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Teachers College, Columbia University  
525 W. 120th Street, Box 303  
New York, NY 10027

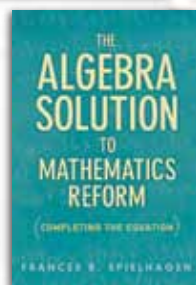
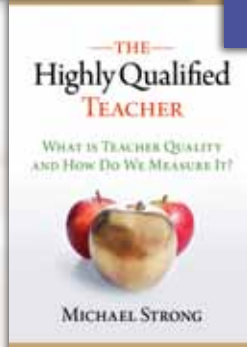
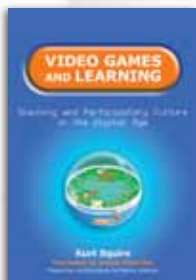
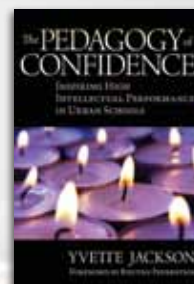
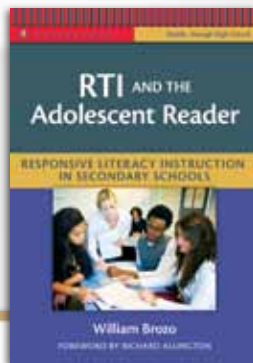
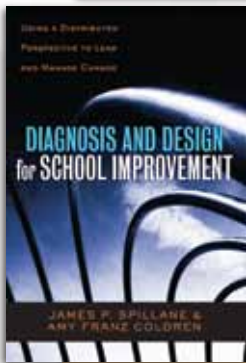
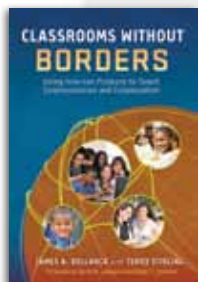
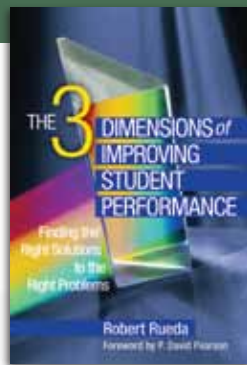
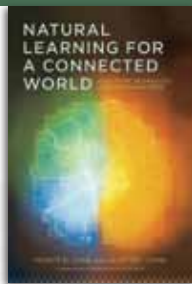
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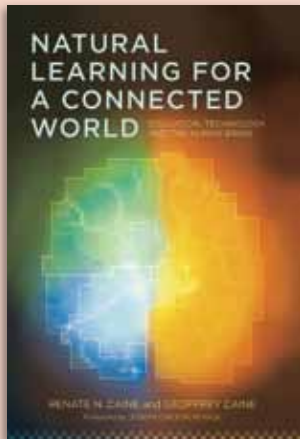
# Books *for* Today's Leaders

**21** New Releases!

Teachers College Press



# Learning and the Brain

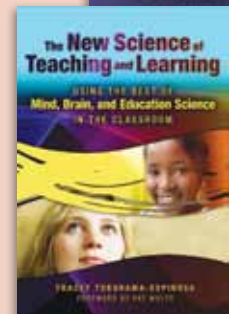
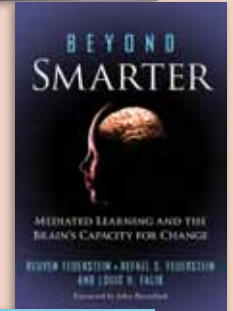
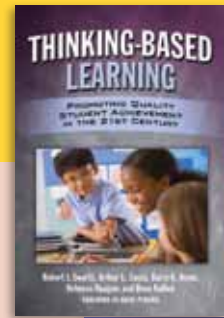


“This excellent guide blends research from neuroscience with valuable insights from the authors’ direct work with teachers and students.”

—**Milton Chen**, The George Lucas Educational Foundation

The best way to improve teaching is to follow a path based on how people learn naturally. Renate and Geoffrey Caine coined the term “Brain Based Learning” in their groundbreaking article in *Educational Leadership* in 1990. Their work has since been used as the foundation for some of the world’s leading edge educational reform efforts. In this, their most important book in years, they describe an approach for integrating technology and the brain’s natural learning processes into an approach to teaching that will help all students learn with greater depth and ease.

Visit the Caine Learning Center ([www.cainelearning.com](http://www.cainelearning.com)) for teacher development courses and workshops.

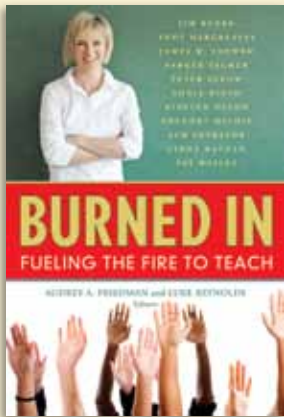


**Natural Learning for a Connected World** | Caine and Caine | \$26.95 / Paperback 5189-3 | \$64 / Hardcover 5190-9 large format

**Thinking-Based Learning** | Swartz, Costa, Beyer, Reagan, and Kallick | \$29.95 / Paperback 5098-8 photos

**Beyond Smarter** | Feuerstein, Feuerstein, and Falik | \$29.95 / Paperback 5118-3 | \$60 / Hardcover 5119-0

**The New Science of Teaching and Learning** | Tokuhama-Espinosa | \$29.95 / Paperback 5033-9 | \$66 / Hardcover 5034-6



## Burned In

Fueling the Fire to Teach

Edited by **Audrey A. Friedman**, associate professor, Lynch School of Education, Boston College; and **Luke Reynolds**, who has taught seventh through twelfth grade English in Massachusetts and Connecticut public schools

“Add this book to your must-have teaching references, and be moved by the wisdom and hope it offers.”

—**Linda Darling-Hammond**

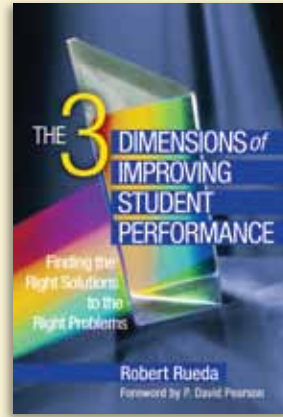
“If you know someone who wants to teach, give them this book.”

—**Mike Rose**

Leaders will learn from these inspiring stories of veteran public school teachers, as well as powerful research findings about what teachers need to succeed in today’s classrooms. Never before has a single volume brought together the experiences of so many renowned teachers, scholars, and bestselling authors. Includes essays by **Jim Burke**, **Peter Elbow**, **James Loewen**, **Gregory Michie**, **Sonia Nieto**, **Kirsten Olson**, and **Parker Palmer**.

June 2011/168 pp./PB, \$21.95/5196-1/HC, \$48/5197-8

The editors of this collection are donating their royalties to the Center for Courage and Renewal and the Children’s Defense Fund.



## The 3 Dimensions of Improving Student Performance

Finding the Right Solutions to the Right Problems

**Robert Rueda**, Stephen H. Crocker Professor of Education, Rossier School of Education, University of Southern California

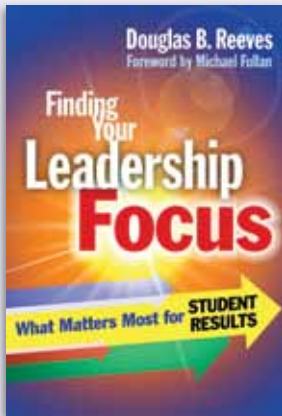
Foreword by P. David Pearson, University of California Berkeley

“Superintendents and school boards will benefit from Dr. Rueda’s insightful work. He provides a framework for tackling challenging issues to design attainable and sustainable solutions.”

—**Maria Ott**, Superintendent, Rowland Unified School District

Respected educator Robert Rueda proposes a multidimensional model that will provide a more comprehensive lens for addressing the achievement gap in today’s schools. He discusses a problem-solving framework and then targets development of solutions and successful outcome loops that are customized to the specific areas that are problematic. At a time of shrinking budgets and growing accountability, this practical book provides a way to assure that scarce resources are targeted appropriately.

Jul 2011/144 pp./PB, \$23.95/5240-1



## Finding Your Leadership Focus

What Matters Most for Student Results

**Douglas B. Reeves** / Foreword by Michael Fullan

"*Finding Your Leadership Focus* could not have arrived at a more timely moment in the history of reform... Doug Reeves' conclusions and agenda for action are exactly what is needed."

—From the Foreword by **Michael Fullan**

In his new book, international keynoter Douglas Reeves identifies a specific set of leadership practices that are more strongly associated with improvements in student achievement. Drawing on recent research findings, Reeves provides explicit guidelines for how school leaders can improve their most critical leadership decisions. This is essential reading for new and veteran principals, teacher leaders, and PLC book study groups.

2011/168 pp./PB, \$23.95/\$170-1/HC, \$52/\$171-8

**Best seller**



## Change(d) Agents

New Teachers of Color in Urban Schools

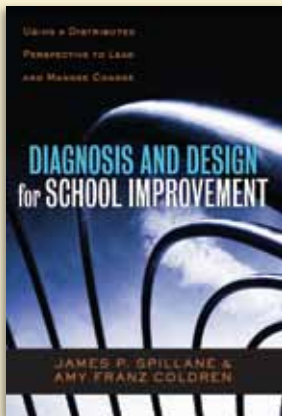
**Betty Achinstein**, researcher, Center for Educational Research in the Interest of Underserved Students (CERIUS), and **Rodney T. Ogawa**, professor of education and Director, CERIUS, University of California, Santa Cruz

Foreword by Ana María Villegas

This book examines both the promise and complexity of racially and culturally diversifying today's teaching profession. Drawing from a 5-year study of the lives of 21 new teachers of color working in urban, hard-to-staff schools, this book documents the tensions these teachers experience between serving as role models and fulfilling district and state mandates. This book on educational diversity is essential reading for educators, leaders, and policymakers.

Jun 2011/224 pp./PB, \$29.95/\$218-0/HC, \$68/\$219-7

**New**



## Diagnosis and Design for School Improvement

Using a Distributed Perspective to Lead and Manage Change

**James P. Spillane**, Spencer T. Olin Professor in Learning and Organizational Change, Northwestern University, and **Amy Franz Coldren**, administrator and teacher, Frederick Community College in Frederick, Maryland.

"In a simple but powerful framework, the authors help leaders think, indeed re-think the formal and informal aspects of running a school."

—**Michael Fullan**, University of Toronto

"Like many leadership books, this one will inspire you, but it will also give you concrete, usable insights as well."

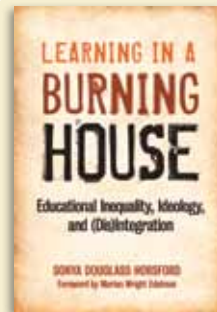
—**Andy Hargreaves**,

Lynch School of Education, Boston College

In this practical resource, the authors maintain that to effect real reform today's educators must understand how leading and managing for instructional improvement gets done in their school and in turn use their diagnoses as the basis for mindful design and redesign.

May 2011/144 pp./PB, \$25.95/\$215-9/HC, \$56/\$216-6

**New**



## Learning in a Burning House

Educational Inequality, Ideology, and (Dis)Integration

**Sonya Douglass Horsford** is a senior resident scholar of education with the Lincy Institute at the University of Nevada, Las Vegas

Foreword by Marian Wright Edelman

"I hope Dr. Horsford's book will spur much discussion about the greatest national security threat faced by our nation: millions of illiterate and poorly prepared children... Wake up, America!"

—From the Foreword by **Marian Wright Edelman**, president, Children's Defense Fund

With an engaging style that invites us on a journey of discovery, this book presents new insights into Black education and proposes leadership and policy solutions that can be immediately adopted to improve urban education.

Jan 2011/144 pp./PB, \$26.95/\$176-3/HC, \$60/\$177-0

**New**



## Partnerships for New Teacher Learning

A Guide for Universities and School Districts

**Stephen Fletcher**, faculty assistant researcher in the division of social sciences; **Anne Watkins**, senior director; **Janet Gless**, associate director; and **Tomasita Villarreal-Carman**, senior program consultant, all at the New Teacher Center

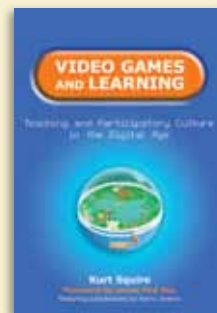
"Essential for supervisors, district administrators, and anyone interested in ensuring the future success of teachers."

—**Vivian Gunn Morris**, College of Education, University of Memphis

The authors worked with school districts and universities on collaborating to improve pre- and in-service training for teachers. In this how-to guide, they share what they learned and discuss the steps in the process, including who should form and lead a partnership, how to evaluate progress, how to sustain it as personnel and resources change, and the role of the community. Appendixes provide a collaborative assessment log, a continuum of teacher development, and a self-assessment summary.

Mar 2011/112 pp./PB, \$24.95/\$183-1

**New**



## Video Games and Learning

Teaching and Participatory Learning in the Digital Age

**Kurt Squire**, associate professor of educational communications and technology, University of Wisconsin, and co-director, Games, Learning, and Society Initiative. Visit the author's website at [www.kurtsquire.info](http://www.kurtsquire.info)

Foreword by James Paul Gee

Featuring contributions by Henry Jenkins

"Easily the most entertaining and just plain smartest book on video games and learning yet written."

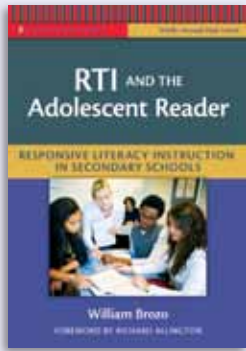
—**James Paul Gee**, Arizona State University

Building on more than 10 years of research, Kurt Squire outlines the future of education through digital play. Includes effective, scalable design models for school leaders.

May 2011/312 pp./PB, \$29.95/\$198-5/HC, \$64/\$199-2 large format Technology, Education—Connections (The TEC Series)

**New**

# NEW RELEASES FOR SUCCESSFUL INTERVENTION AND REFORM



## RTI and the Adolescent Reader

Responsive Literacy Instruction in Secondary Schools (Middle- through High-School)

**William G. Brozo**, professor of literacy, Graduate School of Education, George Mason University

Foreword by Richard L. Allington

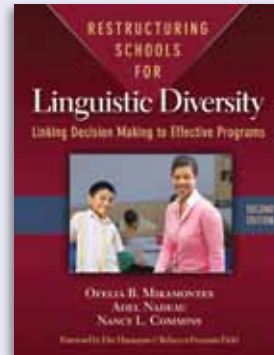
“Will be useful for anyone considering implementing a Response to Intervention (RTI) initiative at the high school level.”

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

This accessible guide defines RTI and explains why and how it is considered a viable intervention model for adolescent readers. Drawing from real secondary school cases demonstrating tiered interventions, the text includes evidence-based strategies, discussion questions for each case study, and prompts that foster critical thinking and the application of chapter ideas.

May 2011/176 pp./PB, \$23.95/\$230-2 large format, photos  
Language and Literacy Series (Practitioner's Bookshelf)

**New**



## Restructuring Schools for Linguistic Diversity

Linking Decision Making to Effective Programs, Second Edition

**Ofelia B. Miramontes**, former associate professor and Associate Vice Chancellor for Diversity and Equity, University of Colorado at Boulder; **Abel Nadeau**, independent consultant and former “Principal in Residence,” U.S. Department of Education; and **Nancy L. Commins**, senior instructor, Linguistically

Diverse Education Program, University of Colorado at Denver

Foreword by Else Hamayan and Rebecca Freeman Field

“Teachers and teachers-to-be, as well as administrators and policy-makers, will find everything they need to know for making all classrooms effective for English language learners.”

—**Sonia Nieto**, Professor Emerita,  
University of Massachusetts, Amherst

This meticulously updated second edition not only reflects the current state of affairs in education, but also what has been learned from the many schools that have used the framework successfully. This new edition includes interactive activities, a new chapter on standards-based differentiated instruction and assessment, discussion questions, and more.

Jul 2011/216 pp./PB, \$26.95/\$227-2 large format Language and Literacy Series

**New Edition**

## SCHOOL LEADERSHIP: RECENTLY PUBLISHED



### Collective Trust

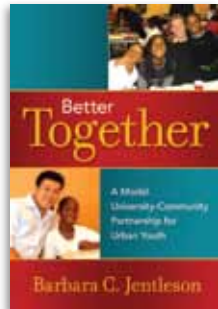
Why Schools Can't Improve Without It

**Patrick B. Forsyth, Curt M. Adams, and Wayne K. Hoy**  
Foreword by Barbara Schneider

“Why and how collective trust operates in schools is important as administrators and others seek ways to form productive school communities that have as their central goal the academic and social welfare of the students.”

—**Barbara Schneider**,  
Michigan State  
University

2011/240 pp./PB,  
\$45.95/\$167-1



### Better Together

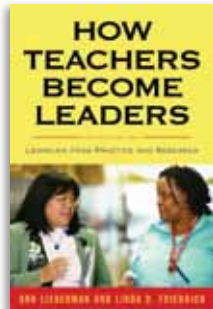
A Model University-Community Partnership for Urban Youth

**Barbara C. Jentleson**

“Shows how afterschool programs that enrich children's learning experiences can be replicated in communities across the nation... a must-read for educators and policymakers who care about improving student performance.”

—**John Burness**,  
Franklin & Marshall  
College

2011/160 pp./PB, \$31.95/\$174-9/  
HC, \$68/\$175-6



### How Teachers Become Leaders

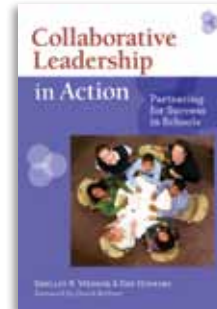
Learning from Practice and Research

**Ann Lieberman and Linda D. Friedrich**

“This book gets right into the practice of teacher leadership itself. A splendid and essential read for all teachers everywhere.”

—**Andy Hargreaves**

2010/128 pp./PB,  
\$25.95/\$128-2  
*the series on school reform*



### Collaborative Leadership in Action

Partnering for Success in Schools

Edited by **Shelley B. Wepner**  
and **Dee Hopkins**  
Foreword by David Berliner

“The need for partnerships between K-12 and higher education is greater than ever before. This book shows how these partnerships can be designed to benefit all students.”

—**Gov. Bob Wise**, chair,  
National Board for  
Professional Teaching  
Standards

2011/216 pp./PB,  
\$36.95/\$146-6/HC, \$78/\$147-3



### Best Practices from High-Performing High Schools

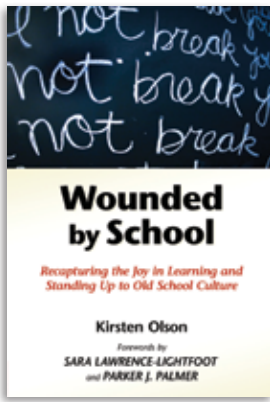
How Successful Schools Help Students Stay in School and Thrive

**Kristen C. Wilcox**  
and **Janet I. Angelis**

“Clearly explains why some high schools do better than others and offers specific examples of best practices in action.”

—**Jim Butterworth**,  
former assistant  
commissioner, NY State  
Education Department

2011/144 pp./PB,  
\$26.95/\$168-8/HC, \$58/\$169-5



2009 Notable Education Book,  
American School Board Journal

## 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

“This important book is filled with resources and specific ideas for reclaiming joy in learning.”  
—*Choice*

2009/240 pp./PB, \$21.95/4955-5  
HC, \$56/4956-2



## Playing for Keeps

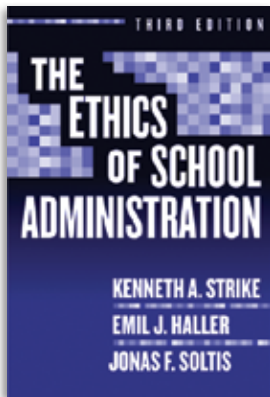
Life and Learning on a Public School Playground

**Deborah Meier, Brenda S. Engel, and Beth Taylor**

“We need this book more than ever. It is a great antidote to the poison of drill-and-grill austerity imposed upon our children by the technocrats of corporate accountability.”

—**Jonathan Kozol**

2010/144 pp./ \$19.95 / 5095-7



## The Ethics of School Administration

Third Edition

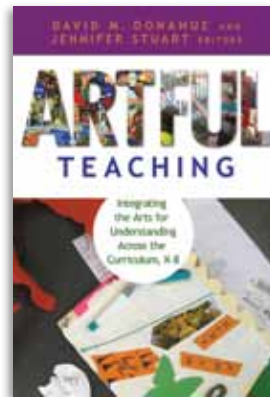
**Kenneth A. Strike, Emil J. Haller, and Jonas F. Soltis**

“A wonderful book to help guide school leaders through the many ethical issues that are a routine part of leading a school district.”

—*The School Administrator*

Updated to address today’s emphasis on meeting standards and raising test scores.

2005/208 pp./PB, \$23.95/4573-1  
*Professional Ethics in Education Series*



## Artful Teaching

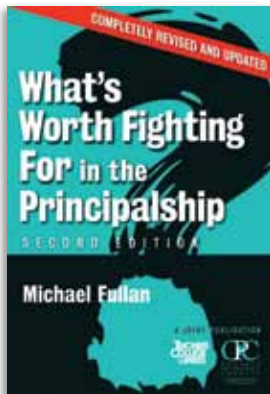
Integrating the Arts for Understanding Across the Curriculum, K–8

Edited by **David M. Donahue and Jennifer Stuart**

Foreword Cyrus E. Driver  
Afterword Lois Hetland

Rich and lively examples of public school teachers integrating visual arts, music, drama, and dance with subject matter, including English, social studies, science, and mathematics. This is both a practitioner’s guide and a school reform model.

2010/192 pp./ PB, \$24.95 / 5080-3  
HC, \$57 / 5081-0 15 photos



## What's Worth Fighting For in the Principals'

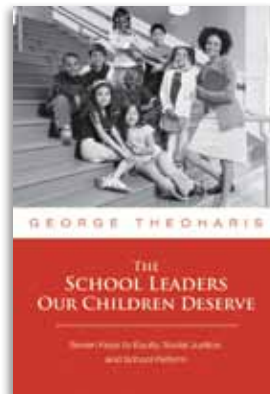
Second Edition

**Michael Fullan**

“Promises much and delivers more. Fullan continues to provide the leadership needed to accelerate school improvement efforts around the globe.”

—**Thomas J. Sergiovanni,**  
Trinity University

2008/80 pp./PB, \$15.95/4833-6  
Available from TCPress only in the U.S.



## The School Leaders Our Children Deserve

Seven Keys to Equity, Social Justice, and School Reform

**George Theoharis**

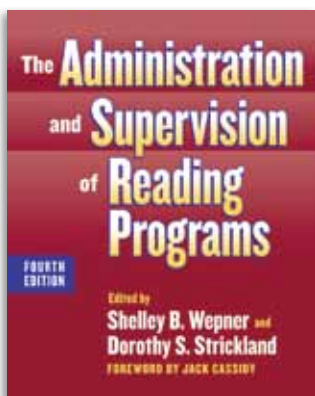
“Presents a hopeful, humanistic, and democratic approach to school reform that many will no doubt wish to replicate.”

—*American School Board Journal*

“Theoharis does a beautiful job at marrying research with practical application that can be utilized by school administrators.”

—*Journal of Educational Administration*

2009/192 pp./PB, \$24.95/4951-7  
HC, \$56/4952-4



## The Administration and Supervision of Reading Programs

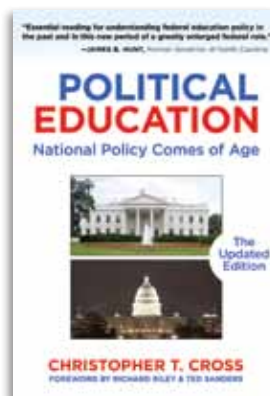
Fourth Edition

Edited by **Shelley B. Wepner and Dorothy S. Strickland**  
Foreword by Jack Cassidy

Covers selecting materials, assessing the quality of teachers, providing staff development, working with different types of learners, and incorporating writing and technology (preK–12).

2008/288 pp./PB, \$28.95/4849-7  
large format, 16 photos

*Language and Literacy Series*



## Political Education

National Policy Comes of Age / The Updated Edition

**Christopher T. Cross**

Foreword by Richard Riley and Ted Sanders

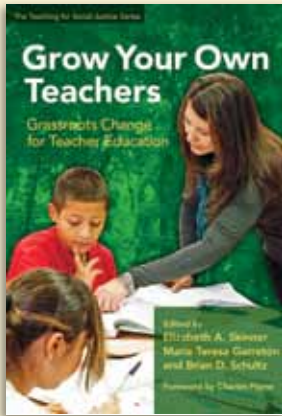
“Concise but illuminating... chock-full of historical nuggets.”

—**Education Week**

“Christopher Cross is one of the nation’s foremost authorities on federal education policy. This book is essential reading.”

—**James B. Hunt,** former Governor of North Carolina

2010/224 pp./ PB, \$28.95 / 5151-0



## Grow Your Own Teachers

Grassroots Change for Teacher Education

Edited by **Elizabeth A. Skinner**, assistant professor, Bilingual Education Program, Illinois State University; **Maria Teresa Garretón**, professor and chair, Department of Teacher Education, Northeastern Illinois University (NIU), Chicago, and; **Brian D. Schultz**, associate professor, Department of Educational Inquiry and Curriculum Studies, NEIU.

Foreword by Charles Payne, University of Chicago

“Grow Your Own (GYO) is one of the most important educational initiatives in this country.”

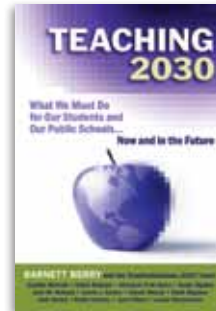
—**Luis C. Moll**, University of Arizona

This book describes the evolution of a local school reform movement in Chicago that now serves as a model for change in schools and teacher preparation programs across the country.

Contributors: **Joanna Brown** • **Linda Darling-Hammond** • **Maureen D. Gillette** • **Anne Hallett** • **Morgan Halstead** • **Djanna A. Hill** • **Soo Hong** • **Christina L. Madda** • **Kathleen McInerney** • **Gregory Michie** • **Mark R. Warren**

Mar 2011/208 pp./PB, \$30.95/5193-0/HC, \$64/5194-7 *The Teaching for Social Justice Series*

**New**



## 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**

“A fresh take on the real future of teaching.”

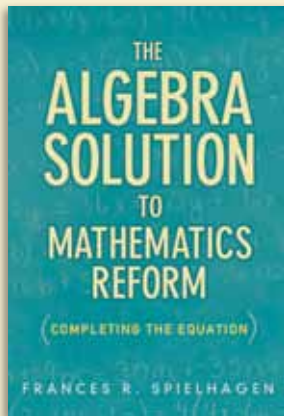
—**Richard Riley**, former U.S. Secretary of Education

“Brilliant... Everyone who cares about teaching and learning should read this book.”

—**Linda Darling-Hammond**, Stanford University

An important and lively examination of what we need to do to transform teaching into the profession students deserve. Powerful new ideas—e.g., students who learn in and out of cyberspace and teacherpreneurs who radically spread their expertise to colleagues—frame a hopeful future for all classrooms filled with qualified, caring, and effective teachers. This book project was generously supported by MetLife Foundation.

Jan 2011/272 pp./PB, \$24.95/5154-1/HC, \$58/5155-8



## The Algebra Solution to Mathematics Reform

Completing the Equation

**Frances R. Spielhagen**, associate professor of education and co-director, Center for Adolescent Research and Development, Mount Saint Mary College, Newburgh, NY

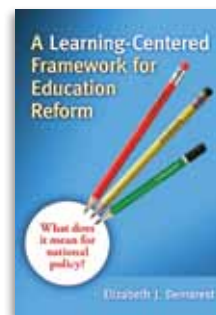
How can we increase mathematics achievement among all students? This book provides a straightforward explanation of how changing mathematics tracking policies to provide algebra instruction to all students by at least eighth grade can bring about changes in both student achievement and teacher performance.

Spielhagen chronicles the success of a large school district that changed the way mathematics was delivered and increased success rates across all populations. Featuring interviews with students and teachers, the

author shows how all stakeholders were brought into the process of changing policy from the ground up. This book offers a model for success that can be replicated by other districts.

Jun 2011/112 pp./PB, \$24.95/5231-9

**New**



## A Learning-Centered Framework for Education Reform

What Does It Mean for National Policy?

**Elizabeth J. Demarest**

“Betty Demarest clearly defines a learning-centered framework for improving policy and practice in our nation’s classrooms.”

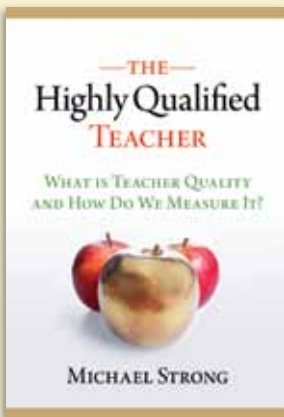
—**Gerald N. Tirozzi**, National Association of Secondary School Principals

“This book is a welcome gift to policymakers and practitioners.”

—**Roland Tharp**, University of California, Berkeley

New research-based concepts are compared critically to older concepts behind standards-based reform and No Child Left Behind.

Nov 2010/192 pp./PB, \$31.95/5156-5/HC, \$66/5157-2



## The Highly Qualified Teacher

What Is Teacher Quality and How Do We Measure It?

**Michael Strong**, senior researcher, Center for Research on the Teaching Profession, University of California, Santa Cruz

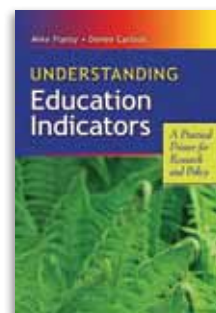
This timely book introduces a new method for evaluating teachers based on extensive fieldwork in schools. The author clarifies the different definitions of teacher quality and distinguishes between *good* teaching and *successful* teaching. He thoroughly examines the empirical evidence responsible for identifying the qualities associated with positive student outcomes, including observational measures that are able to predict a teacher’s ability to raise student achievement in mathematics.

This is essential reading for school administrators, educational policy specialists, and anyone wrestling

with the federal mandate to provide a highly qualified teacher in every classroom.

Jun 2011/168 pp./PB, \$27.95/5225-8/HC, \$60/5226-5

**New**



## Understanding Education Indicators

A Practical Primer for Research and Policy

**Mike Planty** and **Deven Carlson**

“Education researchers, policy analysts, and journalists interested in understanding what really is going on behind the ‘simple’ data that drive the education policy debate need this book.”

—**Jack Buckley**, New York University

Given the extent to which accountability measures determine outcomes for schools and students, this practical introduction is essential reading for a wide audience. For up-to-the-minute policy discussions, visit the book’s website at [www.educationindicator.com](http://www.educationindicator.com).

Aug 2010/160 pp./PB, \$39.95/5120-6



## Rethinking Education in the Age of Technology

The Digital Revolution and Schooling in America

Allan Collins and Richard Halverson

Foreword by John Seely Brown

“If you’re a parent, teacher, school or district administrator, student of education, educational researcher, policymaker, entrepreneur, or publisher, you will not regret taking the time to read this book and re-imagine the future of education with the authors.”

—*Teachers College Record*

“Thoughtful and accessible...brings fresh insight into the question of what the implications of digital technologies are for education.”

—*E-Learning and Digital Media*

“[The authors] make the case for a technology-based revolution in education that will redefine conceptions of how and where learning occurs.”

—*Choice*

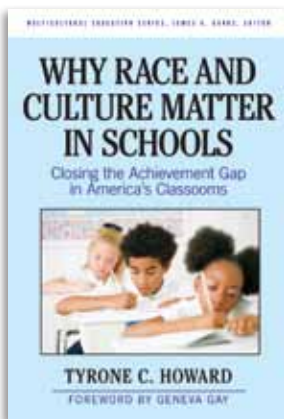
“Accessible to and valuable for a wide range of stakeholders in quality education, including parents, teachers, educational administrators, the business sector, technology vendors, scholars, and policymakers.”

—*Educational Technology*

Are schools making the most of both the technology and the learning potential of today’s “born digital” students? This insightful book advances a new view of the classroom that gets beyond the boosterism of technology enthusiasts and the panic of technology skeptics. The text includes a chapter on “How Schools Can Cope,” with practical suggestions for enhancing performance, reconceptualizing assessment and curricula, and dealing with inequities in access to technologies.

2009/192 pp./PB, \$21.95/5002-5/HC, \$54/5003-2

Technology, Education—Connections (The TEC Series)



## Why Race and Culture Matter in Schools

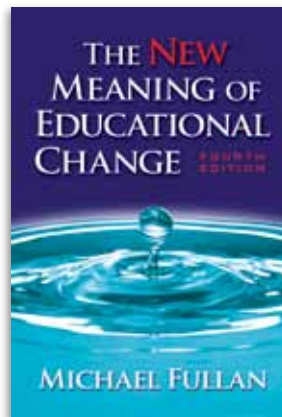
Closing the Achievement Gap in America's Classrooms

Tyrone C. Howard

This accessible book presents empirical data from schools that have improved achievement outcomes for racially and culturally diverse students.

2010/208 pp./PB, \$27.95/5071-1/HC, \$62/5072-8

Multicultural Education Series



## The New Meaning of Educational Change

Fourth Edition

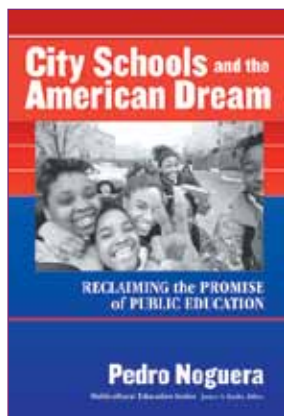
Michael Fullan

“My ‘bible’ for understanding how to improve teaching and learning for all students within complex school systems.”

—Dennis Sparks, National Staff Development Council

2007/352 pp./PB, \$29.95/4765-0 HC, \$58/4766-7

Available in the U.K., Ireland, Europe, and the British Commonwealth from Routledge and in Canada from OPC



- 2005 AESA Critics' Choice Award
- 2003 Gold Book of the Year Award in Education, ForeWord Magazine

## City Schools and the American Dream

Reclaiming the Promise of Public Education

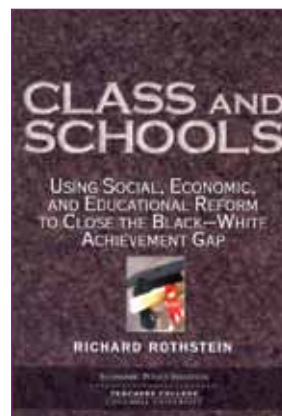
Pedro Noguera

“This book will prove useful to anyone interested in and perplexed by how to reform urban public schools in this country.”

—*Harvard Educational Review*

2003/208 pp./PB, \$21.95/4381-2

Multicultural Education Series



- 2006 NASSP Distinguished Service to Education Award

## Class and Schools

Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap

Richard Rothstein  
Foreword by Arthur E. Levine

“This book is timely, persuasive, well written, and thorough.”

—*American Journal of Education*

2004/224 pp./PB, \$21.95/4556-4

Co-published by the Economic Policy Institute & TCPress

# Keeping Kids Healthy

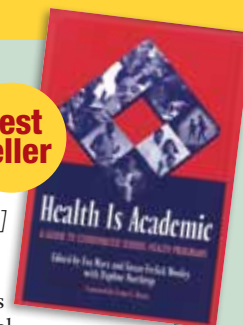


This dynamic new resource offers practical ideas for incorporating wellness initiatives into the elementary curriculum. Unlike other health curricula, *Jump Start Health!* is unique because it:

- ✓ Embodies the National Education Standards and National Health Standards.
- ✓ Includes a step-by-step approach with classroom activities.
- ✓ Asks a range of critical thinking questions.
- ✓ Encourages collaboration and community building.

**Jump Start Health!**, Practical Ideas to Promote Wellness in Kids of All Ages | Campos | \$29.95 / Paperback 5178-7 | \$66 / Hardcover 5179-4  
**Health Is Academic**, A Guide to Coordinated Health Programs | Marx, et al. | \$26.95 / Paperback 3713-2

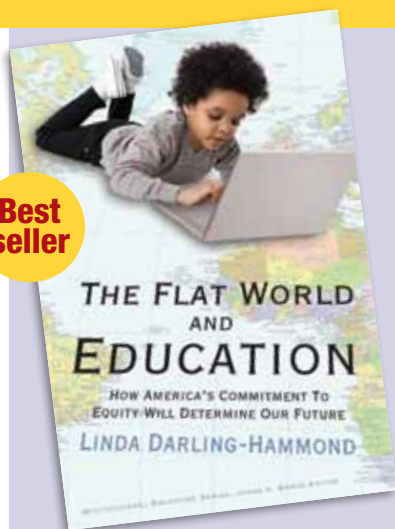
**Best  
seller**



“[*Health is Academic*] offers educators guidelines on how to craft various kinds of coordinated school health programs...experts in the field identify several model nutrition, physical education, and mental-health programs at schools.”

—**Education Week**

# “A roadmap for educational excellence...”



**Best  
seller**

“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.”

—**Washington Post**

“Identifies the policies and the practices that could turn the tide from educational mediocrity to educational excellence for all if we only had the will.”

—**The School Administrator**

“A roadmap for educational excellence for all children in today’s flat world.”

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

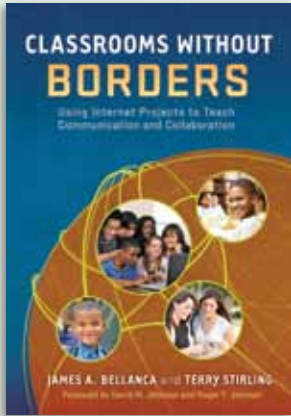
“This book makes clear as a bell how to organize schools for successful teaching and what state and national policies are required to support it.”

—**James B. Hunt**,  
Former Governor  
of North Carolina

“A must-read for educators, policymakers, and others concerned about the future of our country in a ‘flat’ world.”

—**Tony Wagner**, co-director,  
Harvard Change Leadership  
Group

**The Flat World and Education**, How America’s Commitment to Education Will Determine Our Future | Darling-Hammond | \$21.95 / Paperback 4962-3 | Multicultural Education Series



## Classrooms Without Borders

Using Internet Projects to Teach Communication and Collaboration

**James A. Bellanca**, former secondary teacher and founder and CEO of International Renewal Institute, Inc., Glencoe, IL, and **Terry Stirling**, associate dean of education and associate professor of educational leadership, Northeastern Illinois University, Chicago

Foreword by David W. Johnson and Roger T. Johnson

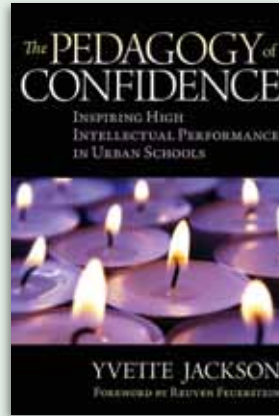
“In this remarkable book, the authors illustrate how the combination of collaboration and the Internet may change the way classes are delivered, how instruction takes place, and the nature of classroom and school life. . . . It can truly be said that every teacher should read this book and make use of its contents.”

—From the Foreword by **David W. Johnson** and **Roger T. Johnson**, University of Minnesota

The authors provide the how-to for teaching essential foundation elements, such as teamwork, Internet research, evaluation of information sources, cross-cultural communication, and thinking skills. The user-friendly format includes checklists, resources, and sample lesson templates to help teachers design their own projects.

Mar 2011/264 pp./PB, \$29.95/\$209-8 large format

**New**



## The Pedagogy of Confidence

Inspiring High Intellectual Performance in Urban Schools

**Yvette Jackson**, CEO, National Urban Alliance for Effective Education, founded at the College Board and Teachers College, Columbia University

Foreword by Reuven Feuerstein

“Should be read by every educator and policymaker truly interested in closing the achievement gap.”

—**Linda Darling-Hammond**, Stanford University

“This book will become the ‘Rosetta Stone’ of urban education.”

—**Joseph S. Renzulli**, The University of Connecticut

“For urban educators who want to know how to be effective in teaching and developing strong relationships with their students.”

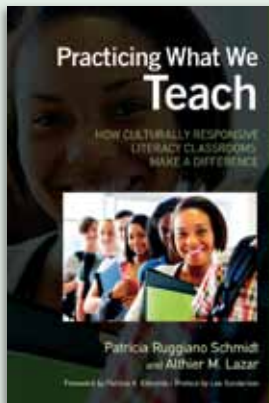
—**Pedro A. Noguera**, New York University

In her new book, Yvette Jackson provides practical approaches to rekindle educators’ belief in their ability to inspire the vast capacity of their urban students. The text explores the theory and methodology of cognitive psychologist Reuven Feuerstein, upon which *The Pedagogy of Confidence* is based.

*Yvette Jackson is available for select readings and lectures. To inquire about a possible appearance, please contact: yjackson.poc@gmail.com*

March 2011/208 pp./PB, \$27.95/\$223-4/HC, \$62/\$224-1

**New**



## Practicing What We Teach

How Culturally Responsive Literacy Classrooms Make a Difference

Edited by **Patricia Ruggiano Schmidt**, professor of literacy education, Le Moyne College, Syracuse, NY, and recipient of the Elva Knight Research Award, IRA; and **Althier M. Lazar**, professor in the teacher education department, Saint Joseph’s University, Philadelphia

Foreword by Patricia A. Edwards  
Preface by Lee Gunderson

“Provides future and practicing teachers, educational leaders, and school activists a thoroughly contextualized description and understanding of culturally responsive teaching. It will become a classic.”

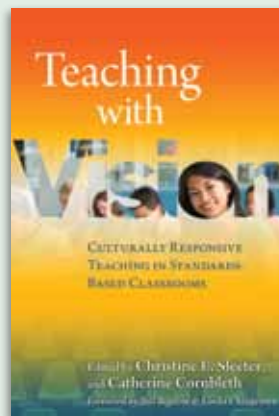
—From the Preface by **Lee Gunderson**, University of British Columbia

Extraordinary K–12 teachers show us what culturally responsive literacy teaching looks like in their classrooms and how it advances children’s academic achievement. This book covers home–school partnering, using culturally responsive literature, establishing relationships with children and parents, using cultural connections, and teaching English language learners and children who speak African American language. The text includes:

- “Make This Happen in Your Classroom” sections at the end of each chapter.
- “Becoming a Culturally Responsive Teacher” self-evaluation form.

Apr 2011/304 pp./PB, \$27.95/\$220-3

**New**



## Teaching with Vision

Culturally Responsive Teaching in Standards-Based Classrooms

Edited by **Christine E. Sleeter**, professor emerita, College of Professional Studies, California State University, Monterey Bay, and **Catherine Cornbleth**, professor, Graduate School of Education, University at Buffalo, State University of New York (SUNY)

Foreword by Bill Bigelow and Linda Christensen

“This work is culturally sensitive, critically astute, and absolutely essential for teachers and teacher educators today.”

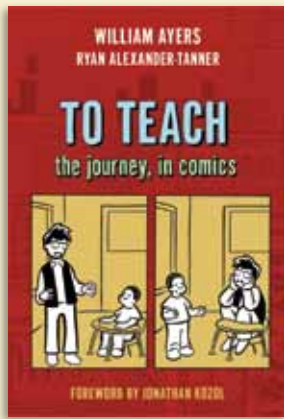
—From the Foreword by **Bill Bigelow**, *Rethinking Schools* magazine, and **Linda Christensen**, Lewis and Clark College

This collection showcases the professional experience and wisdom of classroom teachers who have been navigating standards- and test-driven teaching environments in California and New York while maintaining their vision of what teaching can be. It shows how they construct math curriculum, history units, and writing projects grounded in their students’ lives and the world beyond the classroom.

This book is essential reading for new teachers who are struggling to make their teaching inspiring, creative, and culturally responsive, especially those who are working in less than supportive environments.

February 2011/176 pp./PB, \$27.95/\$172-5/HC, \$68/\$173-2

**New**



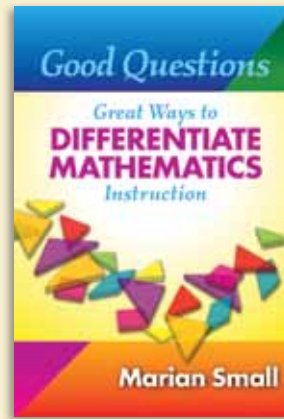
## To Teach

The Journey, in Comics

**William Ayers** and  
**Ryan Alexander-Tanner**  
Foreword by Jonathan Kozol

To help bring this popular story to a new generation, the classic text is now available as a graphic novel. Jonathan Kozol calls it “an utterly original and deliciously irreverent book” and *Publishers Weekly* says it’s “fascinating.”

2010/144 pages/PB, \$15.95/5062-9  
fully illustrated



## Good Questions

Great Ways to Differentiate  
Mathematics Instruction

**Marian Small**

“A great resource, with realistic applications to current instruction and tips for creating solid math discourse with your students.”

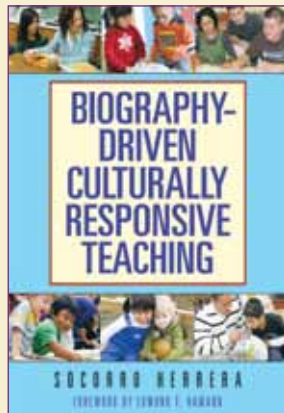
—**Mathematics: Teaching in the Middle School**

“I highly recommend this user-friendly resource for all mathematics teachers.”

—**Teaching Children Mathematics**

2009/216 pp./PB, \$29.95/4978-4

Available in Canada from Nelson Education Ltd.



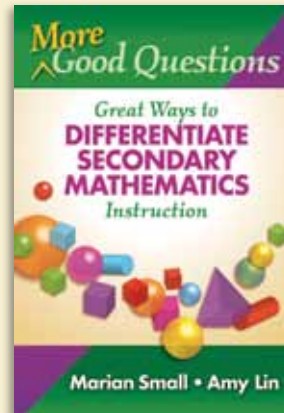
## Biography-Driven Culturally Responsive Teaching

“A wonderful, fresh, application-focused model that integrates the best of teaching and learning.”

—**Pedro R. Portes**,  
The University of Georgia

Nationally known literacy expert Socorro Herrera provides a practical guide to help teachers plan and implement more successful culturally responsive instruction.

2010/192 pp./PB, \$29.95/5086-5  
large format, photos



## More Good Questions

Great Ways to Differentiate Secondary  
Mathematics Instruction

**Marian Small** and **Amy Lin**

Written specifically for secondary mathematics teachers, this book will help teachers differentiate math instruction with less difficulty and greater success. Strategies and examples are organized around Big Ideas within the National Council of Teachers of Mathematics content strands. With particular emphasis on Algebra, chapters also address Number and Operations, Geometry, Measurement, and Data Analysis and Probability, with examples included for Pre-Calculus.

2010/224 pp./PB, \$29.95/5088-9

Available in Canada from Nelson Education Ltd.



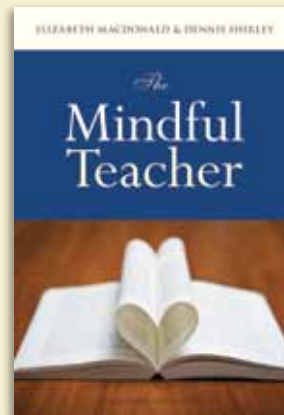
## Culturally Responsive Teaching

Theory, Research, and Practice,  
Second Edition

**Geneva Gay**

This foundational book demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. Includes a new section on standards and diversity.

2010/320 pp./PB, \$29.95/5078-0  
*Multicultural Education Series*



## The Mindful Teacher

**Elizabeth MacDonald** and  
**Dennis Shirley**

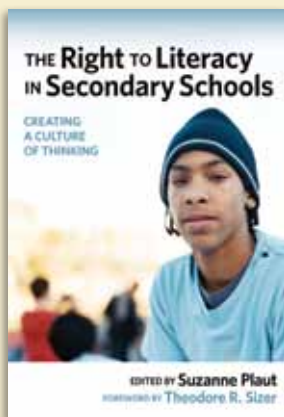
“*The Mindful Teacher* will be treasured by educators everywhere.”

—**Thomas Payzant**,  
Superintendent, Boston Public  
Schools, 1995–2006

Provides strategies to combat the negative effects of top-down policy mandates on teaching and learning.

2009/112 pp./PB, \$19.95/5019-3

*the series on school reform*



## The Right to Literacy in Secondary Schools

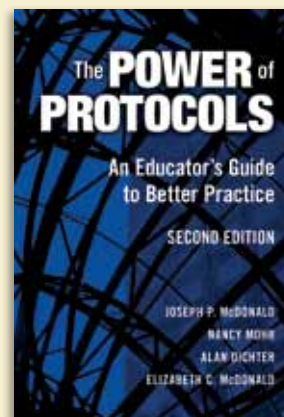
Creating a Culture of Thinking

Edited by **Suzanne Plaut**  
Foreword by Theodore R.Sizer

“This must-read from PEBC is for all secondary teachers and leaders who want students to become powerful independent thinkers and change agents.”

—**Wendy D. Puriefoy**,  
Public Education Network

2009/216 pp./PB, \$24.95/4918-0  
HC, \$56/4919-7 large format



## The Power of Protocols

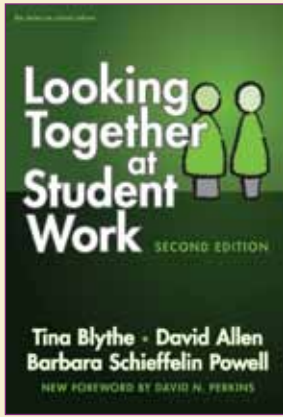
An Educator's Guide to Better Practice,  
Second Edition

**Joseph P. McDonald**, the late **Nancy Mohr**,  
**Alan Dichter**, and **Elizabeth C. McDonald**

Educator can use these protocols to study together, work on problems of practice, teach well, and explore student's work.

2007/144 pp./PB, \$20.95/4769-8

*series on school reform*



**Looking Together at Student Work**  
Second Edition  
**Tina Blythe, David Allen, and Barbara Schieffelin Powell**  
Forewords by David N. Perkins and Kathleen Cushman

“School leaders looking for systemic strategies to improve student achievement would be well-served by *Looking Together at Student Work*.”  
—The School Administrator

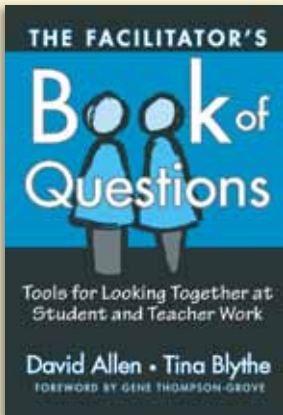
2008/96 pp./PB, \$15.95/4835-0  
*the series on school reform*



**Change Is Gonna Come**  
Transforming Literacy Education for African American Students  
**Patricia A. Edwards, Gwendolyn Thompson McMillon, and Jennifer D. Turner**  
Foreword by Carol D. Lee

This book provides specific practices that K–12 literacy educators can use to transform their schools.

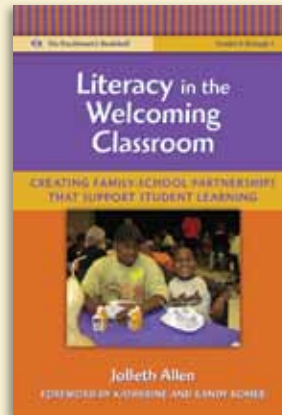
2010/224 pp./PB, \$24.95/5084-1  
HC, \$59/5085-8  
*Language and Literacy Series*



**The Facilitator's Book of Questions**  
Tools for Looking Together at Student and Teacher Work  
**David Allen and Tina Blythe**  
Foreword by Gene Thompson-Grove

“A must read for teachers and administrators committed to professional collaboration.”  
—Katherine Simon,  
Coalition of Essential Schools

2004/160 pp./PB, \$19.95/4468-0



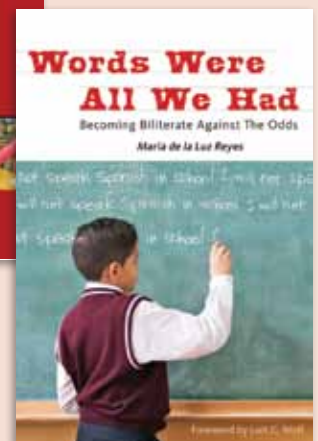
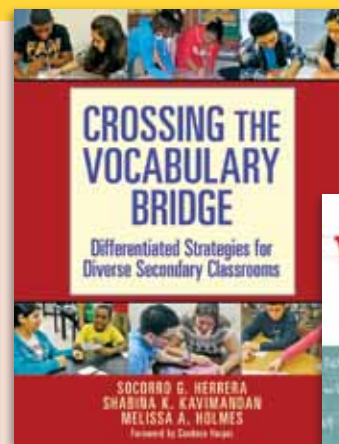
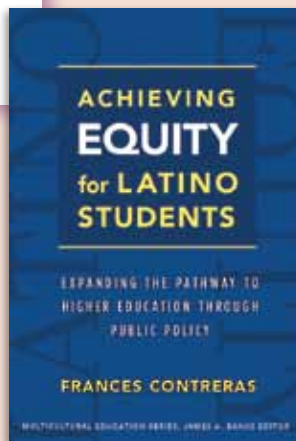
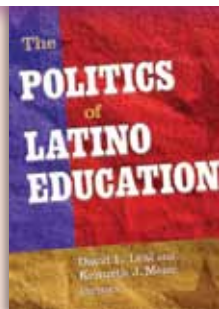
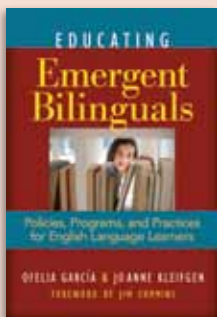
**Literacy in the Welcoming Classroom**  
Creating Family–School Partnerships that Support Student Learning (K–5)  
**JoBeth Allen**  
Foreword by Katherine and Randy Bomer

“If all schools could put these ideas into play, I have no doubt that children’s reading achievement would soar.”  
—Anne T. Henderson, Annenberg Institute for School Reform

2010/120 pp./PB, \$22.95/5077-3  
large format, photos  
*Language and Literacy Series (Practitioner's Bookshelf)*

These authoritative resources cover a wide range of topics important to improving education for Latinos, including standardized testing, immigration, and bilingual education. Essential reading for policy-makers, principals, teachers, and anyone who wants to close the achievement gap for this growing population of learners.

# Bilingual Education



**Achieving Equity for Latino Students** | Contreras | 192 pp./PB, \$29.95/5210-4/HC, \$64/5211-1  
**Crossing the Vocabulary Bridge** | Herrera, et al. | 192 pp./PB, \$27.95/5217-3 large format, photos  
**Words Were All We Had** | de la Luz Reyes | 192 pp./PB, \$32.95/5180-0/HC, \$72/5181-7 *Language and Literacy Series*  
**Educating Emergent Bilinguals** | García/Kleifgen | 192 pp./PB, \$26.95/5113-8/HC, \$60/5114-5 *Language and Literacy Series*  
**The Politics of Latino Education** | Leal/Meier | 240 pp./PB, \$35.95/5142-8/HC, \$74/5143-5

