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Academics

E 10.0010 E631

Reading and Writing the World with Mathematics: Toward a Pedagogy for Social Justice

Eric Gutstein

BOOK ---- Mathematics education in the United States can reproduce social inequalities whether schools use either "basic-skills" curricula to prepare mainly low-income students of color for low-skilled service jobs or "standards-based" curricula to ready students for knowledge-intensive positions. Nor is working for fundamental social change rectifying injustice in the curriculum. *Reading and Writing the World with Mathematics* argues that mathematics education should prepare students to investigate and critique injustice, and to challenge, in words and actions, oppressive structures and acts. Based on teacher-research, the book provides a theoretical framework and practical examples for how mathematics educators can connect schooling to a larger... New York, NY, Taylor & Francis Group, 2006.

E TR A48

Inquiry-Based Learning: Using Everyday Objects

Amy Edmonds Alvarado

BOOK ---- This book explores the concept of using everyday objects as a process initiated both by students and teachers. Essential focal points of this teaching resource include: concept and theory; getting started and gathering collections of different objects; lesson planning and student grouping; formative and summative assessments; sample lesson plans for language arts, science, social studies, and math. Thousand Oaks, CA, Corwin Press, 2003.

E TSS 180

Max Teaching With Reading and Writing: Classroom Activities for Helping Students Learn New Subject Matter While Acquiring Literacy Skills

Mark A. Forget

BOOK ---- This book is divided into two parts. Part I explains how literacy activities work to help students acquire both course content and literacy skills at the same time. Part II describes generic lesson plans for content-literacy-based classroom instruction. Victoria, B.C., Trafford Publishing, 2004.

Assessment and Evaluation

E 10.0201 D153

Teacher Evaluation to Enhance Professional Practice

Charlotte Danielson, Thomas L. McGreal

BOOK ---- This book presents a clear road map to an effective teacher evaluation system that combines quality assurance with professional development. Through concrete examples, useful forms, and assessment tools, the authors provide you with: Standards for ensuring acceptable performance; Techniques and procedures for assessing all aspects of teaching; Guidelines for making consistent judgments about performance based on evidence; and A system design for evaluating beginning teachers, tenured faculty, and teachers needing intensive assistance. Learn how to create an evaluation procedure that supports a professional dialogue about students without radically restructuring your school. 157 pages. Alexandria, VA, Association for Supervision & Curriculum Development, 2000.

E 10.0201 M142

Why We Assess Students--And How: The Competing Measures of Student Performance

James E. McLean, Robert E. Lockwood

BOOK ---- This book explores how to use assessment programs to address the sometimes conflicting concerns of parents, teachers, school administrators, and the voting public. Contains detailed descriptions of norm-referenced tests, criterion-referenced tests, and alternative assessment strategies. The authors also provide guidelines to help you to deal with special populations and reduce student bias. Examples of model assessment programs and steps to establish them are offered. Thousand Oaks, CA, Corwin Press, Inc., 1996.

E 10.0201 T714

Linking Teacher Evaluation and Student Learning

Pamela D. Tucker, James H. Stronge

BOOK ---- The authors use four schools to show the reader how to link teacher performance to student learning by using the following objective measurements: Quality of student work and how it reflects the outcomes specified and taught by the teacher; Level of student content knowledge during pre- and post-instruction assessments; Student progress toward annual, quantifiable academic goals; Learning gains achieved by students in relation to their growth-rates in previous years. Appendixes contain organizers and rubrics. Alexandria, VA, Association for Supervision and Curriculum Development, 2005.

E DVD ROM 39

Align, Assess, Achieve

Westerville City Schools

DVD ROM ---- Formative assessments play a vital role in deciding how to differentiate the students in a class for targeted instruction. View the practical implementation of: Aligning the curriculum; Assessing for learning; Flexible grouping; Changing grading practices. Westerville, OH, Westerville City Schools.

E DVD ROM 40

Evaluating Assessment Quality: Hands-On Practice

Assessment Training Institute

DVD ROM ---- This program discusses standards for classroom assessment and teaches how to use checklists and rubrics to evaluate assessments. 36 minutes. Portland, OR, Assessment Training Institute, 2004.

E DVD ROM 41

Commonsense Paper and Pencil Assessments

Assessment Training Institute

DVD ROM ---- This DVD teaches how to integrate classroom assessment into daily teaching activities, showing how assessments can increase student willingness to take responsibility for learning. It explains how to develop quality assessments that are both effective and informal and outlines specific steps for using paper-and-pencil assessments more effectively. 60 minutes. Portland, OR, Assessment Training Institute, 1996.

E DVD ROM 42

Designing Performance Assessments for Learning

Educational Testing Service

DVD ROM ---- This program teaches how to use performance assessments to increase student learning. It discusses the elements needed in performance tasks and rubrics to ensure accurate results and correct usage. 88 minutes. Portland, OR, Educational Testing Service, 2006.

E DVD ROM 44

Grading & Reporting in Standards-Based Schools

Educational Testing Service

DVD ROM ---- This program provides educators and learning teams with an interactive professional development presentation that discusses why grades must serve a communication versus a motivation function, why focus on achievement is essential, why achievement must represent mastery of standards and how to report on other non-achievement student characteristics. Includes a copy of A Repair Kit for Grading: 15 Fixes for Broken Grades by Ken O'Connor. 75 minutes. Portland, OR, Educational Testing Service, 2007.

Bullying

E 13.0401 B167

Bully Prevention, Second Edition

Elizabeth A. Barton

BOOK ---- This book addresses the growing concern of bullying and violence by offering updated strategies for developing social skills, resolving conflicts, and intervening in bullying situations. Providing techniques for immediate implementation in both elementary and secondary classrooms, this resource includes: Explanations of the relationships between bullies, victims, and witnesses; Case studies and vignettes; Role plays for use with students; Guidelines for intervening in bullying situations. Thousand Oaks, CA, Corwin Press, 2006.

E 13.0401 R512

Working With Parents of Bullies and Victims

Walter B. Roberts, Jr.

BOOK ---- This book helps educators expand skills for communicating with parents about the subject of bullying. In realistic language, the author explores common concerns of both parties and offers practical strategies to help school staff carry out conversations and interventions with even the most persistent or resistant parents. Readers will find sample dialogues and vignettes written by parents of bullies and victims, plus: An eight-point plan for talking with parents about bullying; Six "fair expectations" to encourage effective teacher-parent collaborations; Talking points to help parents dialogue with their children about bullying. The lessons from this resource can help administrators, counselors, and teachers partner effectively with... Thousand Oaks, CA, Corwin Press, 2008.

E 13.0401 R512.1

Bullying From Both Sides: Strategic Interventions for Working With Bullies & Victims

Walther B. Roberts, Jr.

BOOK ---- Part One of Bullying From Both Sides offers concrete information to help educators understand and recognize the range of students at risk for victimization and aggression. Part Two provides counselors, administrators, and teachers with a four-point intervention plan that covers: Surveying students to prevent school violence; Safeguarding victims; Determining when-and how- to contact parents; Handling female bullying and cyberbullying; Counseling for immediate and long-term support. Includes an annotated resource list of recommended books and videos. Thousand Oaks, CA, Corwin Press, 2006.

E 13.0401 S744

Bullying in Secondary Schools: What It Looks Like and How to Manage It

Keith Sullivan, Mark Cleary, Ginny Sullivan

BOOK ---- This book is a practical guide to dealing with bullying in secondary schools. The authors present what we know about bullying, describe development issues for adolescence and discuss the social context of the school. They analyze key features of healthy and unhealthy schools, and set out a whole school approach to bullying and other social problems that arise in the secondary school. The authors show that by empowering the bystanders through providing effective teacher support, much of the bullying can be stopped at an early age and a healthy and safe school can be created. Their suggestions are based on student-centered responses and on programs developed specifically to deal with bullying. Thousand Oaks, CA, Corwin Press, 2007.

E KIT 2

School House Bullies: Preventive Strategies for Professional Educators

Judy M. Brunner, Dennis K. Lewis

KIT ---- School House Bullies-with DVD and facilitator's guide-provides school staff with the knowledge, resources, and tools necessary to develop a schoolwide, systematic, research-based approach to the problem of bullying. This kit will help all K-12 levels of school staff, including administrators, teachers, counselors, students, parents, and support personnel identify, reduce, and ultimately eliminate the types of bullying behaviors that are prevalent in schools today. Divided into three parts-elementary school, middle school, and high school-the DVD illustrates through vignettes the types of bullying problems that can occur at all levels. The facilitator's guide includes thought-provoking discussion questions, learning modules associated with... Thousand Oaks, CA, Corwin Press, 2005.

Career Technical Student Organizations

E VIDEO 32

Parliamentary Procedure Made Easy *Educational Video Network*

VIDEO ---- Covers the standards for conducting meetings and insuring that all participants have an equal right and opportunity to express their views. Comprehensive but easy to understand. 16 minutes. Huntsville, TX, Educational Video Network, 1999.

Curriculum

E 02.0000 D214

Creating Standards-Based Integrated Curriculum: Aligning Curriculum, Content, Assessment, and Instruction, Second Edition

Susan M. Drake

BOOK ---- This revised edition provides a new approach to standards-based curriculum, instruction, and assessment that helps educators identify what students must know, do, and be. This resource offers: A framework allowing for multidisciplinary, interdisciplinary, and transdisciplinary approaches to curriculum integration; Sample models of integrated curriculum in action; Practical suggestions to simplify curriculum alignment and integration; Insights based on real classroom experience to connect the framework to the real world; End-of-chapter discussion questions and suggested activities. Thousand Oaks, CA, Corwin Press, 2007.

E 02.0100 G417

Curriculum Mapping: A Step-by-Step Guide for Creating Curriculum Year Overviews

Kathy Tuchman Glass

BOOK ---- The author leads K-12 educators step-by-step through the process of developing a Curriculum Year Overview-or curriculum map--helping to establish meaningful connections between content areas while ensuring that all standards are met. In this book, readers will find: A detailed definition and the purposes of a Curriculum Year Overview (CYO); The step-by-step process for creating a personalized CYO; Several completely developed curriculum maps, blank templates, and suggestions for mapping specific content area skills from grade to grade. Thousand Oaks, CA, Corwin Press, 2007.

E 02.0100 J115

Getting Results With Curriculum Mapping

Heidi Hayes Jacobs, Editor

BOOK ---- This book offers a wide range of perspectives on how to get the most out of the curriculum mapping process. The authors offer advice on issues including: Preparing educators to implement mapping procedures; Using software to create unique mapping databases; Integrating decision-making structures and staff development initiatives through mapping; Helping school communities adjust to new curriculum review processes, and; Making mapping an integral part of literacy training. Alexandria, VA, Association for Supervision and Curriculum Development, 2004.

E 02.0100 U224

Keys to Curriculum Mapping: Strategies and Tools to Make it Work *Susan Udelhofen*

BOOK ---- Proper preparation for the curriculum mapping process insures success and eventual expertise in this highly rewarding process. This resource provides tools for implementation and results. The text includes templates, flowcharts, tips, and troubleshooting techniques for curriculum mapping. The author includes processes for: Finding time for curriculum mapping; Sharing information with colleagues within the curriculum mapping framework; Adapting curriculum mapping to support other school-based programs; Utilizing curriculum mapping to implement No Child Left Behind initiatives. Thousand Oaks, CA, Corwin Press, 2005.

E 10.0101 B582

Family and Consumer Sciences: A Chapter of the Curriculum Handbook *Jan Bowers, et al*

BOOK ---- Find out the latest trends in Family and Consumer Sciences, and learn about the major influencers in core content teaching. Reviews strategies, techniques, and trends in family and consumer sciences and social-emotional education. 88 pages. Alexandria, VA, Association for Supervision and Curriculum Development, 2004.

E 10.0101 M271

World-Class Curriculum: A Chapter of the Curriculum Handbook

Joanna Le Metais

BOOK ---- Reviews trends, strategies, and techniques of curriculum organization in various countries. 128 pages. Alexandria, VA, Association for Supervision and Curriculum Development, 2004.

E KIT 21

Curriculum Mapping: Charting the Course for Content

Association for Supervision and Curriculum Development

KIT ---- This video series introduces your school to a better way to plan and deliver curriculum in grades K-12. Two videos take you to actual schools where you see how teachers create curriculum maps and use them to track what students studied last year, what they're working on this year, and what they are likely to encounter next year. Video scenes from actual schools and interviews with teachers and administrators reveal the many ways that curriculum maps help educators design a more coherent program for student learning. Facilitator's Guide and two 30-minute videos. Alexandria, VA, Association for Supervision and Curriculum Development, 1999.

Elementary

E 10.0000 N567

Stepping Stones to Evaluating Your Own School Literacy Program

North Central Regional Educational Laboratory

BOOK ---- A tool for elementary school improvement teams to evaluate and strengthen their reading programs. Each Stepping Stone is a guided activity to stimulate reflection and guide systematic inquiry. Naperville, IL, Learning Point Associates, 2005.

E DVD ROM 60

History of Technology & Communications: Video Quiz

Sunburst Visual Media

DVD ROM ---- Students learn about the 10 most important advances in technology--the printing press, the Pony Express, the telegraph, the radio, the telephone, television, computers, satellites and the Internet--and see how they've changed everyday lives. Grades 2 - 5. Approximately 20 minutes. Hawthorne, NY, Sunburst Visual Media, 2004.

E EE12

How Santa Got His Job

Stephen Krensky

BOOK ---- (Ages 4-6) Read how Santa once had to try his hand at all sorts of different jobs, including postal worker, zookeeper, circus performer, and even chimney sweep, but each of these presented a problem that got in his way. Check me out and find out how Santa got his job. Ages 4 to 6. NY, Simon & Schuster, 1998.

E EE14

Work

Ann Morris

BOOK ---- (Early elementary) Children can take a tour around the world and see what other people do for work. NY, Lothrop, Lee & Shepard Books, 1998.

Integration

E 02.0100 B577

Teaching for Understanding through Integration of Academic and Technical Education

Gene Bottoms and Deede Sharpe

BOOK ---- Integrated academic and technical learning can be a key to success for high schools seeking to raise the achievement of many students. Based on High Schools that Work sites, this book is a blueprint for targeting higher student performance by getting teachers to work together to blend academic and career/technical studies. Examples of successful courses and projects are included, as are several tables and charts. Atlanta, GA, Southern Regional Education Board, 1996.

E 10.0000 D614

Meeting Standards Through Integrated Curriculum

Susan M. Drake, Rebecca C. Burns

BOOK ---- This book explores all types of integrated curriculum and how they bridge content standards to authentic, relevant learning experiences. Also provides an understanding of how to create interdisciplinary units that provide data-based evidence of student learning. A planning template and detailed examples of successful integrated curriculums are included to help implement integrated curriculum in practice. 181 pages. Alexandria, VA, Association for Supervision and Curriculum Development, 2004.

E 10.0000 R553

Clustering Standards in Integrated Units, Second Edition

Diane L. Ronis

BOOK ---- The author offers guidelines for designing interdisciplinary units that combine content areas, address standards, and involve students in their own learning and assessment. Drawing on a constructivist approach and geared to meet students' individual learning needs, the text demonstrates how to: Integrate content across multiple curriculum areas: Make instruction meaningful using new information about how the brain works; Encourage students to pose and investigate questions relevant to the real world; Access specific Web sites for meeting state standards. Thousand Oaks, CA, Corwin Press, 2008.

E KIT 18

Reinventing 9th Grade - Academics Through Personalization

International Center for Leadership in Education

KIT ---- High-performing schools commit extraordinary resources and attention to 9th grade students. This kit lays out the variables that school leaders should consider to cause all 9th graders to be successful academically and graduate on time. Commitment to 9th grade success is the foundation for rigor, relevance, and relationships. The kit includes five case studies of 9th grade success, a DVD presentation, "The 9th Grade Year--Foundation for Success," and a CD-ROM with forms and checklists. Rexford, NY, International Center for Leadership in Education, 2005.

Leadership

E 10.0000 C623

Schools and Data: the Educator's Guide for Using Data to Improve Decision Making

Theodore B. Creighton

BOOK ---- This book focuses on the relevance of statistics in the lives of principals and teachers. Real-life examples and step-by-step procedures for collecting and organizing data provide every school leader with the means to facilitate more appropriate and effective decision making. Thousand Oaks, CA, Corwin Press, Inc., 2001.

E 10.0000 G116

How To Thrive As A Teacher Leader

John G. Gabriel

BOOK ---- Guide covers formal and informal tasks that teacher leaders at every grade level are expected to know including: Building and maintaining successful teams; Planning and conducting results-oriented meetings, interviews, and conferences; Communicating effectively with fellow teachers, dealing with disagreements, and turning resistance into cooperation; Energizing colleagues and strengthening school morale; Observing and coaching other teachers; Implementing curricular and instructional reforms that lead to higher student achievement. Sample meeting agendas, letters, surveys, tip sheets, and other readymade tools are included. Alexandria, VA, Association for Supervision and Curriculum Development, 2005.

E 10.0000 G431

Leadership for Learning: How to Help Teachers Succeed

Carl D. Glickman

BOOK ---- The author explains how to improve education and provides guidelines and components needed, including: How to provide teacher assistance through clinical supervision, peer coaching, critical friends, and action research groups; How to observe the teaching and learning process with teaching frameworks, open-ended questionnaires, samples of student work, and test scores; How to work with teachers through directive, collaborative, and nondirective approaches. Realistic scenarios describe how to succeed with teachers of diverse backgrounds and skill levels. Checklists, forms, and examples are included to help adapt the book's approaches to your own situation. Alexandria, VA, Association for Supervision and Curriculum Development, 2002.

E 10.0000 G619

Good Principals Aren't Born--They're Mentored: Are We Investing Enough to Get the School Leaders We Need?

Cheryl Gray, Betty Fry, Gene Bottoms, Kathy O'Neill

BOOK ---- This report describes the present condition of mentoring for aspiring school leaders and lays out a course of action for policy-makers and the leaders of universities and school districts to ensure that every beginning principal comes to the job fully prepared to make a difference in teaching and learning. Also describes the necessary investments required to create internships that can help aspiring school principals become transformational school leaders. Atlanta, GA, Southern Regional Education Board, 2007.

E 10.0000 M128

How To Deal With Parents Who Are Angry, Troubled, Afraid, or Just Plain Crazy, 2nd Edition

Elaine K. McEwan

BOOK ---- Includes strategies for handling angry and unresponsive parents and the critical issues that cause misunderstandings. The author's seven steps of effective problem-solving help with quick solutions while creating a nurturing, healthy school environment. Includes facilitator guide for professional development workshops. Thousand Oaks, CA, Corwin Press, 2005.

E 10.0000 M169

School Leadership That Works: From Research to Results

Robert J. Marzano, Timothy Waters, Brian A. McNulty

BOOK ---- This book combines rigorous research with practical advice that gives school administrators guidance to provide strong leadership for better schools. Alexandria, VA, Association for Supervision and Curriculum Development, 2005.

E 10.0000 S137

How to Plan and Develop a Career Center, 2nd Edition

Don Schutt

BOOK ---- Handbook discusses all aspects of establishing and running a career center independently or within a school or other institution. Includes: Career Development and the role of career centers; Program planning, assessment, and evaluation; Developing your facilities; Personnel, administration, and management; Career centers on the internet; Career centers in educational settings; Serving diverse populations; Adult career centers; Corporate career centers; Critical center resources. Chicago, IL, Ferguson Publishing Co., 2008.

E 10.0000 V344

Mentoring and Induction Programs That Support New Principals

Susan Villani

BOOK ---- This text offers a close examination of the state of principalship and the needs of new principals, as well as a detailed compilation of principal mentoring and induction programs throughout the United States. Includes: A complete understanding of the challenges facing new principals; Practical examples and enlightening vignettes to clearly illustrate challenges often faced by novice principals; Detailed tips to encourage and foster new principals; A clear, easy to understand comparison of model mentoring and induction programs. Thousand Oaks, CA, Corwin Press, 2006.

E 10.0000 W263

Leadership In Place: How Academic Professionals Can Find Their Leadership Voice

Jon F. Wergin, Editor

BOOK ---- The concept of leadership in place calls for a shift in attitude about leaders and leadership from a hierarchical view that academic leadership flows from a leadership position, to a more lateral view that leadership roles are available to everyone. The contributors to this book, academic leaders from diverse sectors of the academy, tell their stories about leading in place, and each contributes a useful lesson. The book's final chapter integrates these lessons into an agenda for what higher education must do to create conditions under which leadership in place is the norm rather than the exception. Bolton, MA, Anker Publishing Company, Inc., 2007.

E 10.0200 J535

Sustaining Change in Schools: How to Overcome Differences and Focus on Quality

Daniel P. Johnson

BOOK ---- Based on a proven process used by school districts for more than 25 years, this leadership guide introduces you to: The "four Ps" of leadership and management that help you link the unique traits of your school to the personality of your community Questions that transform decision making from a political exercise to a data-driven activity Four protocols of leadership that ensure day-to-day school tasks are connected to the district's strategic goals Strategies for managing the personalities and attitudes that influence the school improvement process A Task Analysis Checklist for managing daily tasks and the people who implement them Discover an educator-tested process that will help you sustain quality schools over time and across groups... Alexandria, VA, Association for Supervision & Curriculum Development, 2005.

E 10.0200 P177

Resilient School Leaders

Jerry L. Patterson, Paul Kelleher

BOOK ---- Patterson and Kelleher, lifelong educators, distill their research into the six strengths that enable resilient leaders to powerfully influence organizational culture: * Accurate assessment of the past and current reality * Positive views of the future * True commitment to personal values * Strong sense of personal efficacy * Wise investment of personal energy * Courage to act on convictions 175 pages. Alexandria, VA, Association for Supervision and Curriculum Development, 2005.

E 10.0201 S765

The Teacher Quality Index: A Protocol for Teacher Selection

James H. Stronge, Jennifer L. Hindman
BOOK ---- The authors take the guesswork out of teacher hiring with a systematic structure and steps for conducting interviews at district and school levels. Components of the hiring process that are addressed include: Interview protocols based on the research on effective teaching and the research on effective interviewing; Legally permissible, job-related interview questions that are aligned to the qualities of effective teaching; Interview strategies that are drawn from concepts found in applied psychology; Field-tested rubrics for evaluating potential new hires based on their interview responses. All the forms and scoring rubrics you need for screening teacher candidates and conducting building-based interviews are included on an accompanying... Alexandria, VA, Association for Supervision and Curriculum Development, 2006.

E 10.0500 G562

The History and Growth of Career and Technical Education in America, Third Edition

Howard R. D. Gordon
BOOK ---- A relevant, up-to-date synthesis of the history, philosophy, legislation, and organizational/curricular structure of career and technical education. Career and technical educators will find the comprehensive background and research needed on such topics as gender, ethnicity, and special-needs populations as well as the impact of the aging workforce. This new edition examines the current issues that shape the role of career and technical education in the global economy of the technology-driven twenty-first century. Topics examined in this well-researched, revised edition are: The roots of CTE in America and an overview of influential leaders in CTE curriculum development; The impact of land-grant institutions on the professional growth of... Long Grove, IL, Waveland Press, Inc., 2008.

E 10.0500 N173

Career and Technical Education in the United States: 1990 to 2005 Statistical Analysis Report

National Center for Education Statistics
BOOK ---- Seeks to describe the full range of career and technical education during the period from 1990 to 2005 by analyzing data from 11 different National Center for Education Statistics (NCES) surveys. This publication represents the fourth volume of Vocational Education in the United States, which is produced about every five years by NCES to describe the condition of "vocational education" in the nation. This report uses the current term, career and technical education, and updates the previous reports, presenting the most recent data available on trends in the field. This report is organized into three main substantive chapters addressing, where possible, the following key questions at the secondary, postsecondary, and adult levels: 1)... Jessup, MD, United States Department of Education, 2008.

E KIT 16

School-To-Work: Preparing Young Women for Technology Careers Kit

Donna Milgram
KIT ---- Train young women for the world of tomorrow by getting them interested in technology careers. This multimedia kit contains: A Trainer's Workshop Guide, 2 Participant's Workbook, 1 Annotated Bibliography of Practical Resources, 1 Video, 1 Video Facilitator's Guide, 1 Gyrlltech Assessment Tools: Nontraditional Employment Equity Evaluation, 1 Gyrlltech Assessment Tools: Nontraditional Employment Equity Evaluation Software, and School-To-Work Powerpoint Software. CA, IWITTS, 2002.

E KIT 17.1

Leadership for Rigor, Relevance, and Relationships

International Center for Leadership in Education
KIT ---- The purpose of this kit is to support school administrators at all levels K-12 to take a leadership role in creating/enhancing a culture of rigor, relevance, and relationships in schools. This resource kit differs from Using the Rigor/Relevance Framework for Planning and Instruction because it does not focus on instruction and assessment. Rather, it takes a broader perspective on rigor and relevance, introduces relationships, goes into depth on the school leader's supervision role, and provides a model for leadership and change. Case studies, tools, checklists, and 70 staff development activities are included. Also included: DVD presentation and CD with worksheets, handouts, and surveys. Rexford, NY, International Center for Leadership in Education, 2006.

E SCI 1

School Public Relations: Building Confidence in Education

National Public Relations Association
BOOK ---- Many ideas to help answer the question of why schools need PR. Rockville, MD, National Public Relations Association, 1999.

E VIDEO 1

Pathways to Lifelong Learning: Community Partnerships in Education

Teacher's Video Company
VIDEO ---- Cooperative projects build strong communities and nurture young minds into civic-minded citizens. This program shows ways to collaborate with community organizations and business leaders to improve education and contribute to society. 25 minutes. Scottsdale, AZ, Teachers Video Company, 2002.

E VIDEO 237

Value of Career and Technical Education

ACTE

VIDEO ---- As part of ACTEs continuing national media outreach campaign, they released this Television public service announcement (PSA) on career and technical education to 1,000 Television stations around the country. It emphasizes the fact that even though there are plenty of jobs available across the nation, there are not enough workers who have been properly trained, and thus the importance of vocational education. 1 minutes. VA, ACTE, 2003.

E VIDEO 244

Unlocking Your Potential: Leadership Qualities that Get Results

Edge Learning Institute, Inc

VIDEO ---- Emphasizes that leadership should be "helping people feel more highly about themselves. Tacoma, WA, Edge Learning Institute, Inc, 2000.

Middle School - Junior High

E 02.0300 H352

Eighth Grade: The Beginning-A Coaching Manual for High School Success

Trudy L. Himes

BOOK ---- This book contains information that the author feels both parents and students need to have before entering high school. Philadelphia, PA, Xlibris, 2002.

Parent Participation

E 10.0300 K942

Bridging School & Home Through Family Nights: Ready-To-Use Plans for Grades K-8

Diane W. Kyle, Ellen McIntyre, Karen B. Miller, Gayle H. Moore

BOOK ---- Productive family night experiences offer an enjoyable and meaningful way for schools to reach out to families and get them involved. This book is appropriate for K-8 teachers and principals or anyone in the school or district responsible for family events. Thousand Oaks, CA, Corwin Press, 2006.

E VIDEO 2

Pathways to Lifelong Learning: Involving Families in Education

Teacher's Video Company

VIDEO ---- This program enlightens teachers and administrators to the many benefits of family involvement, and offers excellent ideas for adopting programs that increase family involvement in schools. 35 minutes. Plainview, NY, Teacher's Video Company, 2002.

Professional Development

E 10.0202 C566

The Mentor's Handbook: Practical Suggestions for Collaborative Reflection and Analysis

Marlene P. Correia, Jana M. McHenry

BOOK ---- The authors believe that "mentors are not evaluators but coaches who provide guidance and capitalize on the mentee's strengths in the classroom." In keeping with this belief they've set this book up as a valuable resource you can turn to as you guide your mentee through those first few difficult years of teaching. Included are background information, guiding questions, a variety of observation techniques with suggestions for providing feedback, aids for ensuring new teachers have met required standards, ideas for furthering professional development, and more. Norwood, MA, Christopher-Gordon Publishers, Inc., 2002.

E 10.0202 C577

Cognitive Coaching: A Foundation for Renaissance Schools

Arthur L. Costa, Robert J. Garmston

BOOK ---- The reader is provided with essential skills, protocols, guidance, research and resources to use when implementing Cognitive Coaching principles and values in their school setting. The authors share their own learning, and how new research and practice can support individuals and schools in reaching higher, more satisfying, and more holistic performance. Norwood, MA, Christopher-Gordon Publishers, Inc., 2002.

E 10.0202 D164

Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able To Do

Linda Darling-Hammond, John Bransford Editors

BOOK ---- Based on rapid advances in what is known about how people learn and how to teach effectively, this book examines the core concepts and central pedagogies that should be at the heart of any teacher education program. Preparing Teachers for a Changing World recommends that, in addition to strong subject matter knowledge, all new teachers have a basic understanding of how people learn and develop, as well as how children acquire and use language, which is the currency of education. In addition, the book suggests that teaching professionals must be able to apply that knowledge in developing curriculum that attends to students' needs, the demands of the content, and the social purposes of education: in teaching specific subject matter to... San Francisco, CA, Jossey-Bass, 2005.

E 10.0202 E443

Cognitive Coaching: Weaving Threads of Learning and Change Into the Culture of an Organization

Jane Ellison, Carolee Hayes

BOOK ---- See how Cognitive CoachingSM principles have been woven into schools, systems, and classrooms - and get a complete look at the ongoing process of implementing and sustaining the coaching ideals. Part 1 takes a macro-view of the organizational culture, looking at it as a system. Part 2 looks at the day-to-day interactions that affect student learning as it addresses structures that allow the principles and practices of Cognitive CoachingSM to become an integral part of each human interaction in a school. And Part 3 illuminates classroom practices that bring coaching into the lives of students. Norwood, MA, Christopher-Gordon Publishers, Inc., 2003.

E 10.0202 G165

The Presenter's Fieldbook: A Practical Guide

Robert Garmston

BOOK ---- Step-by-step guidelines help organize a presentation (everything from designing the room layout to ordering the events and information), customize the presentation, and make it right on target for the audience. Many of the ideas are perfect for working with K-16 students. Norwood, MA, Christopher-Gordon Publishers, Inc., 2005.

E 10.0202 H757

The Reflective Mentor: Case Studies in Creating Learning Partnerships

Alyce Hunter, Henry G. Kiernan, Editors

BOOK ---- This book goes beyond describing mentor programs and giving advice about how to mentor teachers - it provides you with true-life, first hand stories! Here you see contributions from those who have mentored, been mentored, have supervised mentor relationships, and have instituted and run mentor programs. You hear from their experiences - practitioners, researchers, classroom teachers, preservice teachers, experienced educators, professors, and administrators; all from a wide variety of academic disciplines and different geographic areas. With this resource as your guide, you see how to improve mentoring practices through concentrating on the belief that new teachers are part of an educational community. Norwood, MA, Christopher-Gordon Publishers, Inc., 2005.

E 10.0202 K523

The Exceptional Presenter

Timothy J. Koegel

BOOK ---- The author breaks down the art of presenting into a series of skills and then provides a systematic formula to master each skill. Austin, TX, Greenleaf Book Group Press, 2007.

E 10.0202 M556

Classroom Research for Teachers: A Practical Guide

Rita A. Moore

BOOK ---- This book gives educators the tools they need to examine patterns of learner response and make informed decisions about the effectiveness of their teaching. It explains classroom research in the context of action research in a well organized, step by step manner that shows teachers that classroom research does not have to be one more task on top of their already impossible schedules. It provides a professional, highly manageable approach to gathering data that teachers will find very useful in making important instructional decisions. The book is built upon the authentic experiences and anecdotes of the classroom teachers it features and the illustrative examples are drawn from real life classroom questions or problems. Norwood, MA, Christopher-Gordon Publishers, Inc., 2004.

E 10.0202 S765

Handbook for Qualities of Effective Teachers

James H. Stronge, Pamela D. Tucker, Jennifer L. Hlndman

BOOK ---- Companion handbook for Qualities of Effective Teachers (BE 13.1397 S76) makes it much easier to implement a staff development, teacher education, or self-help program to improve the six research-based teacher qualities that are most apt to raise student achievement. Dozens of assessments, observation guides, planning tools, and other resources designed to strengthen teachers' verbal abilities, content knowledge, and instructional theory are included. Real-life teacher scenarios, research summaries, and focusing questions help bring the teacher qualities to life and provide an in-depth understanding of the aspects of a teacher's job that yield gains in student learning. 225 pages. Alexandria, VA, Association for Supervision and Curriculum Development, 2004.

E 13.1303 K344

Assessing Impact: Evaluating Staff Development, Second Edition

Joellen Killion

BOOK ---- This edition focuses on documenting the impact of professional learning on student learning and illustrates ways to assess a program's evaluability, formulate evaluation questions, and evaluate the evaluation. The author emphasizes the importance of advance planning in developing quality evaluations and shows school leaders how to create a staff development plan that: Results in an evaluation with greater integrity and usefulness; Clearly defines a program's goals and objectives; Guides the collection of relevant performance data; Increases the likelihood of producing results for students. Thousand Oaks, CA, Corwin Press, 2008.

E 13.1303 S726

Leading Lesson Study: A Practical Guide for Teachers and Facilitators

Jennifer Stepanek, Gary Appel, Melinda Leong, Michelle Turner Mangan, Mark Mitchell

BOOK ---- This "how-to" guide provides teachers, administrators, and team leaders with practical strategies, models, and tools. The book leads a beginning team through the phases of the lesson study cycle and provides an experienced team with new perspectives. Using examples from U.S. classrooms, this handbook: Encourages educators to generate and share knowledge; Inspires a teacher-researcher stance; Illustrates both the process and substance of lesson study; Encourages collaboration; Provides guidelines for avoiding common pitfalls. Thousand Oaks, CA, Corwin Press, 2007.

E 13.1303 S733

Classroom Assessment for Student Learning: Doing It Right -- Using It Well

Rick Stiggins, Judy Arter, Jan Chappuis, and Steve Chappuis.

BOOK ---- This combination text and workbook contains: practical examples of what assessment for learning looks like in everyday instruction; Helps educators increase knowledge and skill in student-involved classroom assessment; Hands-on practice for the classroom. Additional resources on a CD-ROM, and video segments on the accompanying DVD. Portland, OR, Educational Testing Service, 2008.

E 13.1303 W317

**Lesson Study Communities:
Increasing Achievement With Diverse
Students**

Karin Wiburg, Susan Brown

BOOK ---- This guide demonstrates how to translate each step of the Japanese lesson study process to the educational environment of US schools. Offering specific strategies that have been tested and successfully used with ethnically diverse students, this book incorporates a culturally responsive approach to curriculum, instruction, and assessment. Applicable to math, science, reading, language arts, and social studies programs, this implementation guide: Explains how to connect lesson study to school or district instructional goals; Provides case examples and step-by-step guidance; Reveals how lesson study can be integrated into daily work; Offers extended learning activities and exercises. Addressing the challenge of changing student demographics,... Thousand Oaks, CA, Corwin Press, 2007.

E DVD ROM 2

**A Visit to . . . A Data-Driven School
District**

*Association for Supervision and
Curriculum Development*

DVD ROM ---- This video takes the viewer to a data-driven school district to show how data gathering and analysis is a required step to achieve desired results. Show this video to school improvement and teacher teams to highlight the positive impact of data-driven school improvement, and introduce audiences to methods that ensure data gathering and analysis provide direction and lead to decisions that are more likely to produce higher student achievement. 35 minutes. Alexandria, VA, Association for Supervision and Curriculum Development, 2006.

E DVD ROM 3.1

Podcasting and Blogging Essentials

Films for the Humanities & Sciences

DVD ROM ---- This program spells out what podcasts and blogs are, how to find and access them on the Internet, and how to create them from scratch and upload them to the Web. No previous knowledge is required. An excellent starting point for students and educators alike who want to get their message out and would like to see how it's done. 58 minutes. Princeton, NJ, Films for the Humanities & Sciences, 2007.

E DVD ROM 17

**Pathways to Lifelong Learning:
Constructing Effective Questions**

Teacher's Video Company

DVD ROM ---- Success in today's world demands high-level thinking skills. Carefully crafted questions can encourage students to develop these thought processes and to ask challenging, open-ended questions for themselves. This program examines questioning hierarchies, explores the backward design method of lesson planning, and models effective questioning techniques. 35 minutes. Plainview, NY, Teacher's Video Company, 2002.

E DVD ROM 27

**Succeeding As A Teacher: Managing
the Learning Environment**

Magna Systems

DVD ROM ---- This program includes ideas on how to set up a classroom physically and vary the set-up according to different age groups or content to be conveyed. Teachers discuss how to involve students in classroom rule-making and how to establish a positive environment based on mutual respect. Practical and immediately applicable advice is presented for managing today's classrooms in a positive way. 29 minutes. Chicago, IL, Magna Systems, 2006.

E DVD ROM 28

Professional Learning Communities

ESGN & Heart of Missouri RPDC

DVD ROM ---- This five hour program is designed to provide professional development for educators and CBM training for board members. Includes: The Three Big Ideas of Professional Learning Communities (PLCs); The Six Characteristics of PLCs; Collaborative Teams in PLCs; DATA Work in PLCs; Process vs. Results Goals in PLCs; Leadership and Celebrations in PLCs. Columbia, MO, ESGN & Heart of Missouri RPDC, 2007.

E DVD ROM 29

**Hot Tips for Classroom Management
VEA**

DVD ROM ---- One of the biggest challenges facing teachers today is classroom management and dealing with difficult students. This program provides practical help, offering some effective, preventative strategies, as well as ways to deal with difficult behavior when it occurs. Includes pre-planning and establishing the rules, pre-planning and other strategies, routine, seven steps of behavior management, the behavior interventions pyramid, depersonalizing behavior sanctions and reflection. Useful professional development tool for a new teacher, or any teacher wanting to brush up on essential classroom skills. 30 minutes. White Plains, NY, VEA, 2007.

E DVD ROM 35

**Paraprofessional Training: Training
for Beginning and Experienced
Paraprofessionals**

*Heart of Missouri Regional Professional
Development Center*

DVD ROM ---- This program provides 3 hours of special education training for beginning and experienced paraprofessionals. Current information in education is provided concerning: How to collect data on student progress and/or behaviors; Grief, the experience all parents of children with disabilities go through many times during the child's life; Staying physically and mentally healthy while working with students with special needs. 3 hours. Columbia, MO, Missouri School Boards' Association, 2007.

E DVD ROM 43

Assessment for Student Motivation

Educational Testing Service

DVD ROM ---- This DVD helps educators understand why it is important to learn how to use student-involved classroom assessment for learning to keep students understanding the achievement targets and believing that success is within reach so that they will keep trying. 45 minutes. DVD with User's Guide on CD-ROM. Portland, OR, Educational Testing Service, 2007.

E DVD ROM 45

Student-Involved Conferences

Educational Testing Service

DVD ROM ---- National assessment consultants and authors, Rick Stiggins and Anne Davies examine the most effective ways to prepare and involve students in conferences with parents. Learn how to ensure that the conference and follow-up are productive. The testimonials on this DVD offer evidence of the power of student-led conferences to involve students in their own learning. 60 minute DVD with User's Guide on CD-ROM. Portland, OR, Educational Testing Service, 2007.

E DVD ROM 46

Assessing Reasoning in the Classroom

Educational Testing Service

DVD ROM ---- This DVD examines what it means for students to be proficient reasoners and effective problem solvers. Using illustrations and focused instruction, Rick Stiggins demonstrates a variety of practical activities that show patterns of reasoning that are definable, teachable, learnable and assessable. 69 minute DVD with User's Guide on CD-ROM. Portland, OR, Educational Testing Service, 2007.

E ER NCRVE 2

Assist Students in Improving Their Writing Skills

Center on Education and Training for Employment

BOOK ---- This module is one of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. Winterville, GA, American Association for Vocational Instructional Materials, 2002.

E ER NCRVE 3

Assist Students in Improving Their Oral Communication Skills

Center on Education and Training for Employment

BOOK ---- This module is one of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. Winterville, GA, American Association for Vocational Instructional Materials, 2002.

E ER NCRVE 4

Assist Students in Improving Their Math Skills

Center on Education and Training for Employment

BOOK ---- This module is one of a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. Winterville, GA, American Association for Vocational Instructional Materials, 2000.

E KIT 1

Extraordinary Teachers: Differences That Make a Difference

International Center for Leadership in Education

KIT ---- This resource kit describes and illustrates the characteristics, both professional and personal, of the extraordinary teacher. The findings are intended to help individual teachers reflect on their own practices, assist peer- and buddy-mentoring of new teachers, help organize in-service and pre-service programs, and sharpen hiring practices to help spot a potential extraordinary teacher among all the applicants. The kit contains videos of several extraordinary teachers at work in their classrooms, along with interviews with them, their students, and their principal. Staff development activities are included to assist teachers in using the materials. Rexford, NY, International Center for Leadership in Education, 2007.

E KIT 3

The Three-Minute Classroom Walk-Through: A Multimedia Kit for Professional Development

Carolyn J. Downey, Betty E. Steffy, Fenwick W. English, Larry E. Frase, William K. Poston, Jr.

KIT ---- This multimedia presentation provides trainers and staff developers with a resource designed to answer questions important to principals: How do our teachers align their instructional practices with the district curriculum?; How are they using research-based "best practices"?; How are they choosing the instructional strategies that will impact student achievement?; How do I motivate staff to be reflective in their practice and personally accountable for their teaching decisions? Highlights the reflective practice component that is both unique and integral to the Downey Walk-Through model. Includes the pioneering book *The Three-Minute Classroom Walk-Through*, 130-minute video and DVD with stop-and-search control of the video content, CD-ROM... Thousand Oaks, CA, Corwin Press, 2006.

E KIT 4

Shouting Won't Grow Dendrites: Techniques for Managing a Brain-Compatible Classroom

Marcia L. Tate

KIT ---- Kit offers staff developers materials to help novice and experienced teachers reduce classroom problems and cultivate a physical environment conducive to learning. Workshop leaders will be able to demonstrate how teachers can significantly improve learners' performance by developing a classroom management plan; delivering successful brain-compatible lessons; responding effectively to chronic behavior problems; and using easy-to-implement strategies such as: Constructive classroom conversations; Classroom rituals; Music and movement; Lighting; and Humor. This kit for Professional Development includes: the book, *Shouting Won't Grow Dendrites*, 70-minute, VHS video and companion DVD with navigation menus and bullets for easy stop-and-search... Thousand Oaks, CA, Corwin Press, 2009.

E KIT 4.1

Worksheets Don't Grow Dendrites

Marcia L. Tate

KIT ---- Kit offers teachers a solid understanding of brain-based learning and the research that supports it to help raise the achievement of students. Features classroom footage focusing on six key brain-based strategies--storytelling, role play, movement, games, drawing, and graphic organizers. This kit for Professional Development includes: the book, *Worksheets Don't Grow Dendrites*; 44 minute VHS video and companion DVD with navigation menus and bullets for easy stop-and-search control of the video content; and Facilitator's guide. Thousand Oaks, CA, Corwin Press, 2006.

E KIT 5

Classroom Management That Works

Association for Supervision and Curriculum Development

KIT ---- Video 1: Sharing Rules and Procedures. Video 2: Developing Relationships. Video 3: Fostering Student Self-Management. Facilitator's Guide: Provides agendas, overheads, and handouts for planning and conducting two different workshops for each videotape. Book: Explains the four most important general components of effective classroom management and their impact on student engagement and achievement. Alexandria, VA, Association for Supervision and Curriculum Development, 2004.

E KIT 17.2

Instructional Strategies: How to Teach for Rigor and Relevance

International Center for Leadership in Education

KIT ---- This resource kit includes a complete course in planning rigorous and relevant instruction using 17 instructional strategies, such as demonstration, inquiry, note-taking/graphic organizers, problem-based learning, and project design. The kit contains workshops, teacher learning activities, and a CD with visuals/handouts. Rexford, NY, International Center for Leadership in Education, 2000.

E KIT 19

School Performance-How to Meet AYP and Achieve Long-Term Success

International Center for Leadership in Education

KIT ---- This kit is designed to address the leadership needs associated with improving the performance of students in all schools. Improvement is continuous--schools must get better year after year to make adequate yearly progress (AYP). The kit offers a comprehensive systems approach to the transformation of schools, districts, and even state education systems. It is based on cutting-edge research, practical efforts that work, and a frank and honest approach to the issues facing education. Resources are provided for creating awareness and conducting professional development sessions, including video presentations and PowerPoint slides. Rexford, NY, International Center for Leadership in Education, 2005.

E KIT 23

Strategies for Designing, Implementing and Evaluating Professional Development

Sue Beers

KIT ---- This kit guides the user through the process of identifying the need for professional development, determining the components to include in the plan, and selecting the best tools to accomplish goals. More than 90 tools are included in the binder to help: Create a vision and definition of professional development for the learning community; Establish a common understanding of the professional development program's content and results; Solve time, logistics, and sequencing issues; Design and implement professional development tasks and activities that align to school and district goals; Measure progress and reflect on individual and group improvement; Evaluate the impact of professional development and sharing success. Three-ring binder, 210... Alexandria, VA, Association for Supervision and Curriculum Development, 2007.

E TR J55

Tools for Teaching

Fred Jones

BOOK ---- The author describes the skills by which exceptional teachers make the classroom a place of success and enjoyment for both themselves and their students. This book integrates the management of discipline, instruction and motivation into a system that allows the teacher to reduce the stress of teaching by preventing most management headaches. Written in down-to-earth language that includes detailed examples and illustrations. Santa Cruz, CA, Fredric H. Jones & Associates, Inc., 2000.

E TSS 36

Brain Matters: Translating Research into Classroom Practice

Patricia Wolfe

BOOK ---- In this book, the author makes it clear that before we can effectively match teaching practice to brain functioning, we must first understand how the brain functions. Part I covers brain anatomy and physiology. Part II describes how the brain encodes, manipulates, and stores information. Part III is devoted to practical classroom applications and brain-compatible teaching strategies. Alexandria, VA, ASCD, 2001.

E VIDEO 3

Pathways to Lifelong Learning: Constructing Effective Questions

Teacher's Video Company

VIDEO ---- Success in today's world demands high-level thinking skills. Carefully crafted questions can encourage students to develop these thought processes and to ask challenging, open-ended questions for themselves. This program examines questioning hierarchies, explores the backward design method of lesson planning, and models effective questioning techniques. 35 minutes. Plainview, NY, Teacher's Video Company, 2002.

E VIDEO 75

Creative Teaching Methods

Teachers Video Company

VIDEO ---- Discover innovative ways to make learning come alive for students! Explore how to enrich units with games, role playing, projects, debates, and many more exciting activities. Retention improves when students are involved. 29 minutes. Scottsdale, AZ, Teachers Video Company, 1999.

E VIDEO 76

Mentoring Teachers To Mastery, Part 1: Conquering the First Day, First Week, and First Month

The Master Teacher

VIDEO ---- Conquering the First Day, First Week, and First Month includes information on: Getting your bearings in a new school or district; Room preparation and creating a positive learning environment; Getting to know your students academically and personally; Establishing strong relationships with parents. Manhattan, KS, The Master Teacher, 2000.

E VIDEO 77

Mentoring Teachers To Mastery, Part 2: Teaching for Results

The Master Teacher

VIDEO ---- Part 2: Teaching for Results includes information on: The what, why, and how of instruction; Offering supportive information and examples; Modeling, reviewing, and checking for comprehension. Manhattan, KS, The Master Teacher, 2000.

E VIDEO 78

Mentoring Teachers To Mastery, Part 3: Ensuring Students Learn: Practice, Feedback, and Assessment

The Master Teacher

VIDEO ---- Ensuring Students Learn: Part 3; Ensuring Students Learn: Practice, Feedback, and Assessment includes information on: Enhancing learning with student practice; Getting the most out of feedback; Assessing skills and progress; Providing closure to instruction. Manhattan, KS, The Master Teacher, 2000.

E VIDEO 79

Mentoring Teachers to Mastery, Part 4: Classroom Management at Its Best

The Master Teacher

VIDEO ---- Classroom Management at Its Best includes information on: Understanding the difference between order and control; Teaching procedures, rules, and consequences; Fundamental approaches to discipline; Tried and true management strategies. Manhattan, KS, The Master Teacher, 2000.

E VIDEO 80

Mentoring Teachers to Mastery, Part 5: Being the Best You Can Be

The Master Teacher

VIDEO ---- Being the Best You Can Be includes information on: Developing professional relationships in your classroom, school, and community; The importance of resourcefulness and self-assessment; Maintaining your perspective in difficult situations; Becoming a great communicator. Manhattan, KS, The Master Teacher, 2000.

School Improvement and Reform

E 02.0000 O732

From Standards to Success: A Guide for School Leaders

Mark R. O'Shea

BOOK ---- The author provides a guide to standards-based education from lesson planning to professional development programming. Checklists at the end of each chapter highlight best practices, and sample lessons show how to plan curriculum that enables students to meet state achievement targets and adequate yearly progress. Alexandria, VA, Association for Supervision and Curriculum Development, 2005.

E 10.0201 P563

Transformative Assessment

W. James Popham

BOOK ---- The author clarifies what formative assessment really is, why it's right for your school or classroom, and how to use this approach to improve teaching, learning, classroom climate, teacher professional development, and school performance. Alexandria, VA, Association for Supervision and Curriculum Development, 2008.

E 10.0202 B621

Seven Simple Secrets: What the Best Teachers Know and Do!

Annette Breaux and Todd Whitaker

BOOK ---- This book reveals: The Secrets of Planning; Classroom Management; Instruction; Attitude; Professionalism; Effective Discipline; Motivation and Inspiration. Larchmont, NY, Eye On Education, 2006.

E 10.0202 G417

What Successful Teachers Do: 91 Research-based Classroom Strategies for New and Veteran Teachers

Neal A. Glasgow and Cathy D. Hicks

BOOK ---- This book provides 91 key strategies for improving and re-energizing classroom practice. Combining theory, research, and practical suggestions, the authors cover curriculum and pedagogy, discipline and classroom management, assessment, relating to students, working with students with special needs, embracing diversity, integrating technology in the classroom, interacting with parents, collaborating with colleagues, developing a professional identity, time management, self-management, and organization. Thousand Oaks, CA, Corwin Press, Inc., 2003.

E 10.0202 P377

Mentoring Novice Teachers: Fostering a Dialogue Process

Debra Eckerman Pitton

BOOK ---- This book examines roles in mentoring relationships, presents strategies that foster trust and open communication, and offers practical ideas for addressing the specific needs of novice teachers. Focuses on building the knowledge and skills mentors need to effectively support and guide new teachers as well as better understand the mentoring process. Includes: Specific guidelines for facilitating a mentor training workshop; Expanded coverage of mentoring strategies and processes; Updated research about effective mentoring and communication; A strong focus on mentoring individuals with diverse backgrounds and experiences. Thousand Oaks, CA, Corwin Press, 2006.

E 10.0202 P567

Teacher Mentoring and Induction

Hal Portner, Editor

BOOK ---- This book combines an overview of the current state of induction and mentoring with cutting-edge strategies for developing a new program or improving an existing one. Contributors include: Tom Ganser, Mark Bower, Harry K. Wong, Ellen Moir, Hal Portner, Jean Casey & Ann Claunch, James Rowley, Barry Sweeny, Bruce Wellman & Laura Lipton, Susan Villani, Janice Hall, Ted Britton & Lynn Paine, Dennis Sparks. Divided into three parts: Part I describes the developmental processes and philosophical underpinnings of exemplary programs, Part II focuses on mentoring constructs and best practices, and Part III connects mentoring and induction to broader educational issues. Thousand Oaks, CA, Corwin Press, 2005.

E 10.0202 S374

Mentoring Teachers Toward Excellence: Supporting and Developing Highly Qualified Teachers

Judith H. Shulman, Mistilina Sato (Editors)

BOOK ---- Mentors provide supportive services for teachers during their candidacy, offering strategies for standards-based analysis of practice, constructive criticism, advice, and moral support. These mentor groups have grown from informal groups to organized networks of expert teachers in every region of the country. This book is the first to document the common challenges facing these "support providers," presenting a variety of brief cases of typical mentoring dilemmas in both one-on-one and group settings. Hardcover. 304 pages. San Francisco, CA, Jossey-Bass, 2006.

E 10.0300 A526

The Dual-Credit Phenomenon! Challenging Secondary School Students Across 50 States

Hans A. Andrews

BOOK ---- The author provides a comprehensive study on the dual-credit system, which allows bright and academically ready students to take college level classes that secondary schools now count toward high school diploma completion. Stillwater, OK, New Forums Press, Inc., 2001.

E 10.0300 B167

Learning by Heart

Roland S. Barth

BOOK ---- The author shows how to accomplish the most difficult task of school reform--transforming a school's culture so that it will be hospitable to human learning. In an engaging conversational style, he suggests how school people can become the architects, engineers, and designers of their own schools--and of their own destinies. San Francisco, CA, Jossey-Bass, 2001.

E 10.0300 B577

High School Reform Works--When Implemented: A Comparative Study of High- and Low- implementation Schools

Gene Bottoms, Alice Presson, Lingling Han

BOOK ---- No school improvement design can be judged as succeeding or failing unless there is evidence that it has been implemented. Approximately 1,000 high schools in 31 states are using the High Schools That Work school improvement design. This research report compares the results from the 2002 HSTW Assessment of the top 50 high schools that have more deeply implemented the High Schools That Work improvement design to the 50 schools that have done less. The proven research-based practices identified in this report can help high school leaders create schools that improve all students' achievement and increase the percentages who enter ninth grade and graduate four years later. Atlanta, GA, Southern Regional Education Board, 2004.

E 10.0300 B577.1

Lost in Transition: Building a Better Path from School to College and Careers

Gene Bottoms, Marna Young

BOOK ---- This report summarizes the findings from 15 state education forums held in 2005 and 2006; identifies key policy issues; and details actions states can take to improve students' transitions from high school to postsecondary studies and careers. Atlanta, GA, Southern Regional Education Board, 2008.

E 10.0300 B577.2

Students Can't Wait: High Schools Must Turn Knowledge into Action

Gene Bottoms, Alice Presson, Lingling Han

BOOK ---- A high school reform effort that fails to accelerate all students' achievement cannot be called successful. The 2002 and 2004 High Schools That Work Assessments show some HSTW schools posted significant improvement in achievement across every student group, while others did not. This report looks at the factors that separate the improved schools from the non-improved schools. Atlanta, GA, Southern Regional Education Board, 2006.

E 10.0300 C59

Finding the Story Behind the Numbers: A Tool-Based Guide for Evaluating Educational Programs

James Cox

BOOK ---- This guide offers tools and techniques for schools and districts to evaluate their programs using both quantitative and qualitative data. School leaders will learn to look at data, program evaluation, and school improvement differently and discover how to effectively: Define a quality program; Analyze what is and is not working; Avoid "test score fatigue". Thousand Oaks, CA, Corwin Press, 2007.

E 10.0300 C173

Pathways To Student Success: Case Studies From The College and Career Transitions Initiative

Laurance J. Warford, Editor

BOOK ---- Case studies from 15 community college-led partnerships in five high-demand occupational areas. Phoenix, AZ, League for Innovation in the Community College, 2006.

E 10.0300 C555

What Works to Improve Student Achievement in the Middle Grades

Sondra Cooney, Gene Bottoms
BOOK ---- This report examines the design and implementation of a comprehensive middle grades improvement effort launched in 1997 by SREB. The study addressed four basic questions: Is student achievement higher for eighth-graders in the network than for other eighth-graders?; Why do schools with similar demographics perform differently?; Why is achievement higher for students in schools that have implemented the design more fully?; What can states, districts and schools do to improve middle grades achievement? Includes summary of findings and recommendations for states, districts and schools. Atlanta, GA, Southern Regional Education Board, 2003.

E 10.0300 D153

Enhancing Student Achievement: A Framework for School Improvement

Charlotte Danielson
BOOK ---- This book brings the various components of school improvement--such as standards alignment, assessments, and instruction--into a comprehensive and research-based framework to ensure optimum student learning. Rubrics at the end of each chapter help evaluate policies and programs to support improvement. An action-planning guide helps to implement the framework based on evidence of improvement. Alexandria, VA, Association for Supervision and Curriculum Development, 2002.

E 10.0300 H562

Leading Professional Learning Communities: Voices From Research and Practice

Shirley M. Hord and William A. Sommers
BOOK ---- This book provides school leaders with information to guide them in developing a professional learning community (PLC) that supports teachers and students. The text illustrates how a research-based school improvement model can help educators: Increase leadership capacity; Embed professional development into daily work; Create a positive school culture; Develop accountability; and, Boost student achievement. Thousand Oaks, CA, Corwin Press, 2008.

E 10.0300 H581

Career Pathways: Preparing Students for Life

Elaine Makas Howard and Pamela J. Ill
BOOK ---- In a student-centered Pathways High School students take ownership of their own learning. This book brings together three crucial elements that help students better prepare for their future: the classroom; the community; and the counseling process. 360 pages. Thousand Oaks, CA, Corwin Press, 2004.

E 10.0300 H744

Career Pathways: Education With a Purpose

Dan Hull
BOOK ---- The author and some of the nation's leading practitioners and educational leaders show how to remake high schools to improve academic outcomes, prepare students for today's high-skills workplace, and motivate them to learn because they see a pathway to their future. This book builds on what has been learned in Tech Prep and other reform initiatives and explains Career Pathways. Waco, TX, CORD Communications, 2005.

E 10.0300 M176

Malcolm and Me: How to Use the Baldrige Process to Improve Your School

Richard E. Maurer, Sandra Cokeley Pedersen
BOOK ---- This book describes the seven criteria of the Malcolm Baldrige National Quality Award program to improve student achievement: leadership, strategic planning, student and market focus, information and analysis, faculty and staff satisfaction, process management in the classroom and the business office, and results. Each chapter introduces a different Baldrige category and an essential question to help the reader see the big picture. It also includes an appendix for those interested in employing the Baldrige process in their school or who would like to seek the national award. In addition, a Baldrige self-assessment checklist is included to enable readers to evaluate the standing of their classroom, building, or district in regard to the... Lanham, MD, Rowman & Littlefield Education, 2004.

E 10.0300 M16915

What Works in Schools: Translating Research Into Action

Robert J. Marzano
BOOK ---- The author illuminates the factors that influence student academic achievement. Using the book's research-based survey tools and action plans, you can identify your school's strengths and weaknesses, prioritize your options, and implement a clear blueprint for improvement. Alexandria, VA, Association for Supervision and Curriculum Development, 2003.

E 10.0300 N173

Breaking Ranks II: Strategies for Leading High School Reform

National Association of Secondary School Principals
BOOK ---- This publication outlines 31 recommendations for school leaders taking on the challenge of reforming their high schools. Each recommendation falls within the focus of three core areas: Collaborative leadership and professional learning communities; Personalizing your school environment; Curriculum, instruction, and assessment. This handbook can be used by all schools, regardless of their size, geographical location, or where they are on the school improvement continuum. Offering successful research-based practices, real-life examples, a step-by-step approach to change, obstacles to avoid and countless resources. Reston, VA, National Association of Secondary School Principals, 2004.

E 10.0300 N173.1

Breaking Ranks In The Middle: Strategies for Leading Middle Level Reform

National Association of Secondary School Principals
BOOK ---- This report focuses on making collaborative leadership, personalization and academic rigor the centerpieces of middle level restructuring efforts. The guide illustrates possible areas in which to begin reform, strategies for implementing successful reform, and real-life case studies of successes, challenges, and results of implementation. Reston, VA, National Association of Secondary School Principals, 2006.

E 10.0300 O222

Reallocating Resources: How to Boost Student Achievement Without Asking for More

Allan Odden, Sarah Archibald

BOOK ---- The authors blend empirical research with success stories to create a how-to guide for principals, teachers, and others challenged to improve student achievement. Readers will learn details of resource reallocation and how the process unfolds in all types of school settings and a wide range of student demographics. Thousand Oaks, CA, Corwin Press, Inc., 2001.

E 10.0300 R227

The Learning Leader: How to Focus School Improvement for Better Results

Douglas B. Reeves

BOOK ---- In this book, the author introduces the Leadership for Learning Framework which challenges readers to consider that student achievement is more than a set of test scores. The framework helps leaders distinguish between "Lucky" educators, who achieve high results but don't understand their actions, and "Leading" educators, who achieve high results and understand how their actions influence their success. Alexandria, VA, Association for Supervision and Curriculum Development, 2006.

E 10.0300 S135

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools

Mike Schmoker

BOOK ---- The author looks at winning school systems and reveals how to use goal-oriented, data-driven teacher collaboration to: Break achievement records; Erase achievement gaps; Elevate a school to "world class" status; Make immediate, unprecedented improvements in any school setting. Each school example includes teacher-designed instructional strategies, practitioner perspectives, and process models that fully explain this radically more effective approach to school improvement. Alexandria, VA, Association for Supervision and Curriculum Development, 2001.

E 10.0300 S577

Schools Can't Wait: Accelerating the Redesign of University Principal Preparation Programs

Southern Regional Education Board

BOOK ---- Better-prepared school leaders are essential for implementing school reform, maintaining continuous school improvement and realizing higher student achievement. This report highlights the redesign process for principal preparation programs, and it recommends a course of action for states to follow in planning and implementing successful program reform. Atlanta, GA, Southern Regional Education Board, 2006.

E 10.0300 S577.1

Opening Doors to the Future: Preparing Low-achieving Middle Grades Students to Succeed in High School

Southern Regional Education Board

BOOK ---- This publication contains 15 examples of transition programs that work in raising achievement and keeping students in school. Atlanta, GA, Southern Regional Education Board, 2002.

E 10.0300 S577.12

Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do

Southern Regional Education Board

BOOK ---- Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that will prepare students for high-level mathematics classes in high school. Atlanta, GA, Southern Regional Education Board, 2002.

E 10.0300 S577.13

Getting Students Ready for College-preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do

Southern Regional Education Board

BOOK ---- Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that will prepare students for rigorous English classes in high school. Atlanta, GA, Southern Regional Education Board, 2003.

E 10.0300 S577.14

Getting Students Ready for College-preparatory/Honors Science: What Middle Grades Students Need to Know and Be Able to Do

Southern Regional Education Board

BOOK ---- This report provides guidance for a rigorous science curriculum in the middle grades that is based on a solid set of standards. Educators can use this framework in developing course syllabi, lesson plans, assignments, assessments and professional development activities that prepare students for this level of work. Atlanta, GA, Southern Regional Education Board, 2004.

E 10.0300 W142

Educators As Learners: Creating a Professional Learning Community in Your School

Penelope J. Wald and Michael S.

Castleberry

BOOK ---- Discover practical, field-tested insights and approaches to try in your next group experience: Key stages of the collaborative learning process; Leadership qualities that are essential to collaboration; Group practices and norms that support collaborative learning; Activities that uncover the diversity among group members and develop a trusting atmosphere; and, Tools and methods for helping groups articulate a core purpose, identify their visions for success, and assess current realities that may affect a decision. Also included are plans and strategies for developing ongoing staff development programs. Alexandria, VA, Association for Supervision and Curriculum Development, 2000.

E 10.0300 W337

The 4 CORE Factors for School Success

Todd Whitaker and Jeffrey Zoul

BOOK ---- This book clarifies the core values which all great educators have in common and contribute to school success. For all those who want to create better schools, these factors are at the center of behaviors which lead to results. The 4 CORE Factors are Communication, Observation, Relationships, and Expectations. Connected to the 4 CORE Factors are specific strategies and actions for school success. Larchmont, NY, Eye On Education, 2008.

E DVD ROM 4

Total Solution to School Improvement

International Center for Leadership in Education

DVD ROM ---- In this presentation, Dr. Daggett lays out a complete approach to school improvement. A central focus of this total solution is a well-crafted and carefully coordinated curriculum and an instructional program designed around the unique needs of a school and its students. 70 minutes. Rexford, NY, International Center for Leadership in Education, 2007.

E DVD ROM 5

Essential Learnings from School Reinvention

International Center for Leadership in Education

DVD ROM ---- This DVD contains the findings and consequences that have been learned the hard way but provide the best return on investment. The presenter, Ray McNulty shares some of the most essential learnings related to school reinvention. 75 minutes. Rexford, NY, International Center for Leadership in Education, 2007.

E DVD ROM 9

The Education Challenge - Preparing Students for a Changing World

Dr. Willard Daggett

DVD ROM ---- The world in which today's students will live and work is being changed dramatically by four mega trends. Those mega trends are new and emerging technology, globalization, changing demographics, and new generations of young people in our classrooms. Dr. Daggett presents vivid examples of changes occurring in each of these areas. He then explains the skills and knowledge students will need to succeed in this changing world. 75 minutes. Rexford, NY, International Center for Leadership in Education, 2006.

E DVD ROM 10

Components and Characteristics of the Most Successful U.S. Schools

Dr. Willard Daggett

DVD ROM ---- Dr. Daggett has analyzed the International Center's growing research base and his personal experiences with high performing elementary, middle, and high schools to define a series of components and characteristics that are common to all successful schools. This presentation provides an in-depth overview of these essential elements and lays out a comprehensive planning process that districts and schools can use to drive their reform initiatives. 75 minutes. Rexford, NY, International Center for Leadership in Education, 2006.

E DVD ROM 11

Student Engagement - Key to School Success

Dr. Willard Daggett

DVD ROM ---- Preparing all students with strong academic skills is essential for their success in the 21st century. To accomplish this, students must actively be engaged in the learning process both during their school years and as adults. The key to this involvement is focus and sustained student engagement in productive learning and growth activities. Dr. Daggett discusses the importance of student engagement, explores the philosophical base that underpins student engagement efforts, and describes best practices in student engagement from some of our nation's most successful schools. 75 minutes. Rexford, NY, International Center for Leadership in Education, 2006.

E DVD ROM 12

Academics and CTE at a Crossroads

Dr. Willard Daggett

DVD ROM ---- The interrelationship between education and the work world is at a crossroads. The academic skills needed for the workplace are driven by technology, and they are different from and often at a higher than the academics needed for higher education. Driven by business/industry, schools will be pressured to make dramatic changes in both their academic and career technical programs. Dr. Daggett outlines the impact of these changes and announces a major initiative related to the integration of academic and career-technical education. 75 minutes. Rexford, NY, International Center for Leadership in Education, 2006.

E DVD ROM 12.1

Making Academics and CTE a Seamless System

Dr. Willard R. Daggett

DVD ROM ---- The last decade has presented great challenges for all educators, brought about principally by No Child Left Behind, coupled with dramatic changes in the workplace. Dr. Daggett describes how outstanding programs have responded to the challenges by preparing students very well for academic and workplace success. They have done this by making CTE and academic education a seamless system. 50 minutes. Rexford, NY, International Center for Leadership in Education, 2008.

E DVD ROM 15

Bringing Focus and Effective Practices to Our Classrooms

Dr. Willard R. Daggett

DVD ROM ---- District and school leaders must have access to reliable data in order to decide what students need to learn to be successful in the 21st century. Educators also need effective instructional practices to ensure that all students are given learning experiences that are challenging; stimulate reflective thought, and involve real-world applications of skills and knowledge. Dr. Daggett offers specific examples of how highly successful schools have addressed the challenges of what and how to teach today's students. 50 minutes. Rexford, NY, International Center for Leadership in Education, 2008.

E DVD ROM 18

Effective Education for Tomorrow: Making Education Relevant

Hedrick Smith Productions

DVD ROM ---- Patricia Clark is the creator and director of the Health and Bio-Sciences Career Academy in Oakland, California. Established in 1985, Clark's Health Academy is Oakland's flagship for an educational movement crisscrossing the nation. Career academies are small, innovative schools operating independently within large, comprehensive public high schools. Their idea is to reach out to young people who are getting lost in traditional education, and to give them a fresh start. Oakland's 28 career academies attract students by offering concentrated studies in professional fields, such as health, business, law, media, and engineering. Once hooked on education, students stay motivated by perceiving the immediate relevance of their course subjects... Princeton, NJ, Films for the Humanities & Sciences, 1998.

E DVD ROM 19

A Roadmap for Recovery: Gene Bottoms on High Schools That Work

Films for the Humanities & Sciences

DVD ROM ---- High Schools That Work is the nation's first large-scale effort to unite educational stakeholders at all levels with the objective of re-engaging what some have called the forgotten majority in U.S. high schools. In this interview, founding director Gene Bottoms, Ed.D., talks with Hedrick Smith about the HSTW program in general and Corbin High School, Kentucky an exemplary case study in particular. If you can help youngsters to begin to connect to a goal beyond high school, and they can begin to connect the courses they're taking to that goal, you have a youth going someplace, says Dr. Bottoms. 45 minutes. Princeton, NJ, Films for the Humanities & Sciences, 2005.

E DVD ROM 30

Integrating ESL Students into the Classroom

Cambridge Educational

DVD ROM ---- Practicality and relevance guide this program as it reviews basic ESL standards and strategies, gives examples of how to incorporate these techniques into teaching various subject areas, suggests ways to assist ELLs in mastering English in social and community settings, and addresses the use of technology in helping ELLs improve their understanding and expand their knowledge. 27 minutes. Lawrenceville, NJ, Cambridge Educational, 2007.

E DVD ROM 50

SREB Teleconference on Best Practices for Helping Students Make Successful Transitions From High School to College and Careers

Southern Regional Education Board

DVD ROM ---- Southern Regional Education Board's High Schools That Work partnered with the League for Innovation in the Community Colleges and its College and Career Transitions Initiative (CCTI) to present this teleconference. The purpose of the teleconference is to focus on: building successful transitions from high school to college and careers; decrease the need for remediation at the postsecondary level; increase the enrollment and persistence in postsecondary education; increase the academic and skill achievement at the secondary and postsecondary levels; increase the attainment of postsecondary degrees, certificates or other recognized credentials; and, increase the entry into employment or further education. Atlanta, GA, Southern Regional Education Board, 2005.

E DVD ROM 51

SREB Teleconference on Strengthening the Senior Year-Helping High School Students Improve their Opportunities for Success in College and Careers

Southern Regional Education Board

DVD ROM ---- Southern Regional Education Board's High Schools That Work partnered with the League for Innovation in the Community Colleges and its College and Career Transitions Initiative (CCTI) to present this teleconference. The purpose of the teleconference is to focus on: building successful transitions from high school to college and careers; decrease the need for remediation at the postsecondary level; increase the enrollment and persistence in postsecondary education; increase the academic and skill achievement at the secondary and postsecondary levels; increase the attainment of postsecondary degrees, certificates or other recognized credentials; and, increase the entry into employment or further education. Atlanta, GA, Southern Regional Education Board, 2005.

E EA57

The Results Fieldbook: Practical Strategies from Dramatically Improved Schools

Mike Schmoker

BOOK ---- This book answers the questions of how to improve schools and describes in abundant, practical detail how five school systems overcame obstacles and achieved exceptional results for all their students. ASCD, 2001.

E KIT 9

Examining Student Work: Teaching Video Series

Association for Supervision and Curriculum Development

KIT ---- This is a teaching video series designed to help schools, districts and individual teachers understand the rationale for examining student work as a means to critically analyze teaching methods, to ensure that work is rigorous and aligns with established standards, and to develop and improve strategies to help all students learn. The program can be used to introduce principals, supervisors, teachers, and others to several methods that educators are currently using to improve teaching and student learning. 4 videos and facilitator's guide included. Alexandria, VA, Association for Supervision and Curriculum Development, 2002.

E KIT 22

High Schools at Work: Creating Student-Centered Learning

Association for Supervision and Curriculum Development

KIT ---- See how innovative high schools are succeeding by being more responsive to the varied needs of their students. This video series shows rural and urban high schools that have redesigned the cultures of their schools and implemented strategies to personalize learning and help their students reach higher levels of achievement. Program 1 takes you inside classrooms to explore how teachers structure learning experiences to meet a wider range of student needs and help students take an active role in their learning. See examples of high school teachers who have expanded their instructional approaches to include strategies such as project-based learning, journaling and reflective writing, and exhibitions and portfolios. In Program 2 teachers and... Alexandria, VA, Association for Supervision and Curriculum Development, 2006.

E VIDEO 11

Successful Schools-From Research to Action Plans

Dr. Willard R. Daggett

VIDEO ---- Based upon meta-analysis of the research on school improvement, Dr. Daggett describes 10 components found in the nation's most successful schools. He then lays out seven suggested actions schools should take to move all students to achieve a rigorous and relevant curriculum. He concludes by identifying a series of support services and resources available to assist schools. 85 minutes. Rexford, NY, International Center for Leadership in Education, 2005.

Student Success

E 10.0010 B431

Guidelines for Report Writing, Fourth Edition

Ron Blicq, Lisa Moretto

BOOK ---- This reference guide is designed to help students and professionals alike write effective reports. Using the famous "Pyramid Method" to make the job of report writing as clear and concrete as possible, the authors have updated all report samples, added new examples, and placed a stronger emphasis on the entire writing process, from organization through to the revision stage. The documentation section includes references to both APA and MLA formats, and a section examining the Project Completion Report ensures users will be prepared with the skills and knowledge necessary to produce attractive, useful, and powerful reports. Toronto, Ontario, Pearson Education Canada Inc., 2001.

E 10.0010 B4316

Get to the Point! Writing Effective Email, Letters, Reports and Proposals

Ron Blicq, Lisa Moretto

BOOK ---- The authors provide numerous examples and models of effective letters, memos, e-mails, and reports, as well as practical suggestions on how to communicate concisely yet persuasively. The book also includes up-to-the-minute coverage of writing for readers in other cultures - an essential skill in our increasingly global marketplace - as well as techniques for eliminating gender-specific references. Scarborough, Ontario, Prentice-Hall Canada Inc., 2000.

E 10.0010 O314

Content-Area Research Strategies

Kate O'Halloran

BOOK ---- Designed to help students with the skills needed for successful research in any content area. Guides students step-by-step through the entire research process. Presents practical research tools and techniques. Explains the essentials of quoting, citations, and bibliography. Includes helpful models, graphic organizers, tips on using different media and evaluating resources. Grades 7-8. Portland, ME, J. Weston Walch, Publisher, 2003.

E 10.0202 A672

Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance

Judith Arter and Jay McTighe

BOOK ---- This book provides practical steps for developing and using rubrics to assess student performance on challenging and necessary targets including writing, math problem solving, and reading. This book includes 15 of the author's favorite rubrics covering all grade levels and subject areas. Thousand Oaks, CA, Corwin Press, Inc., 2001.

E 10.0202 I572

Rigor and Relevance Handbook

International Center for Leadership in Education

BOOK ---- This Handbook summarizes the essential elements that enable teachers to plan and facilitate rigorous and relevant learning while accommodating various priorities and learning styles. Contains key understandings needed in order to apply the Rigor/Relevance Framework in teaching. Includes: teacher checklists, worksheets for planning activities, and individual professional development plans. Rexford, NY, International Center for Leadership in Education, 2002.

E 10.0202 I5726

Instructional Strategies: How to Teach for Rigor and Relevance

International Center for Leadership in Education, Inc.

BOOK ---- Handbook helps teachers analyze the variables in teaching situations and systematically select strategies that are likely to lead to student success. Useful guide for both new and experienced teachers. Rexford, NY, International Center for Leadership in Education, Inc., 2000.

E 10.0401 B265

Performance-Based Learning: Aligning Experiential Tasks and Assessment to Increase Learning, Second Edition

Sally Berman

BOOK ---- Edition demonstrates how this model can be modified for learners at different grade and ability levels, and offers an abundance of sample lesson plans that show how to use performance-based learning throughout the content areas. Chapters with lesson plans include: A performance task to use as is or adapt for specific student groups; The curriculum standards related to the task; Reflection guidelines to help students evaluate their learning; Web resources for planning and implementing performance learning tasks. Thousand Oaks, CA, Corwin Press, 2008.

E 10.0401 B577

Rigor, Relevance and Relationships Improve Achievement in Rural Schools

Gene Bottoms, Alice Presson, Lingling Han

BOOK ---- This report compares student achievement at 12 high-achieving rural high schools in the Southern region with 12 low-achieving schools with similar demographics. All are members of the HSTW network and have high percentages of minority students or students from low-income backgrounds. The report examines the successful school and classroom practices at the high-achieving schools that enabled their students to score at higher levels on state tests. Atlanta, GA, Southern Regional Education Board, 2005.

E 10.0401 H267

Transition: a Process, Not An Event
Jay Hertzog and P. Len Morgan

BOOK ---- The entire staff at the feeder middle schools and the high school-as well as the students and parents-should be involved in establishing an effective transition program. This monograph helps principals work with their schools, students, and communities to emphasize the importance of the transition. 34 pages. Reston, VA, National Association of Secondary School Principals, 1999.

E 10.0401 J257

Tools for Engagement: Managing Emotional States for Learner Success

Eric Jensen

BOOK ---- Learn the specifics about different emotional states and how to adapt the learning process to work effectively with those states. Within this book's color-coded chapters, you'll discover more than 150 practical activities that will arouse curiosity, promote accountability, ease transitions, boost confidence, and enhance understanding and retention. Your confidence as an instructor will soar with these powerful, state-changing tools. Thousand Oaks, CA, Corwin Press, 2003.

E 10.0401 M169

Building Academic Vocabulary, Teacher's Manual

Robert J. Marzano, Debra J. Pickering

BOOK ---- Using the manual's list of 7,923 terms, school and district teams can choose the most important vocabulary terms they want to teach to all students. All vocabulary terms are extracted from national standards documents, across 11 subject areas, and are organized into four grade-level intervals: K-2, 3-5, 6-8, and 9-12. Alexandria, VA, Association for Supervision & Curriculum Development, 2005.

E 10.0401 M1691

Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement

Robert J. Marzano, Debra J. Pickering, Jane E. Pollock

BOOK ---- Distilling decades of information into a clear plan of action, the authors identify nine categories of instructional strategies that maximize student learning and explain vital details needed to know about each strategy. Alexandria, VA, Association for Supervision and Curriculum Development, 2001.

E 10.0401 M16915

The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction

Robert J. Marzano

BOOK ---- The author presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. Filled with charts, rubrics, and organizers, this methodical, user-friendly guide will help teachers examine and develop their knowledge and skills, so they can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement. Alexandria, VA, Association for Supervision and Curriculum Development, 2007.

E 10.0401 P544

Improving Student Learning One Teacher at a Time

Jane E. Pollock

BOOK ---- The author shows how making the right adjustments in four critical areas of practice-curriculum, instructional planning and delivery, assessment, and record keeping and reporting-can help any teacher improve student learning significantly. Includes step-by-step procedures, practical guidelines, and specific models. Alexandria, VA, Association for Supervision and Curriculum Development, 2007.

E 10.0401 R553

Problem-Based Learning for Math & Science: Integrating Inquiry and the Internet, Second Edition

Diane L. Ronick

BOOK ---- Resource for educators who want to expand their teaching repertoire and shift instruction from a teacher-centered to a learner-centered perspective. The author demonstrates how the problem-based learning (PBL) method gives students the opportunity to actively explore and resolve authentic problem simulations and student-identified problems in the community while strengthening their problem-solving skills. Provides: Problem-based learning activities relating to math and science in each chapter; Projects that correlate to national science, mathematics, and technology standards. Thousand Oaks, CA, Corwin Press, 2008.

E 10.0401 S662

How To Teach So Students

Remember

Marilee Sprenger

BOOK ---- The author offers seven steps to increase students' capacity to receive information in immediate memory, act on it in working memory, store it in long-term memory, and retrieve and manipulate it in unanticipated situations. Alexandria, VA, Association for Supervision and Curriculum Development, 2005.

E 13.1301 O155

How To Grade For Learning: Linking Grades To Standards, 2nd Edition

Ken O'Connor

BOOK ---- The author offers eight practical guidelines that encourage effective learning, support student success, and make grades meaningful. Each guideline defines the purpose, illustrates an example, discusses and analyzes key elements, and summarizes the bottom line. Additional topics include overviews of various grading programs, calculation strategies, the use of report cards and other reporting forms, and insights on future trends in student assessment. Thousand Oaks, CA, Corwin Press, 2002.

E CUR G62

Data Driven Differentiation in the Standards-based Classroom

Gayle H. Gregory

BOOK ---- This guide offers educators the step-by-step strategies and planning tools they need to help all students learn what they must know and be able to do. Includes chapters covering: using data to create a positive classroom climate; using data to differentiate instruction for student learning styles and multiple intelligences; using data for pre-assessment, formative assessment, and final assessment; curriculum approaches for data driven instruction; adjustable assignments for differentiated learning; instructional strategies that increase student learning; data driven lesson planning for differentiated learning. Thousand Oaks, CA, Corwin Press, 2004.

E CUR G62.1

Differentiated Instructional Strategies: One Size Doesn't Fit All

Gayle H. Gregory

BOOK ---- This book presents the practical techniques and processes that teachers can use to adjust learning based on individual students' knowledge, skills, experience, preferences, and needs. Centers, projects, problem-based learning, inquiry models, and contracts are all featured, complete with explanations and examples. More than 50 planning models, matrixes, rubrics, checklists, and questionnaires are included to help teachers make the right decisions about instruction and assessment on an individual basis. Thousand Oaks, CA, Corwin Press, 2002.

E DVD ROM 1

Plagiarism: It's a Crime

Kevin Wetherington

DVD ROM ---- Plagiarism is one act that can get a student expelled from college--no questions asked. What exactly constitutes plagiarism? If a student is unaware of committing the "crime" of plagiarism, is it still plagiarism? How does a student know if he or she is committing this act of academic dishonesty? Find out the definition of plagiarism and what acts constitute plagiarism. Also discover ways to keep from committing this academic "crime." Grades 6-12. 28 minutes. Huntsville, TX, Educational Video Network, Inc., 2003.

E DVD ROM 3

Information Literacy: The Perils of Online Research

Cambridge Educational

DVD ROM ---- In a world of information overload, information literacy has become a survival skill. But what exactly does information literacy mean? With a focus on the Internet, this video explains how to conduct solid online research by collecting information in an organized, efficient, and ethical way. Professor Maurita Holland of the University of Michigan School of Information provides expert commentary and guidance on a range of research activities, including evaluating the credibility of Web content, documenting online sources, and paraphrasing not copying the words of others. Additionally, a high school teacher and a graduate student demonstrate real-world examples to reinforce the challenges and rewards of online research. The consequences of... Lawrenceville, NJ, Cambridge Educational, 2006.

E DVD ROM 6

Assisting the Struggling Learner

International Center for Leadership in Education

DVD ROM ---- If schools are going to be successful in providing all students with a rigorous and relevant curriculum, strategies and support systems must be put in place. Dr. Daggett, Evelyn Arroyo, and Larry Gloeckler describe how to address the needs of English language learners, students with disabilities, and other students struggling to academic success. 60 minutes. Rexford, NY, International Center for Leadership in Education, 2007.

E DVD ROM 7

Literacy - The Key to Success

International Center for Leadership in Education

DVD ROM ---- The single greatest competency that students will need for future success in our dynamic and high-tech economy is literacy in general and reading skills in particular. Dr. Daggett and Dr. Ted Hasselbring present the nation's most successful practices for achieving this critically important goal for all students. 60 minutes. Rexford, NY, International Center for Leadership in Education, 2007.

E DVD ROM 8

Workplace Skills for the Global Economy

International Center for Leadership in Education

DVD ROM ---- Dr. Daggett describes the skills that are required in our technologically based, globally driven society. Then he shows how the nation's most successful schools are helping all students to develop these skills. 60 minutes. Rexford, NY, International Center for Leadership in Education, 2007.

E DVD ROM 10.1

What Makes Successful Schools Work?

International Center for Leadership in Education

DVD ROM ---- During the past year the International Center for Leadership in Education has studied and worked with many of the nation's most successful schools. Based on that work and a review of the latest significant research in the education field, Dr. Willard R. Daggett makes a series of recommendations for all schools to consider in their quest to provide every student with a rigorous and relevant education. 60 minutes. Rexford, NY, International Center for Leadership in Education, 2007.

E DVD ROM 13

Education Continuum from the Middle Grades through High School

International Center for Leadership in Education

DVD ROM ---- Dr. Daggett lays out findings on what makes the nation's most successful middle grades and high school programs work so effectively. He also discusses resources available to implement these practices. 75 minutes. Rexford, NY, International Center for Leadership in Education, 2006.

E DVD ROM 14

Rigor and Relevance

International Center for Leadership in Education

DVD ROM ---- This presentation provides an in-depth look at the Rigor/Relevance Framework, created by the International Center for Leadership in Education, which has become a cornerstone of curriculum and instruction for schools throughout the world. 80 minutes. Rexford, NY, International Center for Leadership in Education, 2004.

E DVD ROM 16

Student-centered Learning

VEA

DVD ROM ---- Student-centered learning focuses on how students learn, what they experience, what they bring to the classroom and how they engage. This program addresses what Student-Centered Learning is, how it works and why schools are incorporating it. Includes comments from educational experts, teachers and students, as they explore the whole school approach to student-centered learning, various strategies to facilitate it and typical scenarios in a student-centered learning classroom. 28 minutes. White Plains, NY, VEA, 2005.

E DVD ROM 20

Project-Based Learning

The George Lucas Educational Foundation

DVD ROM ---- In project-based learning, students work in teams to explore real-world problems, leading to a deeper knowledge of subject matter, greater motivation, and improved research and problem-solving skills. The documentaries in this collection explore how project-based learning is being used in a variety of education environments. 72 minutes. San Rafael, CA, The George Lucas Educational Foundation, 2006.

E DVD ROM 21

Inventing the Future: The K-16 Connection in Science

Films for the Humanities & Sciences

DVD ROM ---- This program illustrates how teachers can use inquiry-based learning to motivate students to deepen their understanding about the world around them. Students tackle problems and ask questions instead of simply memorizing concepts in the abstract. This video shows teachers using this approach in their classes across grade levels, from kindergarten to college. 33 minutes. Princeton, NJ, Films for the Humanities & Sciences, 2001.

E DVD ROM 47

A Visit to...Classrooms of Effective Teachers

Association for Supervision and Curriculum Development

DVD ROM ---- This program visits the classrooms of two effective teachers to observe how they engage students in a challenging math and science curriculum in a large urban school for students who are mostly minority (African American and Hispanic). In a series of three lessons for middle school students, each teacher demonstrates qualities that are common to all effective teachers, including: How to organize instruction to reach every student; Why personal reflection on teaching practices is critical to improving teaching skills; How to choose instructional strategies that are most apt to be effective; When to monitor students to assess their progress. 40 minutes. Alexandria, VA, Association for Supervision and Curriculum Development, 2004.

E EA9

Closing the Gap: Implementing, Assessment, and Accountability

Terri Duggan

BOOK ---- Discusses the barriers to full implementation of high standards for what students should know and be able to do. A report on the Wingspread Conference. Washington, DC, Council for Basic Education, 2000.

E ER E44

Becoming a Master Student, Ninth Edition

Dave Ellis

BOOK ---- Tools, techniques, hints, ideas, illustrations, examples, methods, procedures, processes, skills, resources, and suggestions for success. Boston, MA, Houghton Mifflin, 2000.

E ER E44A

Becoming a Master Student, Instructor's Edition

Dave Ellis

BOOK ---- This book gives students a framework for examining their lives from a self-discovery perspective. The articles, strategies, and exercises throughout the text help students understand their own strengths and weaknesses, set goals, and practice academic and life skills. The Instructors Edition offers detailed support for each topic in the text. Boston, MA, Houghton Mifflin, 2000.

E KIT 11

Personal Skill Development in Grades 6-12: Enhancing Learning for 21st Century Success

International Center for Leadership in Education

KIT ---- This kit shows how to integrate personal skills into the overall school curriculum. When students learn to communicate effectively, respect others, accept responsibility, resolve problems, and work in teams, their academic achievement improves. Business leaders validate the importance of these skills as critical for success in the workplace. Rexford, NY, International Center for Leadership in Education, 2007.

E KIT 12

Student Engagement: Creating a Culture of Academic Achievement

International Center for Leadership in Education

KIT ---- This kit is filled with practical suggestions on how to (1) make engagement a data-driven process, (2) improve the school climate, and (3) support teachers in developing engagement-based teaching and learning. Best practices from exemplary schools, checklists, and staff development activities are included, along with a DVD presentation on student engagement and a CD with handouts and forms. Rexford, NY, International Center for Leadership in Education, 2007.

E KIT 14

Academic Excellence Through Career and Technical Education □ A Resource Kit Incorporating the CTE Curriculum Matrix

International Center for Leadership in Education

KIT ---- This kit will help to focus instruction in CTE on the skills and knowledge students need for success both on your state-mandated tests and in the world beyond school. It provides state specific CTE Curriculum Matrix data on the test priorities that can be addressed in CTE programs/courses, video presentations that capture key aspects of strengthening CTE, and Gold Seal Lessons to teach essential skills/standards in the context of CTE. Rexford, NY, International Center for Leadership in Education, 2002.

E KIT 15

Reading Strategies for Career Academies and Career-Technical Education

International Center for Leadership in Education

KIT ---- Reading-to-learn strategies and tips for reading different types of materials, tailored to the content of career areas and technical education. Includes student activities. Rexford, NY, International Center for Leadership in Education, 2005.

E KIT 17

Using the Rigor/Relevance Framework for Planning and Instruction

International Center for Leadership in Education

KIT ---- This resource kit provides planning tools and professional development activities to raise the level of rigor and relevance in all subjects and all grades. Based on the Rigor/Relevance Framework, it helps teachers focus on student work that requires both complex thinking and application of knowledge to real-world situations. The kit is a comprehensive guide for training teachers to develop instruction that will prepare today's students for advanced education and the workplace. Included are electronic versions of all tools, handouts, and worksheets plus a video presentation on rigor and relevance. Rexford, NY, International Center for Leadership in Education, 2005.

E KIT 17.3

Creating Small Learning Communities

International Center for Leadership in Education

KIT ---- This kit offers planning and implementation suggestions to help schools create small learning communities that make rigorous and relevant learning available for all students. Includes DVD with 75 minute presentation by Dr. William Daggett from 2004 Model Schools Conference. Rexford, NY, International Center for Leadership in Education, 2004.

E TR L15

Problem-based Learning in Middle and High School Classrooms

Ann Lambros

BOOK ---- This easy-to-use guide for teachers implementing Problem-Based Learning (PBL) in the classroom includes: Getting started with PBL in middle and high school classrooms; Developing problems for classroom use; Ready-to-use sample problems for different grade levels; Self and peer assessments for PBL. Thousand Oaks, CA, Corwin Press, 2004.

E VIDEO 10

Preparing Students for Their Future

Dr. Willard Daggett

VIDEO ---- Schools must prepare students for their future-not our past. The future is being shaped by four mega trends-globalization, demographics, technology, and changing values/attitudes. Dr. Daggett explores these trends and their impact on what students need to know and be able to do. He concludes by discussing the impact on students, schools, and society if we do not prepare students adequately for this changing world. 90 minutes. Rexford, NY, International Center for Leadership in Education, 2005.

E VIDEO 20

Scaling the Pyramid

RGI Video Productions

VIDEO ---- This program follows three high school students, members of the Green Acres Junior Achievement (J.A.) Group. They have designed and built a software product and are ready to market it. Under the guidance of their advisor they learn how to plan and write effective business letters, reports and proposals. 39 minutes. Phoenix, AZ, RGI Video Productions, 1995.

E VIDEO 21

So, You Have To Give A Talk?

RGI Video Productions

VIDEO ---- A dramatized videotape that shows how even the most inexperienced speaker can make an effective presentation - and overcome some of the fear many people associate with public speaking. 33 minutes. Phoenix, AZ, RGI Video Productions, 1990.

E VIDEO 67

How to Conduct Successful Socratic Seminars

Association for Supervision and Curriculum Development

VIDEO ---- This program outlines how teachers can use a more effective classroom discussion technique. Classroom teachers provide real examples of: How to establish the climate and expectations for the discussion; How to use thought-provoking questions to start and nurture the discussion; How to involve students in critical thinking and careful analysis; How to end a seminar with a critique of the discussion. 15 minutes. Alexandria, VA, Association for Supervision and Curriculum Development, 1999.

E VIDEO 68

Questioning to Enhance Student Learning

Educational Testing Service

VIDEO ---- This video shows how questioning can be used as an instructional strategy that encourages student engagement and learning and provides evidence of student understanding. 19 minutes. Portland, OR, Educational Testing Service, 2003.

E VIDEO 69

How to Spiral Questions to Provoke Student Thinking

Association for Supervision and Curriculum Development

VIDEO ---- This program demonstrates an instructional technique in which the teacher guides students in examining an enduring understanding in the curriculum using a spiraling sequence of questions that leads to higher levels of thinking. 15 minutes. Alexandria, VA, Association for Supervision and Curriculum Development, 2005.

E VIDEO 81

Mentoring: Cultivating Youth in the Workplace

Tech Prep Consortium

VIDEO ---- This video has four segments: 1) What is Mentoring?; 2) Mentoring Communication Skills; 3) Planning and Implementation; 4) Mentoring Progress and "Check-ups". 15 minutes. Kirtland, OH, Lakeland Tech Prep Consortium, 2000.

Teacher Resources

E TR T566

Problems As Possibilities: Problem-based Learning for K-16 Education, 2nd Edition

Linda Torp, Sara Sage

BOOK ---- The book that defined problem-based learning to thousands of educators is now updated with new classroom examples, new curriculum designs, and an in-depth look at using problem-based learning in assessments. Expand your ideas for how to use this authentic, experiential form of learning to foster students' creativity, actively engage them in the curriculum, integrate disciplines, and naturally combine class work with real life. 129 pages. Alexandria, VA, Association for Supervision & Curriculum Development, 2002.

Technology

E 10.0301 G622

Making the Most of the Web in Your Classroom: A Teacher's Guide to Blogs, Podcasts, Wikis, Pages, and Sites

Timothy D. Green, Abbie Brown, LeAnne Robinson

BOOK ---- This book covers the language of the Web, describes Web-editing software, and shows how to use Web tools that offer unique learning opportunities for students. Examines issues of student safety, appropriate "netiquette," and copyright and other legal considerations. Shows educators how to: Design and build Web sites; Help students develop their own Internet projects; Evaluate and manage Web projects;. Thousand Oaks, CA, Corwin Press, 2008.

E 10.0301 L711

Edutopia: Success Stories for Learning in the Digital Age

The George Lucas Educational Foundation

BOOK ---- This book offers a glimpse of innovative educators who are using technology to connect with students, colleagues, the local community, and the world beyond. It contains more than 40 full-color photos, a useful list of books, Web sites, organizations, and it comes with a unique CD-ROM with more than 70 minutes of video footage of classrooms in action. Topics included in the book are: Social and Emotional Learning; Project-Based Learning; Assessment; Parent Involvement; Business and Community Partnerships; Teacher Preparation; Ongoing Professional Development; Leadership Development. San Francisco, CA, Jossey-Bass, 2002.

E 10.0301 R313

Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms

Will Richardson

BOOK ---- This guide demonstrates how Web tools can generate new learning formats, and explains how to apply these tools in the classroom to engage students in a new world of synchronous information feeds and interactive learning. With detailed, simple explanations, definitions and how-tos, critical information on Internet safety, and helpful links, this book opens a toolbox, with specific teaching applications for: Web logs, the most widely adopted tool of the read/write Web; Wikis, a collaborative Webspaces for sharing published content; Rich Site Summary (RSS), feeding specific content into the classroom; Aggregators, collecting content generated via the RSS feed; Social bookmarking, archiving specific Web addresses; Online photo galleries. Thousand Oaks, CA, Corwin Press, 2006.
