b></p>
	<p>Morehouse, R. (2012). <b><i>Beginning interpretative inquiry: A step-by-step approach to research and evaluation.</i></b> London: Routledge.</p> <p>Beginning Interpretative Inquiry importantly makes the distinction between the use of 'inquiry' rather than interpretive research or interpretive evaluation. Richard Morehouse explores how inquiry is a far more inclusive concept that allows for a detailed understanding of both research and evaluation.</p>	<p><b>370.72 M81</b></p>
	<p>Orlich, D. C. (2013). <b><i>Teaching strategies: A guide to effective instruction.</i></b> 10th ed. Belmont, CA: Wadsworth Cengage Learning.</p> <p>TEACHING STRATEGIES, 10E, International Edition now in its tenth edition, is known for its practical, applied help with commonly used classroom teaching strategies and tactics. Ideal for anyone studying education or involved in a site-based teacher education program, the book focuses on topics such</p>	<p><b>371.3028 T22 2013</b></p>

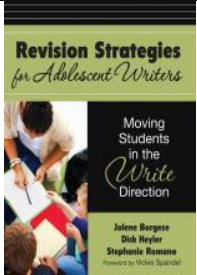

	as lesson planning, questioning, and small-group and cooperative-learning strategies.	
	<b><i>Our humanities scholars.chinese university bulletin.</i></b>	<b>378.5125 C44</b>
	Parker, W. (2012). <b><i>Social studies in elementary education.</i></b> 14 th ed. Boston: Pearson.  The purpose of this book is to introduce new teachers to the world of social studies teaching and learning in elementary and middle schools. Geography, history, government and the other social sciences are delivered into the palm of the new teacher’s hand along with a suite of tools for bringing social studies to life in the classroom.	<b>372.8304409 73 P22</b>
	Parry-Mitchell, C. (2012). <b><i>The behaviour management toolkit: Avoiding exclusion at school.</i></b> Los Angeles: Sage Publications.  This book consists of 10 sessions that make up a programme to help students who are at risk of exclusion. Each session has detailed facilitator notes and accompanying worksheets on the CD-Rom to help the young people learn how to think, communicate, behave and relate to each other and other people in more useful ways.	<b>371.4046/P24</b>
	Parry-Mitchell, C. (2012). <b><i>The behaviour management toolkit: Avoiding exclusion at school.</i></b> Los Angeles: Sage Publications.  This book consists of 10 sessions that make up a programme to help students who are at risk of exclusion. Each session has detailed facilitator notes and accompanying worksheets on the CD-Rom to help the young people learn how to think, communicate, behave and relate to each other and other people in more useful ways.	<b>371.4046/P24</b>
	Pavri, S. (2012). <b><i>Effective assessment of students: Determining responsiveness to instruction.</i></b> Boston: Pearson.  While covering a wide range of standardized, informal, alternative, ecological, and curriculum-based assessments, this book focuses on three core elements of the Response-to-Intervention approach: an emphasis on student outcomes, systematic and data-based decision making, and teamwork.	<b>371.9043 P28</b>


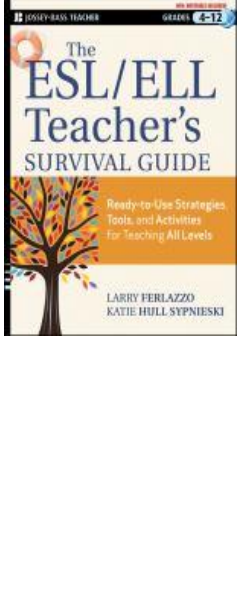
	<p>Petersen, K., &amp; Petersen, K. (2012). <b>Activities for building character and social-emotional learning</b>. Minneapolis, MN: Free Spirit Pub.</p>	<p><b>372.11024 P44</b></p>
	<p>Pila, R.A. Quendangan, M.M. Doctolero, P.L.(2013). <b>The teaching profession in the Philippines</b>. Mandaluyong City : Anvil Publishing Inc.</p>	<p><b>371.1009599 P64</b></p>
	<p>Poore, M. (2013). <b>Using social media in the classroom: A best practice guide</b>. London: Sage.</p> <p><b>Using Social Media in the Classroom</b> is an essential guide to Web 2.0 sites and services, providing both an overview of different types of digital technologies as well as constructive guidance on how to safely and intelligently use them as tools for learning.</p>	<p><b>371.3346754 P79</b></p>
	<p>Ruggiero, V. R. (2012). <b>Becoming a critical thinker</b>. Belmont, Calif: Wadsworth Cengage Learning.</p> <p>BECOMING A CRITICAL THINKER is an accessible tool for students developing their critical thinking skills, fostering success through practice in the classroom and application to daily life.</p>	<p><b>370.152 R84</b></p>
	<p>Rustler, F. (2012). <b>Mind mapping for dummies</b>. Chichester, England: Wiley.</p> <p>Unlock your brain's potential using mind mapping Mind mapping is a popular technique that can be applied in a variety of situations and settings. Students can make sense of complex topics and structure their revision with mind mapping; business people can manage projects and collaborate with colleagues using mind maps, and any creative process can be supported by using a mind map to explore ideas and build upon them.</p>	<p><b>153.43 R92</b></p>

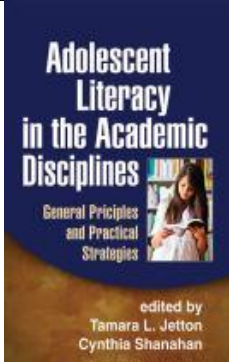

	<p>Samier, E. A., &amp; Schmidt, M. (2012). <b><i>Emotional dimensions of educational administration and leadership</i></b>. London: Routledge.</p>	<p><b>371.2 Em69</b></p>
	<p>Sigelman, C. K., &amp; Rider, E. A. (2012). <b><i>Human development across the life span</i></b>. Belmont, California: Wadsworth Cengage Learning.</p> <p>Focuses on a domain of development such as physical growth, cognition, or personality, and traces developmental trends and influences in that domain from infancy to old age. Within each chapter, you will find sections on four life stages: infancy, childhood, adolescence, and adulthood.</p>	<p><b>155 Si22 2012</b></p>
	<p>Simpson, D., &amp; Toyn, M. (2012). <b><i>Primary ICT across the curriculum</i></b>. London: Sage/Learning Matters.</p> <p>The changing landscape of primary teaching requires trainees to consider learning and teaching in new ways. This book supports trainee teachers working towards primary QTS in teaching primary ICT across all areas of the curriculum.</p>	<p><b>372.1334094 1 P93</b></p>
	<p>Sink, C. A., Edwards, C. N., &amp; Eppler, C. (2012). <b><i>School-based group counseling</i></b>. Australia: Brooks/Cole Cengage Learning.</p>	<p><b>371.4 Si65</b></p>


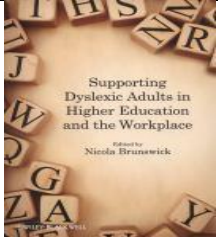
	<p>Slattery, P. (2013). <b><i>Curriculum development in the postmodern era: Teaching and learning in an age of accountability.</i></b> New York: Routledge.</p>	<p><b>375.001 SI15</b></p>
	<p>Slattery, P. (2013). <b><i>Curriculum development in the postmodern era: Teaching and learning in an age of accountability.</i></b>3rd ed. New York: Routledge.</p>	<p><b>375.001 SI15</b></p>
	<p>Slavin, R. E. (2012). <b><i>Educational psychology: Theory and practice.</i></b> 10th ed. Boston: Pearson.</p>	<p><b>370.15 SI16 2012</b></p>
	<p>Sockett, H. (2012). <b><i>Knowledge and virtue in teaching and learning: The primacy of dispositions.</i></b> New York, NY: Routledge.</p>	<p><b>370.1 So13</b></p>
	<p>Starbuck, D. (2012). <b><i>Creative teaching: Learning with style.</i></b>2nd ed. London: Continuum.</p>	<p><b>371.102 St28</b></p>
	<p>Stormont, M.Reinke, W.M. Herman, K.C. Lembke, E.S. (2012). <b><i>Academic and behavior supports for at-risk students: Tier 2 interventions.</i></b> New York: Guilford Press.</p>	<p><b>371.93 Ac12</b></p>
	<p>Strhan, A. (2012). <b><i>Levinas, subjectivity, education: Towards an ethics of radical Responsibility.</i></b> Chichester: Wiley-Blackwell.</p>	<p><b>370.1 St83</b></p>
	<p>Tan, O. S. (2012). <b><i>Teacher education frontiers: International perspectives on policy and practice for building new teacher competencies.</i></b> Singapore : Cengage Learning</p>	<p><b>370.71 T22</b></p>
	<p>Strhan, A. (2012). <b><i>Levinas, subjectivity, education: Towards an ethics of radical Responsibility.</i></b> Chichester: Wiley-Blackwell.</p>	<p><b>370.1 St83</b></p>
	<p>Tan, O. S. (2012). <b><i>Teacher education frontiers: International perspectives on policy and</i></b></p>	<p><b>370.71 T22</b></p>

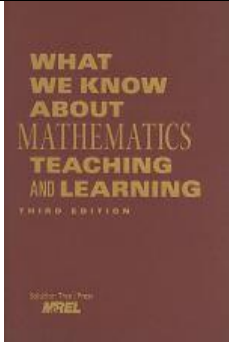
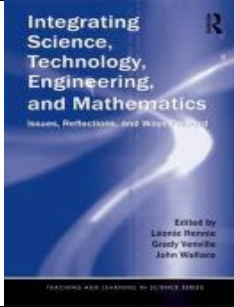
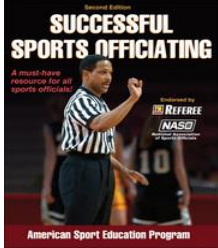
	<b>practice for building new teacher competencies.</b> Singapore : Cengage Learning	
	Taylor, R. L., Smiley, L. R., & Richards, S. (2009). <b>Exceptional students: Preparing teachers for the 21st century.</b> Boston: McGraw-Hill Higher Education.	<b>371.9 T21 c.3</b>
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	Tummons, J. (2012). <b>Curriculum studies in the lifelong learning sector.</b> Los Angeles, Calif. ; London: Sage/Learning Matters.	<b>374.01 T83</b>
	Vacca, J. A. L. (2012). <b>Reading and learning to read.</b> Boston: Pearson.	<b>372.4 V13</b>
	Vasquez, V. M., & Felderman, C. B. (2013). <b>Technology and critical literacy in early childhood.</b> New York, NY: Routledge.	<b>372.6 V44</b>
	Wallace, M., & Wray, A. (2011). <b>Critical reading and writing for postgraduates.</b> 2nd ed.London: SAGE.	<b>378.170281 W15</b>
	Waugh, C. K., & Gronlund, N. E. (2013). <b>Assessment of student achievement.</b> 10th ed. Boston: Pearson.	<b>371.261 W35</b>
	Westphal, L. E. (2012). <b>Differentiating instruction with menus for the inclusive classroom.</b> Waco, Tex: Prufrock Press.	<b>372.6 W52</b>
	Westphal, L. E. (2012). <b>Differentiating instruction with menus for the inclusive classroom.</b> Waco, Tex: Prufrock Press.	<b>372.7 W52</b>
	Westphal, L. E. (2012). <b>Differentiating instruction with menus for the inclusive classroom.</b> Waco, Tex: Prufrock Press.	<b>372.35044 W52</b>
	Westphal, L. E. (2012). <b>Differentiating instruction with menus for the inclusive classroom.</b> Waco, Tex: Prufrock Press.	<b>372.8904 W52</b>




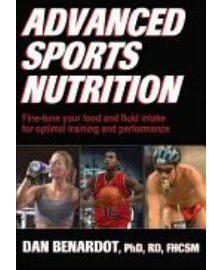

	Wright, R. J. (2012). <b>Introduction to school counseling</b> . Thousand Oaks, Calif: SAGE Publications.	371.4 W93
	Yook, E.L.(2012). <b>Communication Centers and Oral Communication Programs in Higher Education advantages, challenges, and new directions</b> . Lanham : Lexington Books	302.20711 C73
	Zepeda, S. J. (2012). <b>Professional development: What works</b> . Larchmont, NY: Eye on Education.	370.711 Z47
<b>ENGLISH LANGUAGE TEACHING &amp; WRITING</b>		
	Borgese, J., Heyler, D., & Romano, S. (2012). <b>Revision strategies for adolescent writers: Moving students in the write direction</b> . Thousand Oaks, Calif: Corwin Press.  The Write Moves provides a comprehensive treatment of the revision process. It is a guide for secondary teachers to use in their classrooms so that revision strategies can be modeled and taught successfully.	808.0420712 B664
	Canfield, J., Hansen, M. V., & Newmark, A. (2011). <b>Chicken soup for the soul: Inspiration for the young at heart : 101 stories of inspiration, humor, and wisdom about life at a certain age</b> . Cos Cob, Conn: Chicken Soup for the Soul Publishing.  Readers mourning the loss of a loved one will find solace and strength in these 101 emotional and inspiration stories from those who have gone through the grieving process. <i>Chicken Soup for the Soul: Grieving and Recovery</i> will help readers during this difficult time.	810.80209285 C43

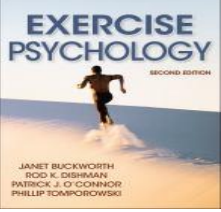
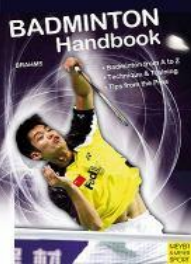
	<p>Edge, J., &amp; Garton, S. (2009). <b><i>From experience to knowledge in ELT</i></b>. Oxford: Oxford University Press.</p> <p>From Experience to Knowledge in ELT helps you to understand what you have already learned through your teaching and use that new understanding to improve your teaching and develop a personal teaching style of your own. Rather than presenting you with abstract theories, this book encourages you to reflect on and draw on your own teaching experience in order to decide on your own principles of good practice and then apply them to your teaching.</p>	<p><b>428.24</b> <b>Ed35 c.2</b></p>
	<p>Ferlazzo, L., &amp; Hull, S. K. (2012). <b><i>The ESL/ELL teacher's survival guide: Ready-to-use strategies, tools, and activities for teaching English language learners of all levels</i></b>. San Francisco: Jossey-Bass.</p> <p>The number of English language learners in U.S. schools is projected to grow to twenty-five percent by 2025. Most teachers have English learners in their classrooms, from kindergarten through college. <i>The ESL/ELL Teacher's Survival Guide</i> offers educators practical strategies for setting up an ESL-friendly classroom, motivating and interacting with students, communicating with parents of English learners, and navigating the challenges inherent in teaching ESL students.</p>	<p><b>428.0071</b> <b>F38</b></p>
	<p>Gore, S. (2007). <b><i>English for marketing &amp; advertising</i></b>. Oxford: Oxford University Press.</p>	<p><b>428.6</b> <b>G66</b></p>
	<p>Hughes, J., &amp; Crossley, R. (2013). <b><i>Aspire: Discover, learn, engage</i></b>. Hampshire, U.K: Heinle Cengage Learning.</p> <p>Aspire is an exciting new three level upper secondary course packed full of National Geographic content including images and video.</p>	<p><b>428.24</b> <b>H87</b></p>

	<p>Jetton, T. L., &amp; Shanahan, C. (2012). <b><i>Adolescent literacy in the academic disciplines: General principles and practical strategies</i></b>. New York: The Guilford Press.</p> <p>Chapters focus on how to help students successfully engage with texts and ideas in English/literature, science, math, history, and arts classrooms. The book shows that while general strategies for reading informational texts are essential, they are not enough -- students also need to learn processing strategies that are not quite specific to each subject and its typical tasks or problems.</p>	<p>428.00712 Ad72</p>
	<p>McGuinness, D. E., &amp; Spencer, L. (2012). <b><i>Writing to describe</i></b>. New York: Rosen Central.</p> <p>In this skills-building book, students master descriptive writing using fun-filled techniques. Packed with stimulating mini-lessons and hands-on writing activities, the volume displays step-by-step approaches to bring out the best in writing and creating stories that are rich in sensory detail.</p>	<p>808.02 M17</p>
<p><b>SPECIAL EDUCATION</b></p>		
	<p>Barton, E. E., &amp; Harn, B. (2012). <b><i>Educating young children with autism spectrum disorders</i></b>. Thousand Oaks, Calif: Corwin, A Joint Publication with the National Association of School Psychologists.</p>	<p>371.94 B28</p>
	<p>Billingsley, B. S., Brownell, M. T., Israel, M., &amp; Kamman, M. L. (2013). <b><i>A survival guide for new special educators</i></b>.</p>	<p>371.90973 B49</p>
	<p>Bird, R. (2013). <b><i>The dyscalculia toolkit: Supporting learning difficulties in maths</i></b>. 2<sup>nd</sup> ed. London: SAGE.</p>	<p>371.90447 B53</p>

 <p>EDUCATING CHILDREN AND YOUNG PEOPLE WITH FETAL ALCOHOL SPECTRUM DISORDERS</p> <p>Constructing personalized pathways to learning</p>	<p>Blackburn, C., Carpenter, B., &amp; Egerton, J. (2012). <b><i>Educating children and young people with fetal alcohol spectrum disorders: Constructing 24 personalized pathways to learning.</i></b> Abingdon, Oxon: 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><b>371.9 B5</b></p>
 <p>Supporting Dyslexic Adults in Higher Education and the Workplace</p> <p>Edited by Nicola Brunswick</p>	<p>Brunswick, N. (2012). <b><i>Supporting dyslexic adults in higher education and the workplace.</i></b> Chichester, West Sussex: Wiley-Blackwell.</p> <p>Supporting Dyslexic Adults provides practical advice in supporting dyslexic adults in education and employment, and guidance on the latest research</p>	<p><b>371.91/Su76</b></p>
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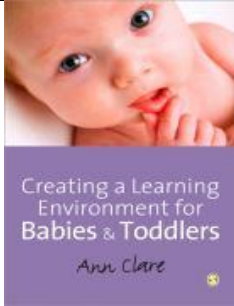
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