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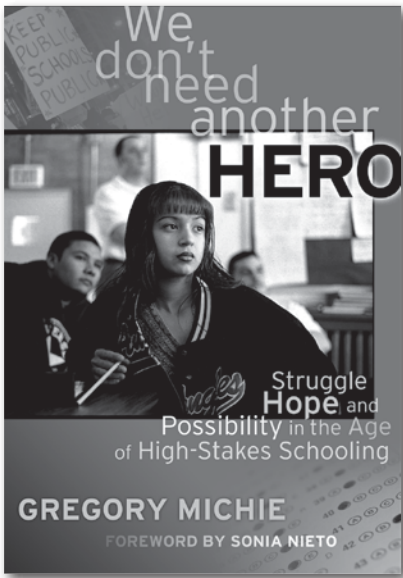
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Please visit our website for our complete catalog

[www.tcpres.com](http://www.tcpres.com)



## WE DON'T NEED ANOTHER HERO

*Struggle, Hope, and Possibility in the Age of High-Stakes Schooling*

**Gregory Michie**

Foreword by Sonia Nieto

TEACHING

November 2012

160 pages / 6 1/8" x 9"

Paper 978-0-8077-5350-7

\$22.95

“There is no writer working today who captures the excruciating complexity of a life in teaching with as much grace and clarity as Gregory Michie. These everyday heroes are the heart of teaching and the soul of democracy.”

—**William Ayers**, educator and bestselling author of *To Teach, Third Edition* and *Teaching the Taboo*

In his latest book, bestselling author Gregory Michie critiques high-stakes schooling and provides a powerful alternative vision of teaching as a humanistic enterprise, students as multidimensional beings, and schools as spaces where young people can imagine and become, not just “achieve.” Drawing on his experiences over the past two decades as a classroom teacher, community volunteer, researcher, and teacher educator in Chicago’s public schools, Michie offers compelling accounts of teaching and learning in urban America. Mindful of the complex realities educators face, he portrays urban schools as they really are: sites of struggle, hope, and possibility.

At a time when others relentlessly trumpet a competitive, data-driven, corporatized notion of education, the essays in *We Don't Need Another Hero* challenge the dominant images of failing urban schools and bad teachers. Like Michie’s now classic *Holler If You Hear Me*, this book gives much-needed hope to new and seasoned teachers alike. It is also an important resource for school administrators, policymakers, parents, and anyone who wants to better understand what is really happening in American schools.

**Gregory Michie** teaches in the Department of Foundations and Social Policy at Concordia University Chicago. He is the bestselling author of *Holler If You Hear Me: The Education of a Teacher and His Students, Second Edition*, and *See You When We Get There: Teaching for Change in Urban Schools*.

## PROFESSIONAL CAPITAL

### *Transforming Teaching in Every School*

**Andy Hargreaves** is the Thomas More Brennan Chair in the Lynch School of Education at Boston College. **Michael Fullan** is Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto.

#### ACCLAIM FOR PROFESSIONAL CAPITAL

“Hargreaves and Fullan set out exactly and undeniably why the only way to move forward is to honor and improve the profession of teaching. This book should revolutionize how policymakers and practitioners alike think and act in education.”

—**Sir Ken Robinson**,  
educator and author

“Andy Hargreaves and Michael Fullan’s latest book shows that transforming our public school system isn’t magic: It comes from supporting all educators to ‘teach like a pro.’”

—**Randi Weingarten**,  
President, American  
Federation of Teachers

“This important book makes it clear that teaching stands at a crossroads between policy decisions that will help create a great profession for all teachers, or ones that will make teaching robotic and unexciting—hurting student learning for years to come.”

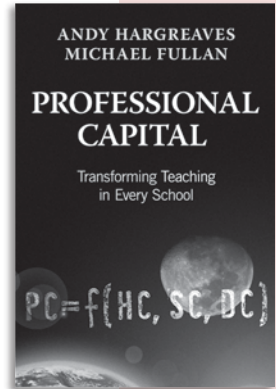
—**Dennis Van Roekel**,  
President, National  
Education Association

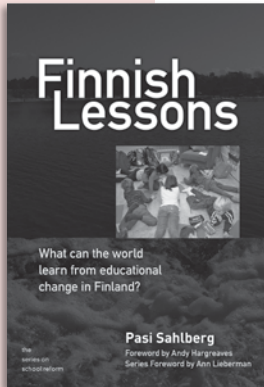
“A must-read! Brimming with insights and action ideas, Hargreaves and Fullan lay out a clear and cogent plan to transform American public education, community by community.”

—**Dan Domenech**,  
Executive Director,  
American Association of  
School Administrators

In this latest and most important collaboration, Andy Hargreaves and Michael Fullan set out a groundbreaking new agenda to transform the future of teaching and public education. *Professional Capital* takes apart the tired old stereotypes that are used to attack the teaching profession and includes action guidelines for classroom teachers, administrators, schools and districts, and state and federal leaders. This is a book that no one connected with schools can afford to ignore.

Mar 2012/240 pp./PB, \$29.95/5332-3  
Copublished with the Ontario Principals’ Council (OPC)





**AS SEEN IN**

THE NEW YORK TIMES • THE ATLANTIC •  
DAN RATHER REPORTS • CNN • EDUCATION WEEK •  
THE HUFFINGTON POST • THE NEW YORK REVIEW OF BOOKS

**FINNISH LESSONS**

*What Can the World Learn from  
Educational Change in Finland?*

**Pasi Sahlberg** is the Director General of the CIMO (Centre for International Mobility and Cooperation) at the Finnish Ministry of Education and Culture.

Visit the author's website at [www.pasisahlberg.com](http://www.pasisahlberg.com)

Foreword by Andy Hargreaves

**ACCLAIM FOR FINNISH LESSONS**

"The story of Finland's extraordinary educational reforms is one that should inform policymakers and educators around the world. No one tells this story more clearly and engagingly than Pasi Sahlberg. This book is a must read."

—**Linda Darling-Hammond**,  
author of *The Flat World and Education*

"Pasi Sahlberg teaches us a great deal about what we need to know before engaging in national educational reforms."

—**David Berliner**, Arizona State University

"This book is the antidote to the NCLB paralysis."

—**Henry M. Levin**, Teachers College, Columbia University

"Pasi Sahlberg is the best education policy expert to share the Finnish experience with the international community."

—**Erkki Aho**, Director General (1973–1991),  
Finnish National Board of Education

"A balanced analysis of what really is behind the success of the Finnish educational system."

—**Olli-Pekka Heinonen**, Director,  
Finnish Broadcasting Company

*Finnish Lessons* is a first-hand, comprehensive account of how Finland built a world-class education system during the past three decades.

Nov 2011/192 pp./PB, \$34.95/5257-9

## STREETSMART SCHOOLSMART

### *Urban Poverty and the Education of Adolescent Boys*

**Gilberto Q. Conchas** is associate professor of education and chancellor's fellow at the University of California, Irvine.

**James Diego Vigil** is professor of social ecology at the University of California, Irvine.

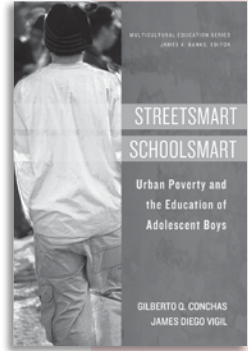
"This insightful book helps readers understand how schools and community-based organizations can counter the lure of the streets to expand opportunities for young men of color."

—**Pedro A. Noguera,**

author of *City Schools and the American Dream*

In *Streetsmart Schoolsmart*, two respected scholars present original research on youth gangs and school success to explain why some boys become disengaged and join gangs while others do not. Chapters vividly describe how urban boys from different ethnic backgrounds (Asian, African American, and Latino) approach schooling and identify the sociocultural factors that affect their choices. The authors concentrate on three areas: (1) the role of marginalized communities in the formation of urban gang youth, (2) the role of community-based organizations in re-engaging urban youth, and (3) the role of schools in creating opportunities for urban boys to succeed despite disparities in their economic and social circumstances.

Mar 2012/216 pp./PB, \$33.95/5318-7



## BLACK SCHOOL WHITE SCHOOL

### *Racism and Educational (Mis)Leadership*

**Jeffrey S. Brooks** is associate professor and program coordinator of Educational Administration at Iowa State University, and editor of the *Journal of School Leadership*.

Foreword by Lisa D. Delpit / Afterword by William Ayers

"Convincingly shows how White privilege and unconscious bias trickles down from administrators to teachers to, ultimately, infect the student body."

—**Dalton Conley,** author of *Honky*

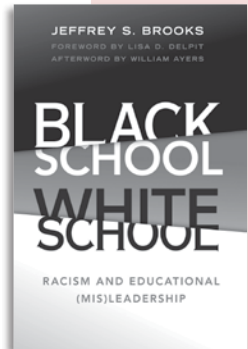
"This book is a must-read for both school leaders and those who prepare them."

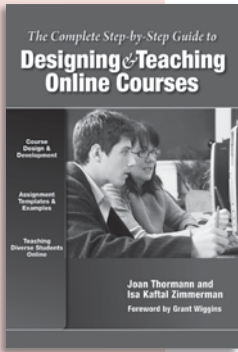
—**Sonya Douglass Horsford,**

author of *Learning in a Burning House*

How do race and race relations influence leadership practice and the education of students? In this timely and provocative book, the author reveals that many decisions that should have been based on pedagogy (or what is best for students) were instead inspired by conscious and unconscious racist assumptions, discrimination, and stereotypes. With applicable implications and lessons for all, this book will help schools and leadership programs to take the next step in addressing longstanding and deeply entrenched inequity and inequality in schools.

Mar 2012/176 pp./PB, \$28.95/5312-5





## THE COMPLETE STEP-BY-STEP GUIDE TO DESIGNING AND TEACHING ONLINE COURSES

**Joan Thormann** is professor in the division of Technology in Education at Lesley University, Cambridge, Massachusetts. **Isa Kaftal Zimmerman** is the principal of IKZ Advisors, an educational consulting firm in Boston, Massachusetts.

Foreword by Grant Wiggins

“Even as a ‘veteran’ online instructor this book provided me with new ideas to try in my next online class.”

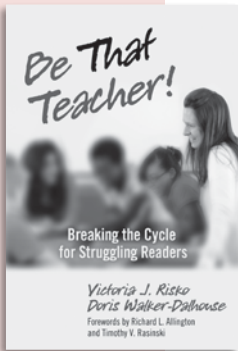
—**Sam Gladstein**, Edmonds eLearning Program  
at Edmonds School District, WA

“A great guide for those entering the field and a superb resource for those actively engaged in it.”

—**Anthony J. Bent**, Global Studies-21st Century Skills Committee  
of the Massachusetts Association of School Superintendents

This one-stop resource addresses all core elements of online teaching in terms that are universally applicable to any content area and at any instructional level. It includes models for teleconferencing with groups of students; templates for course building, including sample assignments, activities, assessments, and emails; and much more.

Mar 2012/224 pp./PB, \$29.95/5309-5 large format



## BE THAT TEACHER!

### *Breaking the Cycle for Struggling Readers*

**Victoria J. Risko** is professor of education emerita at Vanderbilt University’s Peabody College, Nashville, Tennessee, and the 2011–2012 president of the International Reading Association.

**Doris Walker-Dalhouse** is associate professor of reading in the department of Educational Policy and Leadership at Marquette University College of Education, Milwaukee, Wisconsin.

Forewords by Richard Allington and Timothy V. Rasinski

“Teaching to take advantage of the linguistic and cultural diversity present in your classroom makes it more likely that your students will become readers. It will also make you a more effective teacher. This book will assist you in achieving both goals.”

—**Richard L. Allington**, author of *No Quick Fix, The RTI Edition*

“I hope every teacher and every teacher-in-training has the opportunity to engage in thoughtful reading, discussion, and planned action related to the content of this powerful volume.”

—**Timothy V. Rasinski**, Kent State University

Tens of thousands of students begin each new school year with the hope that they will finally find the teacher who will help them succeed as readers, writers, and learners. This book shows teachers how to provide the type of differentiated instruction that struggling readers need. The user-friendly presentation includes specific recommendations for assessment and instructional actions, teacher resources, and more.

May 2012/224 pp./PB, \$33.95/5322-4 large format

## GOOD QUESTIONS

### *Great Ways to Differentiate Mathematics Instruction, Second Edition*

**Marian Small** is a bestselling author and international professional developer.

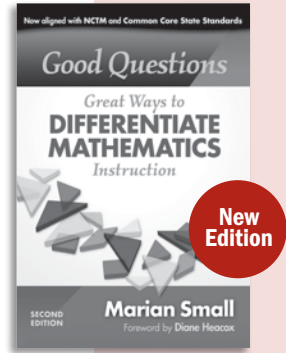
Foreword by Diane Heacox

“A must for any educator who is serious about reaching more students more often and achieving more positive results.”

—*Resources for the Mathematics Educator*

Expanded to include connections to Common Core State Standards as well as National Council of Teachers of Mathematics (NCTM) standards, this critically acclaimed book will help every teacher and coach to meet the challenges of differentiating mathematics instruction in the K–8 classroom.

Mar 2012/240 pp./PB, \$29.95/5313-2 large format  
Available in Canada from Nelson Education Ltd.



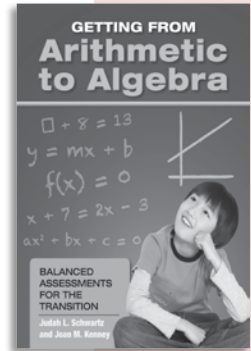
## GETTING FROM ARITHMETIC TO ALGEBRA

### *Balanced Assessments for the Transition*

**Judah L. Schwartz** teaches in the Department of Education at Tufts University and is on the senior staff of the Poincare Institute for Mathematics Education at Tufts. **Joan M. Kenney** consults with school districts on issues of mathematics curriculum and classroom practice.

Assisting teachers in their efforts to put into practice the NCTM and Common Core State Standards, these assessments were carefully developed and tested to make them as revealing and adaptable as possible, suitable for incorporation into any curriculum. The text includes a teachers’ guide to each task, reproducible student tasks, and solutions and rubrics.

May 2012/168 pp./PB, \$29.95/5320-0 large format



## BUILDING MATHEMATICS LEARNING COMMUNITIES

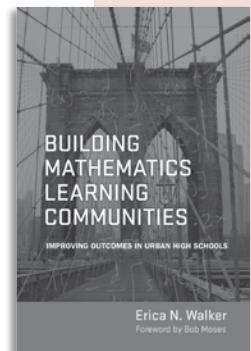
### *Improving Outcomes in Urban High Schools*

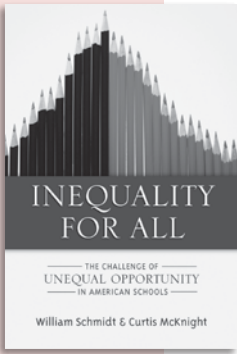
**Erica N. Walker** is associate professor of Mathematics Education at Teachers College, Columbia University.

Foreword by Bob Moses

This book demonstrates ways to successfully engage youth in learning mathematics. The author presents a “potential” model rather than a “deficit” model, complete with teaching strategies and best practices for teaching mathematics in innovative and relevant ways. This resource offers practical insights for pre- and inservice teachers and administrators on facilitating positive interactions, engagement, and achievement in mathematics, particularly with Black and Latino/a students.

May 2012/168 pp./PB, \$33.95/5328-6





## INEQUALITY FOR ALL

### *The Challenge of Unequal Opportunity in American Schools*

**William H. Schmidt** is University Distinguished Professor at Michigan State University and co-director of the Education Policy Center. **Curtis C. McKnight** is emeritus professor of mathematics at the University of Oklahoma.

*Inequality for All* makes an important contribution to current debates about economic inequalities and the growing achievement gap, particularly in mathematics and science education. The authors zero in on coverage of subject matter content and examine how opportunities are distributed across the millions of school children in the United States.

Jul 2012/288 pp./PB, \$34.95/5341-5



## STARTING UP

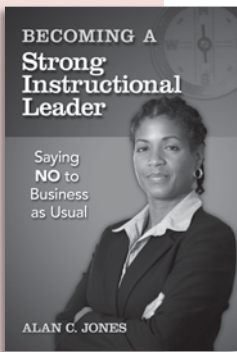
### *Critical Lessons from 10 New Schools*

Edited by **Lisa Arrastía**, middle school principal, United Nations International School, New York. Her work in the classroom is the focus of the Emmy-nominated PBS documentary *Making the Grade*, and **Marvin Hoffman**, founding director, The University of Chicago Charter School, North Kenwood/Oakland campus.

Foreword by Pedro Noguera

*Starting Up* is a collection of first-person accounts by some of the best-known founders of new schools in America: **Debbie Almontaser** (*Khalil Gibran International Academy*) • **Ann Cook** and **Phyllis Tashlik** (*Urban Academy High School and the New York Performance Standards Consortium*) • **David Domenici** and **James Forman Jr.** (*Maya Angelou Public Charter School*) • **David “TC” Ellis** and **Samuel Seidel** (*High School for Recording Arts*) • **David Greenberg** (*El Colegio Charter School*) • **Dennis Littky** and **Elliot Washor** (*Big Picture Learning and The Met*) • **Rito Martinez** (*Social Justice High School*) • **Deborah Meier** (*Central Park East School*)

Mar 2012/192 pp./PB, \$29.95/5307-1



## BECOMING A STRONG INSTRUCTIONAL LEADER

### *Saying No to Business as Usual*

**Alan C. Jones** is associate professor of educational administration at Saint Xavier University, Chicago, Illinois.

Foreword by Robert V. Bullough Jr.

“Jones’s approach is interesting, refreshing, and ambitious. He changes the paradigm on principal leadership by framing differently both the what and how of a principal’s role.”

—**Thomas Hoerr**, Head of School, New City School, St. Louis, Missouri

This book is for principals who are ready to roll up their sleeves and do what it takes to create lasting school improvement. Jones offers a powerful new vision for our troubled school systems—a prescription for the development of Strong Instructional Leaders.

May 2012/224 pp./PB, \$29.95/5338-5

## DIGITAL TEACHING PLATFORMS

### *Customizing Classroom Learning for Each Student*

Edited by **Chris Dede**, Timothy E. Wirth Professor in Learning Technologies at Harvard Graduate School of Education, and **John Richards**, founder and president of Consulting Services for Education, Inc. (CS4Ed) and adjunct professor at Harvard Graduate School of Education.

“This remarkable collection will change the discourse on 21st-century education.”

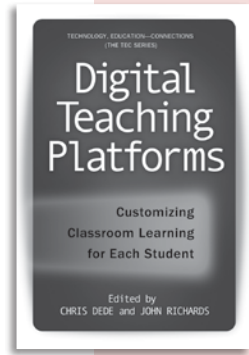
—**Roy Pea**, Stanford University

“A must-read for those with a stake in education—and we all have a stake in education!”

—**Don Knezek**, CEO, International Society for Technology in Education (ISTE)

Top researchers in the field of learning science and educational technology examine the current state of design and research on DTPs, the principles for evaluating them, and their likely evolution as a dominant medium for educational improvement.

Apr 2012/240 pp./PB, \$31.95/5316-3



## LEADING TECHNOLOGY-RICH SCHOOLS

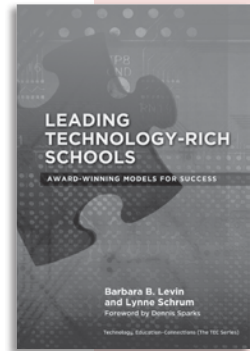
### *Award-Winning Models for Success*

**Barbara B. Levin** is a professor in the Department of Teacher Education and Higher Education and Director of the Teachers Academy at the University of North Carolina at Greensboro. **Lynne Schrum** is a professor and coordinator of Elementary Education in the College of Education and Human Development at George Mason University.

Foreword by Dennis Sparks

This book shows how award-winning secondary schools and districts are successfully using technology and making systemic changes to increase student engagement, improve achievement, and re-invigorate the teaching and learning process.

May 2012/240 pp./PB, \$34.95/5334-7



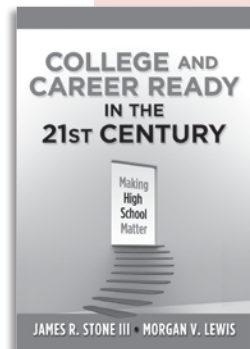
## COLLEGE AND CAREER READY IN THE 21ST CENTURY

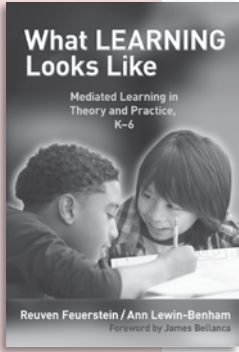
### *Making High School Matter*

**James R. Stone III**, distinguished university scholar, University of Louisville and director, National Research Center for Career and Technical Education, and **Morgan V. Lewis**, retired from The Ohio State University, and consultant to the National Research Center for Career and Technical Education.

In this volume, two educational leaders argue that we need to change the focus of our current high school reform efforts from “college for all” to “careers for all.” This book provides a framework for a career and technical education that can stem dropout rates, including research-based strategies that schools can implement to improve students’ math and literacy skills.

Apr 2012/224 pp./PB, \$31.95/5323-1





## WHAT LEARNING LOOKS LIKE

### *Mediated Learning in Theory and Practice, K-6*

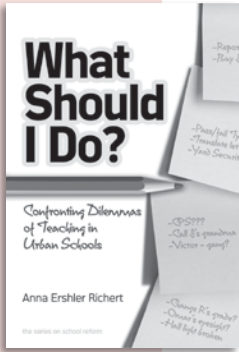
**Reuven Feuerstein** is a psychologist who chairs the International Center for the Enhancement of Learning Potential (ICELP) that he founded in 1993. **Ann Lewin-Benham** founded and directed the Capital Children's Museum and the Model Early Learning Center in Washington, DC.

Foreword by James Bellanca

This is the first book to present Reuven Feuerstein's groundbreaking work in accessible language with copious examples of practice. With this volume, educators and administrators will have a reliable and practical way to understand the place of mediated learning in today's schools.

Book features include: • Step-by-step guidance for diverse teaching situations • Examples from museum exhibits • Exemplars of classroom practice • Useful teaching illustrations • A list of cognitive functions that can impair learning

May 2012/240 pp./PB, \$35.95/5326-2



## WHAT SHOULD I DO?

### *Confronting Dilemmas of Teaching in Urban Schools*

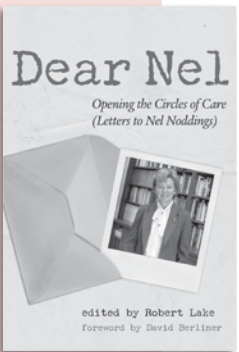
**Anna Ershler Richert** is a professor at the School of Education at Mills College in Oakland, California where she is also director of the Master of Arts in Education with an Emphasis on Teaching (MEET) Program, and faculty director of the Mills Teacher Scholars Program.

“Have you ever been waiting for THE book? This is that book... These are real dilemmas that real teachers struggle with everyday.”

—**Gloria Ladson-Billings**, University of Wisconsin-Madison

This practical guide uses narratives of practice from novice teachers to help readers experience a variety of dilemmas they are likely to encounter in the classroom. By engaging with and analyzing the cases, readers come to see that the “problems” of teaching are actually “dilemmas” that have no clear-cut right or wrong solution, thus reducing the potential for frustration and despair often felt by teachers.

Apr 2012/144 pp./PB, \$29.95/5325-5



## DEAR NEL

### *Opening the Circles of Care (Letters to Nel Noddings)*

Edited by **Robert Lake** is an assistant professor at Georgia Southern University, Statesboro, GA.

Foreword by David Berliner

This collection is a moving tribute to Nel Noddings, a fascinating and influential scholar who has contributed greatly to numerous fields, including education, feminism, ethics, and the study of social justice and equity. It features contributions from renowned educators and activists, such as **David Berliner**, **Jim Garrison**, **Madeline Grumet**, **Denis Phillips**, **William H. Schubert**, **Barbara Thayer-Bacon**, **Cristina Igua**, **Eva Feder Kittay**, **Riane Eisler**, and **Sara Ruddick**.

Mar 2012/168 pp./PB, \$29.95/5298-2

## EFFECTIVE QUESTIONING STRATEGIES IN THE CLASSROOM

*A Step-by-Step Approach to Engaged Thinking and Learning, K–8*

**Esther Fusco** is an associate professor and chair of the Department of Teaching, Literacy, and Leadership at Hofstra University, Hempstead, New York.

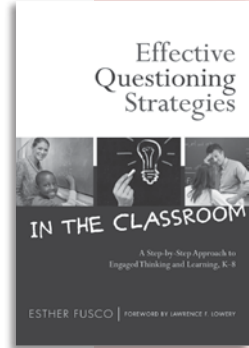
Foreword by Lawrence F. Lowery

“This book reads like a blueprint for transformative teaching and belongs on every educator’s desk.”

—**Margaret-Mary Sulentic Dowell**, Louisiana State University

K–8 teachers across all disciplines can use this book to create a challenging learning climate. It features: • Guidance for using and developing effective questions • Reflections from teachers • Scripts of teacher questions and student responses • Suggested activities • Evaluation checklists and forms.

Mar 2012/160 pp./PB, \$26.95/5329-3



## CREATING SOLIDARITY ACROSS DIVERSE COMMUNITIES

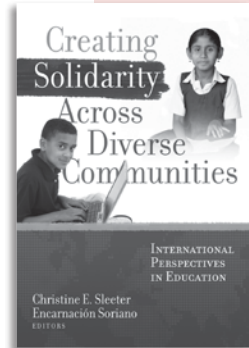
*International Perspectives in Education*

Edited by **Christine E. Sleeter** is professor emerita at the College of Professional Studies, California State University, Monterey Bay, and president of the National Association for Multicultural Education.

**Encarnación Soriano** is professor of research methods in education at the University of Almería, Spain.

Experts from around the globe come together to examine what solidarity in multicultural societies means and how it might be built. The authors present original research conducted in the United States, New Zealand, Spain, France, Chile, Mexico, and India.

May 2012/240 pp./PB, \$52.95/5337-8



## CROSSING BOUNDARIES—TEACHING AND LEARNING WITH URBAN YOUTH

**Valerie Kinloch** is associate professor in literacy studies at The Ohio State University.

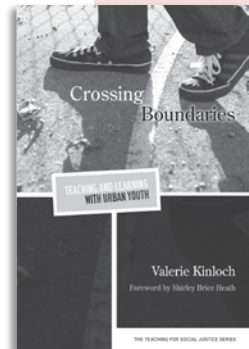
Foreword by Shirley Brice Heath

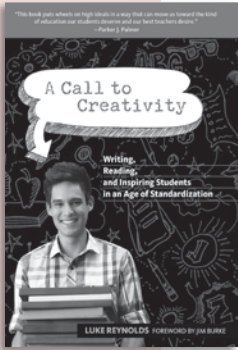
“Puzzlement, wonder, curiosity, disruption, and distress mark the emotions of all the storytellers here.”

—**Shirley Brice Heath**, Stanford University

This is the new book by Valerie Kinloch, award-winning author of *Harlem on Our Minds*. In *Crossing Boundaries*, Kinloch rejects deficit models that have traditionally defined the literacy abilities of students of color, especially African American and Latino/a youth. In contrast, she “crosses boundaries” to listen to the voices of students attending high school in New York City’s Harlem community.

Feb 2012/168 pp./PB, \$27.95/5294-4





## A CALL TO CREATIVITY

### *Writing, Reading, and Inspiring Students in an Age of Standardization*

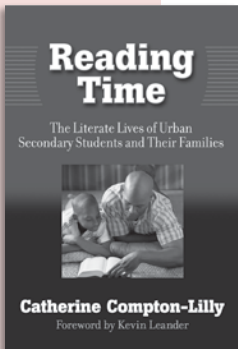
**Luke Reynolds** has taught 7th- through 12th-grade English in Massachusetts and Connecticut public schools, as well as composition at Northern Arizona University.

Foreword by Jim Burke

“This book puts wheels on high ideals in a way that can move us toward the kind of education our students deserve and our best teachers desire.”—**Parker J. Palmer**, author of *The Courage to Teach*

Based on his own journey as an English teacher, this practical guide shows teachers how they can encourage and support students’ creativity in the English/language arts classroom. This inspirational book features • Adaptable projects tested in diverse school environments • Guiding questions at the end of each chapter • Lesson plans for creative writing assignments • Over 30 pages of worksheets and sample assignments.

Feb 2012/120 pp./PB, \$26.95/5305-7 large format



## READING TIME

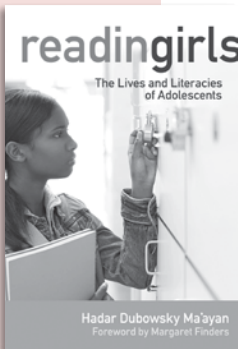
### *The Literate Lives of Urban Secondary Students and Their Families*

**Catherine Compton-Lilly**, associate professor, Curriculum and Instruction, University of Wisconsin–Madison

Foreword by Kevin Leander

In her latest book, Catherine Compton-Lilly examines the literacy practices and school trajectories of eight middle school students and their families. Through a unique longitudinal lens—the author has studied these same students from first grade—we see how students from a low-income, inner-city community grow and develop academically, revealing critical insights for teachers about literacy development, identity construction, and school achievement.

Mar 2012/160 pp./PB, \$31.95/5303-3



## READING GIRLS

### *The Lives and Literacies of Adolescents*

**Hadar Dubowsky Ma'ayan** is an educational researcher, writer, and public middle school teacher in Albuquerque, New Mexico.

Foreword by Margaret Finders

An experienced researcher and middle school teacher intertwines investigations of multiple literacies, technologies, race, class, gender, sexuality, and gender expression to provide a provocative look at what helps and what hurts adolescent girls in school. This important book updates and expands the seminal work done by Margaret Finders in her bestselling book, *Just Girls*.

Apr 2012/160 pp./PB, \$29.95/5314-9 illustrations

## BRIDGING LITERACY AND EQUITY

### *The Essential Guide to Social Equity Teaching*

**Althier M. Lazar** is professor of teacher education at Saint Joseph's University in Philadelphia, Pennsylvania; **Patricia A. Edwards** is Distinguished Professor of Language and Literacy in the Department of Teacher Education at Michigan State University; **Gwendolyn Thompson McMillon** is associate professor of literacy in the Department of Reading and Language Arts at Oakland University in Rochester, Michigan.

Foreword by Geneva Gay

Extraordinary K–12 teachers show us what social equity literacy teaching looks like and how it advances children's achievement. Chapters identify six key dimensions of social equity teaching that can help teachers see their students' potential and create conditions that will support their literacy development. Each chapter includes a "Reflection and Inquiry" section with exercises to help readers relate chapter concepts and issues to their own teaching practices.

Jul 2012/160 pp./PB, \$29.95/5347-7

## "TRUST ME! I CAN READ"

### *Building from Strengths in the High School English Classroom*

**Sally Lamping** is an associate professor of English: Integrated Language Arts Education at Wright State University in Dayton, Ohio. **Dean Woodring Blase** is an inaugural cohort member of the Harvard Graduate School of Education's Doctor of Education Leadership program.

Foreword by Cathy Fleischer

This innovative guide shows teachers how to transform high school English students into passionate readers with a trust-based approach that honors both student choice *and* teacher expertise. The text includes "Extend Your Thinking" sections that will assist teachers in creating their own trust-based curriculum.

May 2012/128 pp./PB, \$27.95/5327-9



## LITERACY INSTRUCTION IN MULTILINGUAL CLASSROOMS

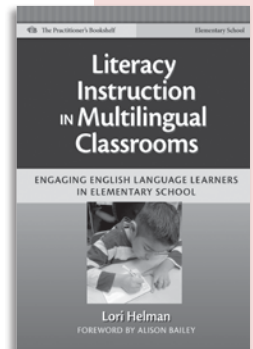
### *Engaging English Language Learners in Elementary School*

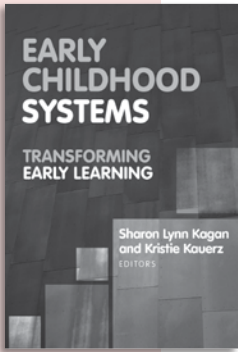
**Lori Helman** is associate professor at the University of Minnesota in the Department of Curriculum and Instruction and Co-Director of the Minnesota Center for Reading Research.

Foreword by Alison L. Bailey

This hands-on guide will help elementary school teachers build a language-rich classroom environment. It provides guidance for scaffolding reading and writing tasks to match students' needs and for using students' language backgrounds as a bridge to literacy learning in English. This resource includes many user-friendly features such as bulleted summaries and checklists, as well as depictions of classrooms modeling the types of instructional interactions described in the book.

May 2012/144 pp./PB, \$26.95/5336-1 large format





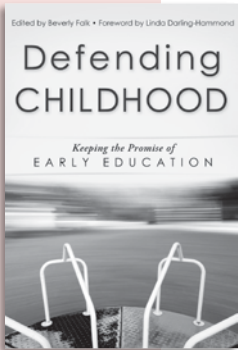
## EARLY CHILDHOOD SYSTEMS

### *Transforming Early Learning*

Edited by **Sharon Lynn Kagan** Professor and Co-Director of the National Center for Children and Families, Teachers College, Columbia University, and **Kristie Kauerz**, program director for PreK–3rd Education at Harvard Graduate School of Education (HGSE).

With practical examples of systems-building efforts taking place in the field, this book provides the foundation educators and policymakers need to take important steps toward developing more conceptually integrated approaches to early childhood care, education, and comprehensive services.

Mar 2012/336 pp./PB, \$31.95/5296-8



## DEFENDING CHILDHOOD

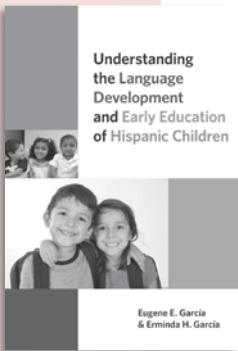
### *Keeping the Promise of Early Education*

Edited by **Beverly Falk**, professor and director of the Graduate Programs in Early Childhood Education at the School of Education, The City College of New York

Foreword by Linda Darling-Hammond

An extraordinary group of educators and scholars explain new findings from neuroscience and psychology, as well as emerging knowledge about the impact on child development of cultural and linguistic diversity, poverty, families and communities, and the media.

Mar 2012/288 pp./PB, \$29.95/5310-1

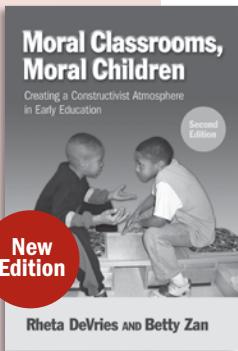


## UNDERSTANDING THE LANGUAGE DEVELOPMENT AND EARLY EDUCATION OF HISPANIC CHILDREN

**Eugene E. García** is professor emeritus at Arizona State University, and **Erminda H. García** is a first-grade teacher in the Higley Unified School district in Gilbert, Arizona.

In this important collaboration, a renowned researcher and a seasoned practitioner focus on specific instructional interventions that are associated with reducing the achievement gap for young Hispanic children. The text includes teacher-friendly artifacts, instructional organizers, and lesson descriptions.

Jun 2012/208 pp./PB, \$29.95/5346-0



## MORAL CLASSROOMS, MORAL CHILDREN

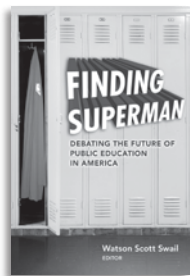
### *Creating a Constructivist Atmosphere in Early Education, Second Edition*

**Rheta DeVries** is professor emerita of curriculum and instruction at the University of Northern Iowa. **Betty Zan** is associate professor and director of the Regent's Center for Early Developmental Education at the University of Northern Iowa.

This classic text has been completely updated and expanded. Practical chapters focus on specific classroom situations and activities, such as resolving conflict, group time, rule making, alternatives to discipline, and activity time.

Jun 2012/288 pp./PB, \$31.95/5340-8

# CURRENT ISSUES



## FINDING SUPERMAN

*Debating the Future of Public Education in America*

Edited by  
**Watson Scott Swail**

“An essential supplement for everyone who saw the movie *Waiting for ‘Superman’*.”

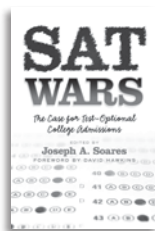
—**Michael W. Kirst**, Stanford University

“No one who hopes to participate in the contemporary conversation about better teachers, better schools, and better learning for students can afford to pass up this collection.”

—**Stephen Joel Trachtenberg**,  
The George Washington University

*Finding Superman* examines the pressing issues of educational equity and excellence brought to light in Davis Guggenheim’s popular documentary, *Waiting for ‘Superman’*. It features chapters from luminaries that include Milton Chen, Linda Darling-Hammond, Dan Domenech, Ben Levin, Arthur Levine, Ann Lieberman, John Merrow, Diane Ravitch, and Peter Smith.

2012 128 pages \$24.95 Paper 978-0-8077-5330-9



## SAT WARS

*The Case for Test-Optional College Admissions*

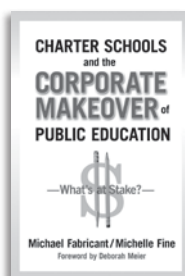
Edited by **Joseph A. Soares**  
Foreword by David Hawkins

“This book is an important contribution to the reassessment of the use of standardized tests in college admissions.”

—**David Hawkins**, National Association for College Admission Counseling

Are the best and the brightest students the ones who can check off the most correct boxes on a multiple-choice exam? In this revealing book, Joseph Soares demonstrates the mostly negative impact of standardized admissions tests on American life. *SAT Wars* features contributions by experts, including a piece from Daniel Golden, who won a Pulitzer Prize for his reporting in the *Wall Street Journal* on admissions.

2011 240 pp. \$29.95 Paper, 978-0-8077-5262-3



## CHARTER SCHOOLS AND THE CORPORATE MAKEOVER OF PUBLIC EDUCATION

*What’s at Stake?*

**Michael Fabricant and Michelle Fine**

Foreword by Deborah Meier

“A spectacular book—needs to be published yesterday.”

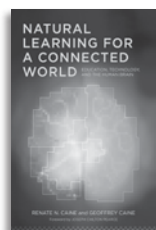
—**Deborah Meier**, New York University

“Fabricant and Fine have fearlessly peered behind the *Waiting for ‘Superman’* hype. Everyone interested in the future of American education needs to read this insightful analysis.”

—**Juan Gonzalez**, *New York Daily News* columnist & co-host of *Democracy Now!*

This essential introduction includes a detailed history of the charter movement, an analysis of the politics and economics driving the movement, documentation of actual student outcomes, and alternative images of transforming public education to serve all children.

2012 168 pages \$25.95 Paper 978-0-8077-5285-2



## NATURAL LEARNING FOR A CONNECTED WORLD

*Education, Technology, and the Human Brain*

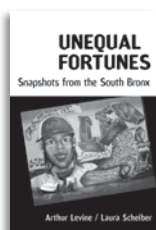
**Renate N. Caine and Geoffrey Caine**

Foreword by Joseph Chilton Pearce

Why do video games fascinate kids so much that they will spend hours pursuing a difficult skill? Why don’t they apply this kind of intensity to their school work? In this book, the authors who pioneered brain/mind learning contrast the ways in which video games are designed with the way students are taught in school, demonstrating how limited and inadequate traditional education is.

2011 256 pp. \$26.95 Paper, 978-0-8077-5189-3

# CURRENT ISSUES



## UNEQUAL FORTUNES

*Snapshots from the South Bronx*

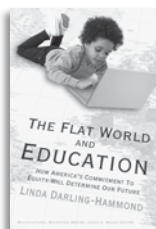
Arthur Levine and Laura Scheiber

“Levine and Scheiber tell two tales about poor kids growing up in the Bronx—one inspires, the other rips your heart out.”

—**Joel Klein**, Chancellor, New York City Department of Education

“The decline of the South Bronx is made personal through the opposing biographies of parallel children 40 years apart... Recommended.”—**Choice**

2010 192 pages \$25.95 Paper, 978-0-8077-5075-9 photos



## THE GRAWEMEYER AWARD IN EDUCATION, 2012

### THE FLAT WORLD AND EDUCATION

*How America's Commitment to Equity Will Determine Our Future*

Linda Darling-Hammond

“Highly informative for educators, educational administrators, and involved parents throughout the U.S.”

—**Publishers Weekly** (starred review)

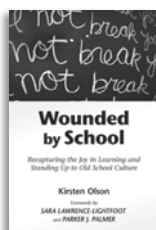
“Darling-Hammond’s book gives us an idea of where we could have been headed if she were in charge of the country’s education policy.” —**The Washington Post**

“We are so fortunate that Linda Darling-Hammond has provided this roadmap for educational excellence for all children in today’s flat world.”

—**Richard W. Riley**,  
Former U. S. Secretary of Education

This eagerly anticipated book by Linda Darling-Hammond—renowned researcher, policy advisor, and educational leader—lays out what the United States needs to do in order to build a system of high-achieving and equitable schools that ensures every child the right to learn.

2010 408 pp. \$23.95 Paper, 978-0-8077-4962-3



## WOUNDED BY SCHOOL

*Recapturing the Joy in Learning and Standing Up to Old School Culture*

Kirsten Olson

Forewords by Sara Lawrence-Lightfoot and Parker J. Palmer

“Highly Recommended.”

—**Choice**

“I can’t imagine anyone not being better for reading this book—Twice!”

—**John Taylor Gatto**,  
author of *Dumbing Us Down*

“May this splendid book be read, discussed, taken to heart, and put into action.”

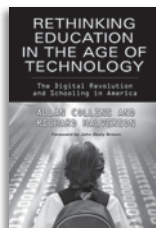
—**Parker J. Palmer**,  
author of *The Courage to Teach*

“A brilliant, original, and important book.”

—**Tony Wagner**,  
author of *Creating Innovators*

While reformers and policymakers focus on testing and accountability, millions of students mentally and emotionally disengage from learning and many gifted teachers leave the field. In this award-winning book, education writer and critic Kirsten Olson presents deeply emotional stories that depict a system that tends to shame, disable, and bore many learners.

2009 240 pp. \$23.95 Paper, 978-0-8077-4955-5



## RETHINKING EDUCATION IN THE AGE OF TECHNOLOGY

*The Digital Revolution and Schooling in America*

Allan Collins and Richard Halverson

“Accessible to and valuable for a wide range of stakeholders in quality education, including parents, teachers, educational administrators, the business sector, technology vendors, scholars, and policymakers.”

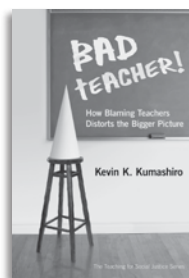
—**Educational Technology**

“The most convincing account I’ve read about how education will change in the decades ahead.”

—**Howard Gardner**, Harvard Graduate School of Education

2009 192 pages \$23.95 Paper, 978-0-8077-5002-5

# EDUCATION/TEACHING



## **BAD TEACHER!**

*How Blaming Teachers Distorts the Bigger Picture*

**Kevin K. Kumashiro**

“Kumashiro explains why we should think differently about the prescriptions that are now taken for granted—and wrong.”

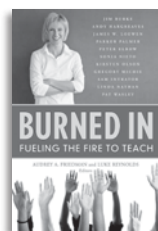
—**Diane Ravitch**, author of *The Death and Life of the Great American School System*

“Kumashiro expertly examines the many forces working against public education, and how and why these forces are at play.”

—**Dennis Van Roekel**, President, National Education Association

In his latest book, leading educator and author Kevin Kumashiro takes aim at the current debate on educational reform, paying particular attention to the ways that scapegoating public school teachers, teacher unions, and teacher educators masks the real, systemic problems. He convincingly demonstrates how current trends, like market-based reforms and fast-track teacher certification programs, are creating overwhelming obstacles to achieving an equitable education for all children.

2012 120 pages \$21.95 Paper 978-0-8077-5321-7



## **BURNED IN**

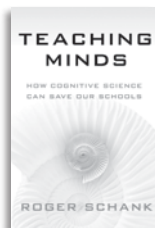
*Fueling the Fire to Teach*

Edited by **Audrey A. Friedman** and **Luke Reynolds**

“If you know someone who wants to teach, give them this book.” —**Mike Rose**, author of *Why School?*

Includes essays by Jim Burke, Peter Elbow, James Loewen, Gregory Michie, Sonia Nieto, Kirsten Olson, and Parker Palmer.

2011 168 pages \$22.95 Paper 978-0-8077-5196-1



## **TEACHING MINDS**

*How Cognitive Science Can Save Our Schools*

**Roger Schank**

“Roger Schank has long been one of the world’s most innovative thinkers about education.”

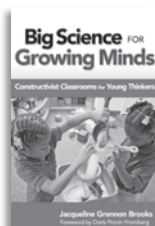
—**Ray Bareiss**, Carnegie Mellon Silicon Valley

“If you care about education, you will love, love, love this book!”

—**Elliot Soloway**, University of Michigan

In his provocative new book, Roger Schank—one of the world’s leading visionaries in artificial intelligence, cognitive science, and virtual learning environments—defines what it would mean for schools to start teaching minds.

2011 240 pages \$26.95 Paper 978-0-8077-5266-1



## **BIG SCIENCE FOR GROWING MINDS**

*Constructivist Classrooms for Young Thinkers*

**Jacqueline Grennon Brooks**

Foreword by Doris Pronin Fromberg

2011 208 pp. \$26.95  
Paper 978-0-8077-5195-4

large format, illustrations



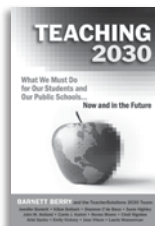
## **YOUNG INVESTIGATORS**

*The Project Approach in the Early Years*

*Second Edition*

**Judy Harris Helm** and **Lilian Katz**

2010 160 pages \$25.95  
Paper 978-0-8077-5153-4 54 photos / 30 figures



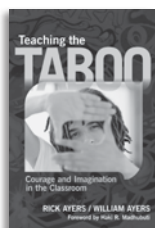
## **TEACHING 2030**

*What We Must Do for Our Students and Our Public Schools—Now and in the Future*

**Barnett Berry** and the **TeacherSolutions 2030 Team**

2011 272 pages \$25.95  
Paper 978-0-8077-5154-1

# EDUCATION/TEACHING



## TEACHING THE TABOO

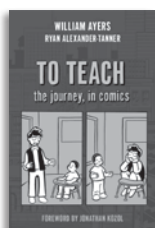
*Courage and Imagination in the Classroom*

Rick Ayers  
and William Ayers

Foreword by  
Haki R. Madhubuti

2011 144 pages \$22.95

Paper, 978-0-8077-5152-7



## TO TEACH

*The Journey, in Comics*

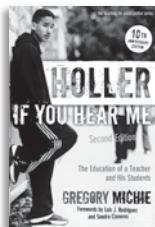
William Ayers and  
Ryan Alexander-Tanner

Foreword by Jonathan Kozol

“This fascinating and, yes, educational book will certainly be of interest to teachers, but it will also teach, inspire, and entertain anyone else who picks it up.”

—*Publishers Weekly*

2010 144 pages \$16.95 Paper, 978-0-8077-5062-9



## HOLLER IF YOU HEAR ME

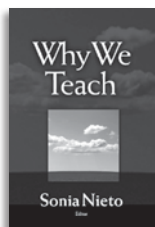
*The Education of a Teacher and His Students, Second Edition*

Gregory Michie

Forewords by Sandra Cisneros  
and Luis J. Rodriguez

2009 256 pp. \$21.95

Paper, 978-0-8077-4958-6



## WHY WE TEACH

Edited by **Sonia Nieto**

2005 256 pp. \$23.95

Paper 978-0-8077-4593-9



## TEACHING WHAT REALLY HAPPENED

*How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History*

James W. Loewen

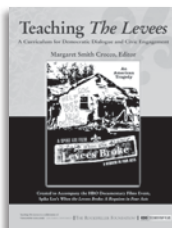
2010 264 pages \$22.95  
Paper, 978-0-8077-4991-3



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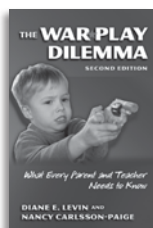
## TEACHING THE LEVEES

*A Curriculum for Democratic Dialogue and Civic Engagement, and to Accompany the HBO Documentary Films Event, Spike Lee's When the Levees Broke: A Requiem in Four Acts*

Edited by **Margaret Smith Crocco**

2008 112 pp. \$16.95 Paper, 978-0-8077-5100-8

# PARENTING

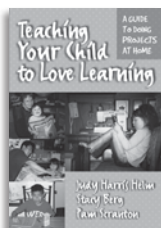


## THE WAR PLAY DILEMMA

*What Every Parent and Teacher Needs to Know, Second Edition*

Diane E. Levin and  
Nancy Carlsson-Paige

2006 144 pp. \$20.95  
Paper, 978-0-8077-4638-7



## TEACHING YOUR CHILD TO LOVE LEARNING

*A Guide to Doing Projects at Home*

Judy Harris Helm, Stacy Berg,  
and Pam Scranton

2004 176 pp. \$22.95  
Paper, 978-0-8077-4471-0  
large format, 80 photos

# PARENTING



## THE BEST CHILDREN'S BOOKS OF THE YEAR

100th Anniversary Edition  
Bank Street College of Education, Children's Book Committee

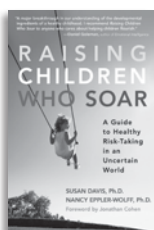
Foreword by Jon Scieszka, award-winning children's author

2009 96 pages \$10.95 Paper, 978-0-8077-5014-8



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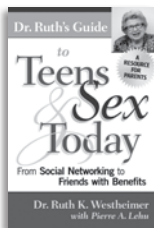
## RAISING CHILDREN WHO SOAR

*A Guide to Healthy Risk-Taking in an Uncertain World*

Susan Davis and Nancy Eppler-Wolff

Foreword by Jonathan Cohen

2009 208 pages \$23.95  
Paper, 978-0-8077-4997-5



## DR. RUTH'S GUIDE TO TEENS AND SEX TODAY

*From Social Networking to Friends with Benefits*

Dr. Ruth K. Westheimer, with Pierre A. Lehu

2008 160 pages \$16.95  
Paper, 978-0-8077-4905-0

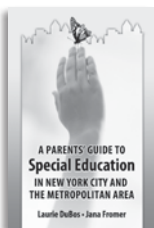


## THE POSITIVE PARENT

*Raising Healthy, Happy, and Successful Children, Birth-Adolescence*

Kerby T. Alvy

2008 264 pp. \$23.95  
Paper, 978-0-8077-4808-4



## A PARENTS' GUIDE TO SPECIAL EDUCATION IN NEW YORK CITY AND THE METROPOLITAN AREA

Laurie DuBos and Jana Fromer

2006 208 pp. \$22.95  
Paper, 978-0-8077-4685-1

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**New York Magazine** "Thoughtful, well-researched...required reading."



## NEW YORK CITY'S BEST PUBLIC MIDDLE SCHOOLS

*A Parents' Guide, Third Edition*

Clara Hemphill and the staff of Insideschools.org

2008 256 pp. \$24.95  
Paper, 978-0-8077-4910-4



## NEW YORK CITY'S BEST PUBLIC HIGH SCHOOLS

*A Parents' Guide, Third Edition*

Clara Hemphill

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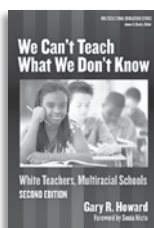
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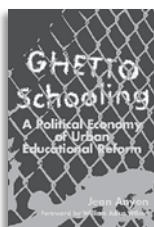
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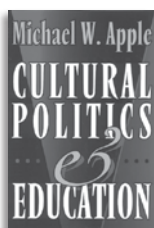
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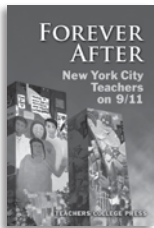
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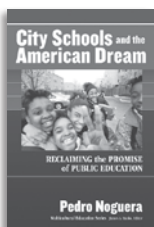


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