

INFORMATION AGE PUBLISHING

# EDUCATION 2014

IAP | INFORMATION AGE PUBLISHING

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

# TABLE OF CONTENTS

## RECENT TITLES

<b>#youthaction.</b> Becoming Political in the Digital Age	5
<b>Action Research.</b> Models, Methods, and Examples	5
<b>Adolescents In The Internet Age, 2nd Edition.</b> Teaching And Learning From Them	6
<b>Advancing Methodologies to Support Both Summative and Formative Assessments</b>	6
<b>American Educational History Journal.</b> VOLUME 41, NUMBERS 1 & 2 2014	7
<b>Autoethnography as a Lighthouse.</b> Illuminating Race, Research, and the Politics of Schooling	7
<b>Beyond Tears, Tirades, and Tantrums.</b> Clinical Simulations for School Leader Development	7
<b>Building Sustainable Futures for Adult Learners</b>	8
<b>Caring Leadership in Turbulent Times.</b> Tackling Neoliberal Education Reform	8
<b>Case Studies for the New Professor.</b> Surviving the Jungle of the Academy	9
<b>Catholic Schools in the Public Interest.</b> Past, Present, and Future Directions	9
<b>A Chronicle of Echoes.</b> Who's Who in the Implosion of American Public Education	10
<b>Clinical Simulations for School Leader Development.</b> A Companion Manual for School Leaders	10
<b>Collective Unravelings of the Hegemonic Web</b>	10
<b>Contemporary Perspectives on Research in Theory of Mind in Early Childhood Education</b>	11
<b>Continuing to Disrupt the Status Quo?.</b> New and Young Women Professors of Educational Leadership	11
<b>Creating Visions for University- School Partnerships</b>	11
<b>Critical Perspectives on Black Education.</b> Spirituality, Religion and Social Justice	12
<b>Critique as Uncertainty</b>	12
<b>Cultural Psychology and Its Future.</b> Complementarity in a New Key	13
<b>Curriculum and Teaching Dialogue.</b> Volume 16 numbers 1 & 2	13
<b>The Duality of Women Scholars of Color.</b> Transforming and Being Transformed in the Academy	13
<b>Dynamics of Social Class.</b> Race, and Place in Rural Education	14
<b>Educating About Social Issues in the 20th and 21st Centuries - Vol 4.</b> Critical Pedagogues and Their Pedagogical Theories	14
<b>Educating About Social Issues in the 20th and 21st Centuries Vol. 3.</b> A Critical Annotated Bibliography	15
<b>Educational Leadership for Ethics and Social Justice.</b> Views from the Social Sciences	15
<b>Educational Reform in Europe.</b> History, Culture, and Ideology	15
<b>Effective Educational Programs, Practices, and Policies for English Learners</b>	16
<b>Emerging Perspectives on Gesture and Embodiment in Mathematics</b>	16
<b>Enacted Mathematics Curriculum.</b> A Conceptual Framework and Research Needs	17
<b>End of Academic Freedom.</b> The Coming Obliteration of the Core Purpose of the University	17
<b>Ethical Leadership and the Community College.</b> Paradigms, Decision-Making, and Praxis	18
<b>Evaluating The Undergraduate Research Experience.</b> A Guide for Program Directors and Principal Investigators	18
<b>Exemplary Elementary Social Studies.</b> Case Studies in Practice	19
<b>Fieldbook of ibstpi Evaluator Competencies</b>	19
<b>The First Sourcebook on Asian Research in Mathematics Education.</b> China, Korea, Singapore, Japan, Malaysia and India	20
<b>From Policy to Practice.</b> Sustainable Innovations in School Leadership Preparation and Development	20
<b>Getting to Know Ourselves and Others Through the ABCs.</b> A Journey Toward Intercultural Understanding	21
<b>Girls and Women in STEM.</b> A Never Ending Story	21
<b>Globalizing Minds.</b> Rhetoric And Realities In International Schools	21
<b>Governance and Transformations of Universities in Africa.</b> A Global Perspective	22
<b>Growing Up Between Two Cultures.</b> Issues and problems of Muslim children	22
<b>Handbook of Research Methods in Early Childhood Education - Volume 2.</b> Review of Research Methodologies	23
<b>Handbook of Research Methods in Early Childhood Education - Volume I.</b> Research Methodologies	23
<b>The Handbook on Innovations in Learning</b>	24
<b>Hearts and Minds Without Fear.</b> Unmasking the Sacred in Teacher Preparation	24
<b>Higher Education Administration.</b> 50 Case-Based Vignettes	24
<b>Higher Education Finance Research.</b> Policy, Politics, and Practice	25
<b>Historically Black College Leadership &amp; Social Transformation.</b> How Past Practices Inform the Present and Future	25
<b>In the Service of Learning and Empowerment.</b> Service-Learning, Critical Pedagogy, and the Problem-Solution Project	25
<b>International Collaborations in Literacy Research and Practice</b>	26

<b>Internationalizing Teacher Education for Social Justice.</b> Theory, Research, and Practice	26
<b>Intersectionality and Urban Education.</b> Identities, Policies, Spaces & Power	27
<b>It Takes Team Effort.</b> Men and Women Working Together to Enhance Children’s Lives	27
<b>Knowing What’s Local.</b> Ethnographic Inquiry, Education and Democracy	28
<b>Learner's Privilege and Responsibility.</b>	28
<b>Learning Over Time.</b> Learning Trajectories in Mathematics Education	29
<b>Mathematics in Middle and Secondary School.</b> A Problem Solving Approach	29
<b>Mentoring African American Males.</b> A Research Design Comparison Perspective	30
<b>Mentoring for the Professions.</b> Orienting Toward the Future	30
<b>Mindfulness for Educational Practice.</b> A Path to Resilience for Challenging Work	30
<b>The Miseducation of English Learners.</b> A Tale of Three States and Lessons to be Learned	31
<b>Multicultural Education for Learners with Special Needs in the Twenty-First Century</b>	32
<b>Normalites.</b> The First Professionally Prepared Teachers in the United States	32
<b>Paul Diederich and the Progressive American High School</b>	33
<b>Pólvora, sangre y sexo.</b> dialogismos contemporáneos entre la literatura y el cine en América Latina	33
<b>Peace and Conflict Studies Research.</b> A Qualitative Perspective	34
<b>The Phenomenon of Obama and the Agenda for Education - 2nd Edition.</b>	34
<b>Poverty, Class, and Schooling.</b> Global Perspectives on Economic Justice and Educational Equity	35
<b>Promising Practices To Empower Culturally And Linguistically Diverse Families Of Children With Disabilities</b>	35
<b>Real-Life Distance Education.</b> Case Studies in Practice	36
<b>Research Based Undergraduate Science Teaching</b>	36
<b>Research in Learning and Teaching in Educational Leadership</b>	36
<b>Research on Course Management Systems in Higher Education</b>	37
<b>Research on Teaching and Learning with the Literacies of Young Adolescents</b>	37
<b>Research on Technology Use in Multicultural Settings</b>	38
<b>Researching Race in Education.</b> Policy, Practice and Qualitative Research	38
<b>Rethinking Science Education.</b> Philosophical Perspectives	38
<b>School Leadership in a Diverse Society.</b> Helping Schools Prepare All Students for Success	39
<b>Selected writings from the Journal of the Mathematics Council of the Alberta Teachers' Association.</b>	39
<b>Service-Learning in Literacy Education.</b> Possibilities for Teaching and Learning	40
<b>Shifting to Fit.</b> The Politics of Black and White Identity in School Leadership	40
<b>The State Role in School Turnaround.</b> Emerging Best Practices	41
<b>STEM and the City.</b> A Report on STEM Education in the Great American Urban Public School System	41
<b>STEM Models of Success.</b> Programs, Policies, and Practices in the Community College	41
<b>Student Writing.</b> Give it a Generous Reading	42
<b>Teacher Education and Black Communities.</b> Implications for Access, Equity and Achievement	42
<b>Teaching and Learning at a Distance.</b> Foundations of Distance Education, 6th Edition	43
<b>Teaching from the Thinking Heart.</b> The Practice of Holistic Education	43
<b>Technologies of Government.</b> Politics and Power in the "Information Age"	44
<b>Uncovering the Cultural Dynamics in Mentoring Programs and Relationships.</b> Enhancing Practice and Research	44
<b>Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages.</b>	45
<b>Understanding Peace Cultures</b>	45
<b>Unnormalizing Education.</b> Addressing Homophobia in Higher Education and K-12 Schools	46
<b>Using Data in Schools to Inform Leadership and Decision Making</b>	46
<b>Value Added Modeling and Growth Modeling with Particular Application to Teacher and School Effectiveness</b>	47
<b>Women and Leadership in Higher Education</b>	47
<b>Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice</b>	48
<b>Writing Math Research Papers - 4th Edition.</b> A Guide for High School Students and Instructors	48
<b>Action Research in the World Language Classroom</b>	48
<b>Adolescence in the 21st Century.</b> Constants and Challenges	49
<b>Advances in Help-Seeking Research and Applications.</b> The Role of Emerging Technologies	49
<b>Advancing Cross-Cultural Perspectives on Educational Psychology.</b> A Festschrift for Dennis McInerney	50
<b>African Traditional And Oral Literature As Pedagogical Tools In Content Area Classrooms.</b> K-12	50
<b>American Educational History Journal.</b> Volume 40, # 1 & 2, 2013	51
<b>Casebook of Exemplary Evidence-Informed Programs that Foster Community Participation After Acquired Brain Injury</b>	51
<b>Curriculum and Teaching Dialogue.</b> Volume 15 numbers 1 & 2	51

<b>Curriculum Windows. What Curriculum Theorists of the 1960s Can Teach Us about Schools and Society Today</b>	52
<b>Developing and Sustaining Adult Learners</b>	52
<b>The Development of Teaching Expertise from an International Perspective</b>	53
<b>Digital Social Studies</b>	53
<b>Elementary Mathematics in Context</b>	54
<b>English Learner Instruction through Collaboration and Inquiry in Teacher Education</b>	54
<b>A Feast of Learning. International Perspectives on Adult Learning and Change</b>	54
<b>Finding John Galt. People, Politics, and Practice in Gifted Education</b>	55
<b>The Future of Evaluation in Society. A Tribute to Michael Scriven</b>	55
<b>Guide to Transforming Teaching Through Self-Inquiry</b>	56
<b>Improving Instruction Through Supervision, Evaluation, and Professional Development</b>	56
<b>In the Beginning. Biblical Sparks for a Child's Week</b>	56
<b>Instructional Designer Competencies. The Standards (Fourth Edition)</b>	57
<b>Killing ideas softly?. The promise and perils of creativity in the classroom</b>	57
<b>Learning Through Visual Displays</b>	58
<b>Left Behind in the Race to the Top. Realities of School Reform</b>	58
<b>Life Stories. Exploring Issues in Educational History Through Biography</b>	58
<b>Liminal Spaces and Call for Praxis(ing)</b>	59
<b>Membership and Moral Formation. Shame as an Educational and Social Emotion</b>	59
<b>Migrants and Refugees. Equitable Education for Displaced Populations</b>	60
<b>The Mismeasure of Education</b>	60
<b>The Model Minority Stereotype. Demystifying Asian American Success</b>	60
<b>Necessary Spaces. Exploring the Richness of African American Childhood in the South</b>	61
<b>Online Learner Competencies. Knowledge, Skills, and Attitudes for Successful Learning in Online Settings</b>	61
<b>Peace Education from the Grassroots</b>	62
<b>Perspectives and Provocations in Early Childhood Education Volume 2</b>	62
<b>Queer Voices from the Classroom</b>	62
<b>Re-Envisioning Higher Education. Embodied Pathways to Wisdom and Social Transformation</b>	63
<b>Reflection and the College Teacher. A Solution for Higher Education</b>	63
<b>Research on the Influences of Educational Policy on Teaching and Learning</b>	64
<b>School and District Leadership in an Era of Accountability</b>	64
<b>Schooling for Tomorrow's America</b>	65
<b>Seeking the Common Dreams between the Worlds. Stories of Chinese Immigrant Faculty...</b>	65
<b>The Status of Social Studies. Views from the Field</b>	65
<b>Storybridge to Second Language Literacy.</b>	66
<b>Theory Into Practice. Unlocking the Power and the Potential of Reflective Journals</b>	66
<b>Thinking in Childhood and Adolescence</b>	67
<b>Transforming Teacher Education through Service-Learning</b>	67
<b>Varied Perspectives on Play and Learning. Theory and Research on Early Years Education</b>	67
<b>WRITE ON! MATH. Taking Better Notes in Math Class</b>	68
<b>Writing Math Research Papers. A Guide for Students and Instructors</b>	68
<b>BACK LIST</b>	<b>69</b>
<b>JOURNAL SUBSCRIPTION PRICES</b>	<b>104</b>
<b>INTERNATIONAL DISTRIBUTORS</b>	<b>105</b>
<b>ORDER FORM</b>	<b>107</b>

# RECENT TITLES



## #youthaction

Becoming Political in the Digital Age

Ben Kirshner, *University of Colorado School of Education*  
Ellen Middaugh, *Mills College*

A volume in the series *Adolescence and Education*

2014. Paperback 9781623967956 \$45.99. Hardcover 9781623967963 \$85.99. eBook 9781623967970 \$50

Social media and digital tools permeate the everyday lives of young people. In the early stages of commentary about the impact of the digital age on civic life, debates revolved around whether the Internet enhanced or discouraged civic and political action. Since then we have seen new media move to center stage in politics and activism--from the 2008 US election to the 2011 Arab Spring to the Occupy movement. We have also seen new patterns in how different sub-groups make use of digital media. These developments have pushed people to move beyond questions about whether new media are good or bad for civic life, to ask instead: how, under what conditions, and for whom, do new digital tools become resources for political critique and action by the young?

This book will provide a platform for a new wave of scholarship about young people's political participation in the digital age. We define "youth" or "young people" as roughly between the ages of 12 and 25. We include perspectives from political science, education, cultural studies, learning sciences, and youth development. We draw on the framework developed by the MacArthur Research Network on Youth and Participatory Politics (Cohen, Kahne, Bowyer, Middaugh, & Rogowski, 2012), which defines participatory politics as, "interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern."



## Action Research

Models, Methods, and Examples

Jerry W. Willis, *St. John Fisher College*  
Claudia Edwards, *St. John Fisher College*

A volume in the series *Applied Research in Education and the Social Sciences*

2014. Paperback 9781623966553 \$45.99. Hardcover 9781623966560 \$85.99. eBook 9781623966577 \$50

The first three chapters of Action Research: Models, Methods, and Examples covers the history, foundations, and basics of conducting action research projects. In those chapters you will learn about the origins of action research as well as about the different methods and models of action research - from the original approaches used by Kurt Lewin and his students in the 1940s and 1950s to the diversity of current approaches to AR that are used to develop both solutions to real world problems and to construct a better understanding of important issues and concern in communities, schools, businesses, and organizations.

The nine chapters in the second part of the book illustrate the many ways action research is practiced today. Those chapters illustrate the use of action research methods to accomplish everything from individual personal professional development to changing policies and practices in large organizations and systems.

The chapters detail many specific methods of doing AR such as participatory action research, emancipatory action research, designbased action research, collaborative inquiry, and many others.



## Adolescents In The Internet Age, 2nd Edition

### Teaching And Learning From Them

Paris S. Strom, *Auburn University*  
Robert D. Strom, *Arizona State University*

A volume in the series *Lifespan Learning*

2014. Paperback 9781623967628 \$45.99. Hardcover 9781623967635 \$85.99. eBook 9781623967642 \$50

Teaching adolescents and learning from them is the paradigm elaborated throughout this second edition of *Adolescents in the Internet Age*. The premise is based upon four assumptions: (1) Adolescents have unique experiences that qualify them as the most credible source on what growing up is like in the current environment; (2) Adolescents are more competent than many adults with tools of technology that will be needed for learning in the future; (3) Adolescents and adults can support mutual development by adopting the concept of reciprocal learning; and (4) The common quest of adolescents to gain adult identity could be attained before employment.

Expectations are the theme for every chapter. The reason expectations are so important is because they influence goals, determine priorities, and are used to evaluate progress and achievements of individuals and institutions. When teacher expectations correspond with the abilities and interests of students, achievement and satisfaction are common outcomes. In contrast, if teachers expect too little, student potential can be undermined. There is also concern if expectations that students have for themselves surpass their abilities. This occurs if teachers do not inform students about their deficits. Multitasking, doing too many things at the same time, detracts from productivity. Sharing accountability depends upon complimentary and attainable expectations that can be met by students, teachers, and parents. To support appropriate expectations, this book for secondary teachers and high school students seeking a broader understanding of their own generation is organized in four parts about aspects of learning and development.

- (1) Identity expectations introduce traditional perspectives on adolescence, changes related to sources of learning, evolving emphasis of schools, and ways to support motivation, goal setting, and formation of identity.
- (2) Cognitive expectations examine mental abilities, academic standards, emergence of the Internet as a learning tool, development of media literacy, creative problem solving, and encouragement of higher order thinking skills.
- (3) Social expectations explore the need for giving greater attention to social development, importance of teamwork skills, involvement with social networking, adoption of civil behavior, school safety, and values as a basis for ethical behavior and character.
- (4) Health expectations center on decisions that influence physical health, well-being, and lifestyle choice. Consideration is given to stress management, emotional intelligence, and risk assessment strategies for individual teenagers and the schools that they attend.



## Advancing Methodologies to Support Both Summative and Formative Assessments

Ying Cheng, *University of Notre Dame*  
Hua-Hua Chang, *University of Illinois at Urbana-Champaign*

A volume in the series *Chinese American Educational Research and Development Association Book Series*

2014. Paperback 9781623965952 \$45.99. Hardcover 9781623965969 \$85.99. eBook 9781623965976 \$50

Over the past thirty years, student assessment has become an increasingly important component of public education. A variety of methodologies in testing have been developed to obtain and interpret the wealth of assessment outcomes. As assessment goals are getting increasingly multifaceted, new testing methodologies are called for to provide more accessible and reliable information on more complex constructs or processes, such as students' critical thinking and problem-solving skills.

Testing methodologies are needed to extract information from assessments on such complicated skills, in order to advise teachers about certain areas of students that need intervention. It is even a bigger challenge, and a vital mission of today's large-scale assessments, to gain such information from testing data in an efficient manner. For example PARCC and Smarter Balanced Assessments consortia are both striving to offer formative assessments through individualized, tailored testing. The book provides state-of-the-art coverage on new methodologies to support traditional summative assessment, and more importantly, for emerging formative assessments.



## American Educational History Journal

VOLUME 41, NUMBERS 1 & 2 2014

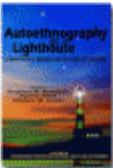
Paul J. Ramsey, *Eastern Michigan University*

A volume in the series *American Educational History Journal*

2014. Paperback 9781623967895 \$45.99. Hardcover 9781623967901 \$85.99. eBook 9781623967918 \$50

Book Review Editor: **Susan Studer**, *California Baptist University*  
Associate Editor: **Donna M. Davis**, *University of Missouri—Kansas City*  
Associate Editor: **Joshua Garrison**, *University of Wisconsin—Oshkosh*  
Managing Editor: **Mindy Spearman**, *Clemson University*  
Editorial Assistant: **John Field**, *Eastern Michigan University*

The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.



## Autoethnography as a Lighthouse

Illuminating Race, Research, and the Politics of Schooling

Stephen Hancock, *University of North Carolina at Charlotte*  
Ayana Allen, *University of North Carolina at Charlotte*  
Chance W. Lewis, *University of North Carolina at Charlotte*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2014. Paperback 9781623968229 \$45.99. Hardcover 9781623968236 \$85.99. eBook 9781623968243 \$50

The purposes of this book are rooted in the move from invisibility to visibility and silence to voice. This work uses autoethnography as an enterprise to break down traditional barriers that support the invisibility of diverse epistemologies (Altheide & Johnson, 2011). The reality of invisibility and silence has plagued scholars of color in their attempt to make known the cultural significance found in the planning and execution of research. As a result, this book purposes to support the visibility and voice of scholars of color who conduct autoethnographic research from a racial, gendered, and critical theoretical framework. This work further supports the research community as it examines and reexamines culturally indigenous epistemologies as a viable vehicle for rigorous and authentic inquiry (Dillard, 2000).

The significance of this book can be grafted from its attention to new ways of thinking about doing research. While much of the previous scholarship on autoethnography highlights the importance of personal narrative and voice, this book includes the latter but also examines the concept of race and culture as undisputable factors in the doing of research. Burdell & Swadener (1999) contends that autoethnography should interrogate the subjective nature and question master narratives and empirical assumptions. Spry (2011) emphasizes autoethnography as a moral discourse that fosters intimate experiences grounded in historical processes. Autoethnographic research then, has the potential to provide a lens by which researchers can delve into research with a greater sense of personal experiences and critical understanding of the inquiry context.



## Beyond Tears, Tirades, and Tantrums

Clinical Simulations for School Leader Development

Benjamin H. Dotger, *Syracuse University's School of Education*

2014. Paperback 9781623965716 \$45.99. Hardcover 9781623965723 \$85.99. eBook 9781623965730 \$50

Clinical simulations provide school leaders with opportunities to enact and examine their leadership approaches, decisions, and policies, without consequence. Building on medical education's use of standardized patients, this book introduces standardized individuals and clinical simulations into the field of school

leader preparation. In live, one-to-one interactions, school leaders engage in variety of professional situations with standardized students, parents, teachers, and community members.

Each carefully scripted standardized individual presents a problem of practice, while unscripted school leader participants are free to enact their own professional knowledge, dispositions, and decision-making approaches as they engage within a simulation. When confronted by an angry father (in simulation), leaders practice their explanations and policies surrounding challenged curriculum. When presented with an inebriated student (in simulation), leaders enact decision-steps associated with student discipline and communicating with health and law enforcement officials. When students and parents express concerns about classroom instruction, leaders engage with standardized teachers (in simulation) to focus on instructional quality. The thirteen simulations in this book address a broad range of complex, but common issues that school leaders encounter through daily service in K-12 schools.

This book provides school leader educators and professional development facilitators with all the information necessary to fully implement clinical simulations for school leader development. Included are chapters on the concept of clinical simulations, training procedures for standardized individuals, logistical steps toward implementation, and the documents necessary to successfully facilitate thirteen different clinical simulations.

NOTE: This book is designed for school leader educators and school district professional development personnel who intend to facilitate clinical simulations with cohorts of school leaders. School leaders who intend to participate in the actual simulations should consult the separate text: [Clinical Simulations for School Leader Development: A Companion Manual for School Leaders](#).



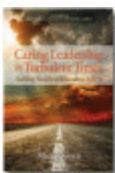
## Building Sustainable Futures for Adult Learners

Jennifer K. Holtz, *University of Arkansas at Little Rock*  
Stephen B. Springer, *Texas State University*  
Carrie J. Boden McGill, *Texas State University*

A volume in the series *Adult Learning in Professional, Organizational, and Community Settings*

2014. Paperback 9781623968717 \$45.99. Hardcover 9781623968724 \$85.99. eBook 9781623968731 \$50

Building Sustainable Futures for Adult Learners is an edited and refereed collection of papers published in conjunction with the joint Adult Higher Educational Alliance (AHEA) and American Association of Adult and Continuing Education Conferences (AAACE). This book is the third in a series of scholarly publications associated with the annual AHEA conference. The book is arranged thematically according to the topics of submissions. Building Sustainable Futures is important because it fills a unique niche in the field of adult education, extends the scope of AHEA to a larger audience, and offers a current volume for scholars and practitioners based on both research and practice-based research.



## Caring Leadership in Turbulent Times

Tackling Neoliberal Education Reform

Mary G. Green, *Acadia University*

A volume in the series *Educational Leadership for Social Justice*

2014. Paperback 9781623967291 \$45.99. Hardcover 9781623967307 \$85.99. eBook 9781623967314 \$50

This book analyzes education reform through the eyes of those entrenched in the process—policy makers, administrators, middle managers, principals, and teachers—in the context of care. A senior administrator, who participated in the implementation of an unprecedented series of reforms that flattened the education system in a Canadian province and rebuilt it with a new mandate, examines learning from the shortcomings of the past and provides a critical enquiry that can help determine the success or failure of future reform efforts by shedding light on the obstacles to avoid, problems to correct, and methods to embrace in order to overcome hurt and disappointment in a turbulent environment and foster more caring and effective educational organizations.

Few attempts have been made to write a book about women's work from the perspective of those in senior leadership roles in education; others have written about it but not experienced it firsthand. This book illuminates the controversial debate between women and gender in education and challenges assumptions about equity and the caring and democratic nature of education. It contributes to a broader understanding and knowledge of the complexities of leadership work within education, which in turn can lead to improvement in professional relationships as well as organizational effectiveness. The book contains enlightening and compelling stories about the unique and shared experiences of people navigating turbulence within an organization.

Author Mary Green draws on her career spent teaching and learning to provide a unique Canadian perspective and context. She offers a rigorous self, social, historical, and political reflection of educators, who despite experiencing particular challenges, draw purpose from faith in the possibilities and potential of more caring practice in education. The content will prove useful to those committed to infusing more humanity into work in education with reference to

individuals, institutions, and the social and political challenges in the field. Specifically, this book is relevant to graduate students in faculties of education, policy makers, principals, other administrators, and organizational leaders. Universal issues of power and politics reveal interconnections between the personal and the global workplace, underscoring the importance of care in the workplace.



## Case Studies for the New Professor Surviving the Jungle of the Academy

Thomas D. Cox, *University of Central Florida*

A volume in the series *Innovative Perspectives of Higher Education: Research, Theory and Practice*  
2014. Paperback 9781623967598 \$45.99. Hardcover 9781623967604 \$85.99. eBook 9781623967611 \$50

For many academics preparing to enter into the world of teaching and scholarly work in higher education institutions, formal graduate education provides discipline specific content. However, there is a practical side of academic preparation that goes unaddressed. The overall objective of *Case Studies for the New Professor: Surviving the Jungle of the Academy* is to provide case studies (“what if” scenarios) that augment the discipline specific content of those preparing to become professors.

The significance of this volume lies in its usefulness as a “go to” book that addresses situations, contexts, and examples of issues that new professors or administrators in higher education face. The case studies focus on issues that professors may face with students, colleagues, administrators, and other constituencies with whom they may have contact. This “case studies” approach is significant also in that each one pays special attention to providing a complete narrative to the extent that it is the eyes and ears for an outside reader to understand what happened in that situation. Each case is followed by reflective and analytical questions for readers to begin shaping their own professional responses and reactions in order to cultivate understanding and decision making skills which will result in positive and productive experiences.



## Catholic Schools in the Public Interest Past, Present, and Future Directions

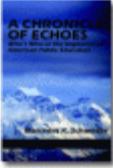
Patricia A. Bauch, *The University of Alabama*

A volume in the series *Research on Religion and Education*  
2014. Paperback 9781623964399 \$45.99. Hardcover 9781623964405 \$85.99. eBook 9781623964412 \$50

This book is a study of the contributions of Catholic K-12 schools in the United States to the public interest from the 1800’s to the present. It presents seven strategies that have the possibility of leading Catholic schools in positive, new directions. Outsiders often misunderstand the mission, purpose, and inclusivity of Catholic schools. This book brings a new focus on Catholic schools from the perspective of their service to this country through the education of Catholics and non-Catholics. In 16 chapters, a variety of scholars examine these schools across three periods: echoes of the past, realities of the present, and future directions.

The intention of the editor and authors of this volume is that Catholic schools and those interested in conducting Catholic school research will find guidance, especially in examining newer types of partnerships flourishing in different types of Catholic schools in different regions of the country and types of schools from rural, suburban to city and inner-city schools. By increasing the data we have, such studies could help stem the tide of Catholic school demise.

In addition, Catholic school leaders, and parents who chose them or are thinking about choosing them, will find here a balanced description of what constitutes a Catholic school and how they are different from public schools. In understanding better the role and function of Catholic schools in serving the public interest, new ideas, innovations, and improvements can help these schools survive and grow.



## A Chronicle of Echoes

### Who's Who in the Implosion of American Public Education

Mercedes K. Schneider

2014. Paperback 9781623966737 \$25. Hardcover 9781623966744 \$50. eBook 9781623966751 \$50

"Corporate reform" is not reform at all. Instead, it is the systematic destruction of the foundational American institution of public education. The primary motivation behind this destruction is greed. Public education in America is worth almost a trillion dollars a year.

Whereas American public education is a democratic institution, its destruction is being choreographed by a few wealthy, well-positioned individuals and organizations. This book investigates and exposes the handful of people and institutions that are often working together to become the driving force behind destroying the community public school.



## Clinical Simulations for School Leader Development

### A Companion Manual for School Leaders

Benjamin H. Dotger, *Syracuse University's School of Education*

2014. Paperback 9781623965747 \$19.99. Hardcover 9781623965754 \$39.99. eBook 9781623965761 \$50

This companion manual is designed for school leaders participating in clinical simulations. While it provides all necessary information to situate leaders in a simulated environment, it does not provide the additional materials necessary to successfully train standardized individuals, nor does it outline the broader logistical steps for implementing clinical simulations. School leader educators or representatives from school districts seeking to facilitate clinical simulations should consult the broader primary text: [Beyond Tears, Tirades, and Tantrums: Clinical Simulations for School Leader Development](#).



## Collective Unravelings of the Hegemonic Web

Becky L. Noël Smith, *University of Alabama*  
 Katherine Becker, *Lakehead University, Orillia*  
 Libbi R. Miller, *California State University, Fresno*  
 Natasha S. Reid, *University of Arizona*  
 Michele D. Sorensen, *University of Regina*

A volume in the series *Curriculum and Pedagogy*

2014. Paperback 9781623967772 \$45.99. Hardcover 9781623967789 \$85.99. eBook 9781623967796 \$50

Collective Unravelings of the Hegemonic Web represents the culmination of work that emerged from 2013 Curriculum & Pedagogy annual conference. The notion of the hegemonic web is the defining theme of the volume. In this collection, authors struggle to unravel and take apart pieces of the complex web that are so deeply embedded into normative ways of thinking, being and making meaning. They also grapple with understanding the role that hegemony plays and the influence that it has on identity, curriculum, teaching and learning. Finally, scholars included in this volume describe their efforts to engage and undergo counter-hegemonic movements by sharing their stories and struggles.



## Contemporary Perspectives on Research in Theory of Mind in Early Childhood Education

Olivia Saracho, *University of Maryland*

A volume in the series *Contemporary Perspectives in Early Childhood Education*

2014. Paperback 9781623965112 \$45.99. Hardcover 9781623965129 \$85.99. eBook 9781623965136 \$50

Over the last 35 years, studies focusing in young children's knowledge about the mental world have developed into an important area. This body of social knowledge is called theory of mind, which refers to the individuals' ability to interpret and anticipate the other individuals' thinking, feeling, and behavior based on their interpretation of the situation. Many researchers and theorists believe that a representational theory of mind offers a basis for various critical facets of social-cognitive performance, such as teaching and learning, lying and pretending, making and keeping friends, and social learning more generally. The purpose of this volume is to share a collection of research strands on theory of mind research. It describes its historical roots and suggests improved alternatives. The focus of the volume is to provide a review and critical analysis of the literature on a contemporary domain of knowledge on young children's Theory of Mind.

For several decades scholarly research on theory of mind has been flourishing and a collection of new publication outlets have emerged such as the ones reviewed in the volume, which offers a thorough critical analysis of the research in contemporary perspectives on research in theory of mind in early childhood education. The researchers who conducted the critical analyses of the research focused on understanding the mind in relation to (1) young children, (2) several assessment procedures, (3) metacognitive and neuroscientific processes, (3) emotion and educational representations, (4) interaction of social and cultural elements, and (5) inferences and future research directions. The work of these scholars can help guide those researchers who are interested in pursuing studies in early childhood theory of mind in a specific area of study.



## Continuing to Disrupt the Status Quo?

New and Young Women Professors of Educational Leadership

Whitney Sherman Newcomb, *Virginia Commonwealth University*

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*

2014. Paperback 978-1-62396-640-9 \$45.99. Hardcover 978-1-62396-641-6 \$85.99. eBook 978-1-62396-642-3 \$50

Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership was conceptualized as a follow-up to *Breaking Into the All-Male Club: Female Professors of Educational Administration* (Mertz, 2009), a book about and by many women who were the first women faculty admitted into departments of educational administration primarily in the 1970's and 1980's. This book offers narratives of those women new to the field of educational leadership and makes comparisons to those stories shared by the veteran women in the field to highlight both similarities and differences. *Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership* is a literary way to preserve and continue the tradition of the sharing/addition of voices to the field of educational leadership that was begun with *Breaking Into the All-Male Club*. It begs the question, "If the women from *Breaking Into the All-Male Club* are "firsts," "pioneers," and "groundbreakers," then who are we, the young and new women of the field? If the entrance of women into the field of educational leadership was threatening enough for the veteran women (and still is for many of the young and new women), then the addition of age and ethnicity as confounding factors has likely created a cacophony of dissonance forty years later! *Continuing to Disrupt the Status Quo?* represents a decade of stories (2002-2012) from young and new women to the field of educational leadership.



## Creating Visions for University- School Partnerships

JoAnne Ferrara, *Manhattanville College*

Janice L. Nath, *University of Houston*

Irma N. Guadarrama, *University of Texas - Pan Am*

A volume in the series *Research in Professional Development Schools*

2014. Paperback 9781623967710 \$45.99. Hardcover 9781623967727 \$85.99. eBook 9781623967734 \$50

In keeping with the tradition set forth in volumes 1-4, this fifth volume, *Creating Visions for University- School Partnerships: A Volume in Professional*

Development School Research, continues to exemplify current thinking of practitioners and researchers in the field. The range of authors from the Prek-16 arena illustrates the ways in which professional development schools generate possible solutions to the complex problems facing educators. The diversity of their work represents perspectives of classroom teachers, preservice teachers, school leaders, and university faculty who grapple with identifying “ways of knowing” and “ways of doing” that enhance educational outcomes for Prek-12 students while also serving to transform the profession. The volume’s contents of 19 chapters divided into four areas: (1) Clinically Rich Practices (2) PDS Stakeholders’ Perspectives (3) Enriching Content Area Instruction (4) Family Engagement, gives us a more vivid picture of the work that partnerships are doing to fulfill the PDS promise for improving teaching and learning at every level.



## Critical Perspectives on Black Education

### Spirituality, Religion and Social Justice

Noelle Witherspoon-Arnold, *University of Missouri-Columbia*

Melanie C. Brooks, *University of Idaho*

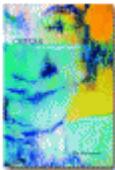
Bruce Makoto Arnold, *Louisiana State University*

A volume in the series ***New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service***

2014. Paperback 9781623967475 \$45.99. Hardcover 9781623967482 \$85.99. eBook 9781623967499 \$50

While nation engages in debates concerning central issues of religion and religious diversity in education, the historic saliency of religion and spirituality in the Black community and in the education of its children continues to be largely ignored. Historically, religion and spirituality were foundational to the development and understanding of social justice issues, including, but not limited to, issues of protest, community up-lift, notions of care, and anti-oppression. Taking into account the historical significance of religion and spirituality in the Black community, it is essential for education scholars to cultivate these long-standing connections as a means for advancing contemporary struggles for social justice, religiosity in education, and counter-hegemonic praxis. The purpose of this book is to expand our understanding of spirituality and religion as related to the p-20 schooling of Blacks students.

Educational scholarship continues to explore the workings of social justice to ameliorate inequities for those who have not been well served in schools. Although the concept of social justice remains a somewhat inchoate term in educational literature, this book seeks to explore the historicity of religion and spirituality while offering a scaffold that links ordinary everyday acts of justice, religion, and spirituality in education to a culture that systematically and institutionally assaults the worth of Black students. It is important to note that this book is grounded in a broad concept of religion and spirituality and the editors seek to be inclusive of all types, styles, and traditions of religiosity and spirituality.



## Critique as Uncertainty

Ole Skovsmose

A volume in the series ***The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education***

2014. Paperback 9781623967536 \$45.99. Hardcover 9781623967543 \$85.99. eBook 9781623967550 \$50

The title of the book is Critique as Uncertainty. Thus Ole Skovsmose sees uncertainty as an important feature of any critical approach. He does not assume the existence of any blue prints for social and political improvements, nor that certain theoretical structures can provide solid foundations for a critical activities. For him critique is an open and uncertain activity. This also applies to critical mathematics education.

Critique as Uncertainty includes papers Ole Skovsmose already has published as well as some newly written chapters. The book addresses issues about: landscapes of investigations, students’ foregrounds, mathematics education and democracy, mathematics and power. Finally it expresses concerns of a critical mathematics education.



## Cultural Psychology and Its Future

Complementarity in a New Key

Brady Wagoner, *Aalborg University*  
Nandita Chaudhary, *University of Delhi*  
Pernille Hviid, *University of Copenhagen*

A volume in the series *Niels Bohr Professorship Lectures in Cultural Psychology*

2014. Paperback 9781623966256 \$45.99. Hardcover 9781623966263 \$85.99. eBook 9781623966270 \$50

Cultural Psychology is a radical new look in psychology that studies how persons and social-cultural worlds mutually constitute one another. With the increase of globalization and multicultural exchanges, cultural psychology becomes the psychological science for the 21st century. Encounters with others fundamentally transform the way we understand ourselves. No longer can we ignore questions about how our cultural traditions, practices, beliefs, artifacts and other people constitute how we approach, understand, imagine and remember the world. The Niels Bohr Professorship Lectures in Cultural Psychology series aims to highlight and develop new ideas that advance our understanding of these issues.

This first volume in the series features an address by Prof. Jaan Valsiner, which is followed by ten commentary chapters and his response to them. In his lecture, Valsiner explores what Niels Bohr's revolutionary principle of 'complementarity' can contribute to the development of a cultural psychology that takes time, semiotics, and human feeling seriously. Commentators further discuss how complementarity can act as an epistemology for psychology; a number of new methodological strategies for incorporating culture and time into investigations; and what cultural psychology can contribute to our understanding of imagination, art, language and self-other relations.



## Curriculum and Teaching Dialogue

Volume 16 numbers 1 & 2

David J. Flinders, *Indiana University*  
P. Bruce Uhrmacher, *University of Denver*  
Christy M. Moroye, *University of Northern Colorado*

A volume in the series *Curriculum & Teaching Dialogue*

2014

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly fields of teaching and curriculum. The fields includes those working on the theory, design and evaluation of educational programs at large. University faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education.

CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.



## The Duality of Women Scholars of Color

Transforming and Being Transformed in the Academy

Gaëtane Jean-Marie, *University of Oklahoma*  
Cosette M. Grant, *University of Cincinnati*  
Beverly Irby, *Texas A&M University*

A volume in the series *Research on Women and Education*

2014. Paperback 9781623965020 \$45.99. Hardcover 9781623965037 \$85.99. eBook 9781623965044 \$50

The seven chapters address long-standing concerns from first-hand perspectives regarding women of color faculty in the academy, the marginalization of women of color scholars in the academy and the benefits of mentoring support. Discussion of such are threaded throughout this book. Mentoring has been a practice of leadership since Greek times, and research has documented the advantages of mentoring. Aligned with the authors espoused mentoring perspectives in this book, is the coined concept of "synergistic mentoring" Accordingly, "Synergistic mentoring is defined as a mentor and mentee working

together collaboratively to (a) generate a greater good for both, (b) integrate diverse perspectives into the context, and (c) construct together an otherwise unattainable goal attempted independently.

The authors of this book seek to enlighten, dynamic and critical discussions by and about women of color in the academy. Conceivably the most intriguing part of each chapter is the methodological approaches used to address race, gender, and social justice in the academy. Qualitative methods dominate the chapters with effective use of personal narratives and the lived experiences of the participants. The voices of those often ignored or forgotten are examined building on the legacy of women of color in the academy who paved the way for this generation and future scholars of color. Moreover, the chapters presented herein challenge assumptions, perspectives and beliefs about the significance of women of color scholars in the academy. They are provocative and provide direction for future research that advance knowledge and understanding for a better society based on social justice, equity and equal opportunity. They also give voice to both the shared diverse and common experiences of this group of women scholars of color and provide useful guidance and new perspectives on transforming the world's academics into more inclusive and equitable environments around the globe (Thomas & Hollenshead, 2001). Ultimately, outcomes from these collections of scholarly discourse, may have important implications for effective policy and program practice that raise important questions about institutional commitments that advocate for the advancement of women of color in the academy.



## Dynamics of Social Class Race, and Place in Rural Education

Craig B Howley, *Ohio University*  
Aimee Howley, *Ohio University*  
Jerry D Johnson, *University Of North Florida*

2014. Paperback 9781623965624 \$45.99. Hardcover 9781623965631 \$85.99. eBook 9781623965648 \$50

Half the world's population lives in rural places, but education scholars and policy makers worldwide give little attention to rural of education. Indeed, most national systems, including in the developed world, treat their educational systems as institutions to "modernize" the global economy.

The authors in this volume have different concerns. They are rural education scholars from Australia, Canada, the United States, and Kyrgyzstan, and here their focus is the dynamics of social class: in particular rural schools but also in rural schooling as a local manifestation of a national (and the global) system.

For the most part, the volume comprises relevant empirical reports, but none neglects theory, and some privilege theory and interpretation. First and last chapters introduce the texts and synthesize their joint and separate meanings. What are the implications of place for social class? How do class dynamics manifest differently in more and less racially homogeneous rural communities? How does place affect class and how might class affect place? How does schooling in rural communities reproduce or interrupt social-class mobility across generations? The chapters engage such questions more completely than other volumes in rural education, not as a final word or interm summary, but as an opening to an important line of inquiry thus far largely neglected in rural education scholarship.



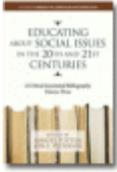
## Educating About Social Issues in the 20th and 21st Centuries - Vol 4 Critical Pedagogues and Their Pedagogical Theories

Samuel Totten, *University of Arkansas, Fayetteville*  
Jon Pedersen, *University of Nebraska-Lincoln*

A volume in the series *Research in Curriculum and Instruction*

2014. Paperback 9781623966287 \$45.99. Hardcover 9781623966294 \$85.99. eBook 9781623966300 \$50

This volume is the fourth, and last, volume in the series entitled *Educating About Social Issues in the 20th and 21st Centuries: An Annotated Bibliography*. Volumes I and Volume 2 focused on (1) the lives and work of notable scholars dedicated to addressing why and how social issues should become an integral component of the public school curriculum, and (2) various topics/approaches vis-à-vis addressing social issues in the classroom. Volume 3 addressed approaches to incorporating social issues into the extant curricula that were not addressed in the first two volumes. This volume, Volume Four, focuses solely on critical pedagogy: both the lives and work of major critical pedagogues and the different strains of critical pedagogy the latter pursued (e.g., critical theory in education, critical feminism in education, critical race theory).



## Educating About Social Issues in the 20th and 21st Centuries Vol. 3

### A Critical Annotated Bibliography

Samuel Totten, *University of Arkansas, Fayetteville*  
Jon Pedersen, *University of Nebraska-Lincoln*

A volume in the series *Research in Curriculum and Instruction*

2014. Paperback 9781623965235 \$45.99. Hardcover 9781623965242 \$85.99. eBook 9781623965259 \$50

EDUCATING ABOUT SOCIAL ISSUES IN THE 20th and 21st Centuries: A Critical Annotated Bibliography, Volume 3 is the third volume in a series that addresses an eclectic host of issues germane to teaching and learning about social issues at the secondary level of schooling, ranging over roughly a one hundred year period (between 1915 and 2013). Volume 3 specifically addresses how an examination of social issues can be incorporated into the extant curriculum. Experts in various areas each contribute a chapter in the book. Each chapter is comprised of a critical essay and an annotated bibliography of key works germane to the specific focus of the chapter.



## Educational Leadership for Ethics and Social Justice

### Views from the Social Sciences

Anthony H. Normore, *California State University Dominguez Hills*  
Jeffrey S. Brooks, *University of Idaho*

A volume in the series *Educational Leadership for Social Justice*

2014. Paperback 9781623965358 \$45.99. Hardcover 9781623965365 \$85.99. eBook 9781623965372 \$50

The purpose of this book is to examine and learn lessons from the way leadership for social justice is conceptualized in several disciplines and to consider how these lessons might improve the preparation and practice of school leaders. In particular, we examine philosophy, anthropology, sociology, economics, political science, public policy, and psychology. Our contention is that the field of educational leadership might consider taking a step backward in order to take several forward. That is, educational leadership researchers might re-examine social justice, both in terms of social and individual dynamics and as disciplinary-specific, multidisciplinary and interdisciplinary phenomenon. By adopting this approach, we can connect and extend long-established lines of conceptual and empirical inquiry and thereby gain insights that may otherwise be overlooked or assumed. This holds great promise for generating, refining, and testing theories of social justice in educational leadership and will help strengthen already vibrant lines of inquiry. That is, rather than citing a single, or a few, works out of their disciplinary context it might be more fruitful to situate educational leadership for social justice research in their respective traditions. This could be carried out by extending extant lines of inquiry in educational leadership research and then incorporating lessons gleaned from this work into innovative practice. For example, why not more clearly establish lines of educational leadership and justice research into the Philosophy of Social Justice, Economics of Social Justice, Political Studies of Social Justice, Sociology of Social Justice, Anthropology of Social Justice, and the Public Policy of Social Justice as focused and discrete areas of inquiry?

Once this new orientation toward the knowledge base of social justice and educational leadership is laid, we might then seek to explore some of the natural connections between traditions before ultimately investigating justice in educational leadership through a free association of ideas as the worlds of practice and research co-construct a “new” language they can use to discuss educational leadership. Such an endeavor may demand reconceptualization of both the processes and products of collaborative research and the communication of findings, but it will demand a breaking-down of methodological and epistemological biases and a more meaningful level and type of engagement between primary and applied knowledge bases.



## Educational Reform in Europe

### History, Culture, and Ideology

Richard R. Verdugo, *UAB - Centre for Demographic Studies, Barcelona, Spain*

2014. Paperback 9781623966799 \$45.99. Hardcover 9781623966805 \$85.99. eBook 9781623966812 \$50

Education is a contested terrain. The symmetry of education reform among the seven countries examined in this volume is remarkable. There is much commonality in the issues they raise, in the competing groups battling over education policy, their policy choices, and the implementation of such policies. Also, all seven countries address the same issues: equity, global competition, the performance of their students.

There are at least six important traits characterizing these battles: the context, the combatants, the issues, the process, and the policies. To begin with, history, culture, and governance regime set the context for education policy and reform. Second, there is the process of how these battles are waged--is compromise an outcome or is it a zero sum contest? Third, there appear to be four groups of combatants each with its own ideology representing a particular social class in society and their views about education and its uses: Conservatives, Socialists, Neo-Liberals, and Elites. Education is an important and valued resource that each status group tries to control and shape to its own views. Fourth, there are key issues that drive education reform: how education can best flatten a social system, how education train students for work, and how education socializes students to be functioning citizens. In recent years, fifth issue has emerged: student performance on international standardized tests. Not only is a society's international reputation based on their students' performance, but nations see such performance as an indicator of the quality of their educational system and if it is good enough to secure its economic future. Finally, there are the policies themselves--do they reduce or increase inequality, who benefits and how?

The chapters in this volume clearly point out that education reform is not a homogeneous process as some scholars have conjectured. Rather, education reform involves heated battles over the control of the educational system because education is seen as a key factor in maintaining a society's vision and social structure.



## Effective Educational Programs, Practices, and Policies for English Learners

Liliana Minaya-Rowe, *University of Connecticut*

A volume in the series *Research in Bilingual Education*

2014. Paperback 9781623968571 \$45.99. Hardcover 9781623968588 \$85.99. eBook 9781623968595 \$50

The central issue of this volume is how to meet the linguistic and academic needs of the increasing numbers of English learners (ELs). At the center of educational turns is the role of school professionals in this Common Core Standards era. Teacher education programs and professional development, or pre-service and in-service programs for teachers of ELs, are currently being reframed to reflect the new demands placed on all teachers in light of the new standards. The expectation is that ELs can learn, and their teachers possess the expertise to teach, both discipline content and academic English at the same time.

The large numbers of ELs across the country have created a wide gap between what teachers have been trained to do and the skills they need to teach and reach them effectively. This practical handbook brings together research, policy and practice on teacher effectiveness, pre-service and in-service programs in the context of student linguistic and cultural diversity. Key features include:

- Clearly articulated teacher training and professional development programs;
- Coverage of Common Core curriculum and a variety of instructional programs and practices with research-based tools to implement them; and,
- Policies to equitably and effectively prepare ELs academically and linguistically.



## Emerging Perspectives on Gesture and Embodiment in Mathematics

Laurie D. Edwards, *St. Mary's College of California*

Francesca Ferrara, *Università di Torino, Italy*

Deborah Moore-Russo, *SUNY, University at Buffalo*

A volume in the series *Cognition, Equity & Society: International Perspectives*

2014. Paperback 9781623965532 \$45.99. Hardcover 9781623965549 \$85.99. eBook 9781623965556 \$50

The purpose of the book is to establish a common language for, and understanding of, embodiment as it applies to mathematical thinking, and to link mathematics education research to recent work in gesture studies, cognitive linguistics and the theory of embodied cognition. Just as in past decades, mathematics education experienced a "turn to the social" in which socio-cultural factors were explored, in recent years there has been a nascent "turn to the body." An increasing number of researchers and theorists in mathematics education have become interested in the fact that, although mathematics may be socially constructed, this construction is not arbitrary or unconstrained, but rather is rooted in, and shaped by, the body. All those who engage with mathematics, whether at an elementary or advanced level, share the same basic biological and cognitive capabilities, as well as certain common physical experiences that come with being humans living in a material world. In addition, the doing and communicating of mathematics is never a purely intellectual activity: it involves a wide range of bodily actions, from committing inscriptions to paper or whiteboard, to speaking, listening, gesturing and gazing. This volume will present recent research on gesture and mathematics, within a framework that addresses several levels of mathematical development. The chapters will begin with contributions that examine early mathematical and proto-mathematical knowledge, for example, the conservation of volume and counting. The role of gesture in teaching and learning arithmetic procedures will be addressed. Core concepts and tools from secondary level mathematics will be

investigated, including algebra, functions and graphing. And finally, research into the embodied understanding of advanced topics in geometry and calculus will be presented.

The overall goal for the volume is to acknowledge the multimodal nature of mathematical knowing, and to contribute to the creation of a model of the interactions and mutual influences of bodily motion, spatial thinking, gesture, speech and external inscriptions on mathematical thinking, communication and learning. The intended audience is researchers and theorists in mathematics education as well as graduate students in the field.



## Enacted Mathematics Curriculum

### A Conceptual Framework and Research Needs

Denisse R Thompson, *University of South Florida*  
Zalman Usiskin, *The University of Chicago*

2014. Paperback 9781623965839 \$45.99. Hardcover 9781623965846 \$85.99. eBook 9781623965853 \$50

This volume is an outgrowth of the Conference on Research on the Enacted Mathematics Curriculum, funded by the National Science Foundation and held in Tampa, Florida in November 2010. The volume has the potential to be useful to a range of researchers, from established veterans in curriculum research to new researchers in this area of mathematics education. The chapters can be used to generate conversation about researching the enacted mathematics curriculum, including similarities and differences in the variables that can and should be studied across various curricula. As such, it might be used by a curriculum project team as it outlines a research agenda for curriculum or program evaluation. It might also be used as a text in a university graduate course on curriculum research and design.

The chapters in this volume are a natural complement to those in *Approaches to Studying the Enacted Mathematics Curriculum* (Heck, Chval, Weiss, & Ziebarth, 2012), also published by Information Age Publishing. While the present volume focuses on a range of issues related to researching the enacted mathematics curriculum, including theoretical and conceptual issues, the volume by Heck et al. provides insights into different instrumentations used by groups of researchers to study curriculum enactment.



## End of Academic Freedom

### The Coming Obliteration of the Core Purpose of the University

William M. Bowen, *Cleveland State University*  
Michael Schwartz, *Cleveland State University*  
Lisa Camp, *Case School of Engineering*

2014. Paperback 9781623966584 \$45.99. Hardcover 9781623966591 \$85.99. eBook 9781623966607 \$50

This book is premised upon the assumption that the core purpose of universities is to create, preserve, transmit, validate, and find new applications for knowledge. It is written in the perspective of critical university studies, in which university governance processes should take ideas and discourse about ideas seriously, far more seriously than they are often taken within many of today's universities, since doing so is the key to achieving this purpose. Specifically, we assert that the best way for universities to take ideas seriously, and so to best achieve their purpose, is to consciously recognize and conserve the entire range of available ideas. Though the current emphasis upon factors such as student headcounts, increased efficiency and job creation are undoubtedly important, far more is at stake in universities than only these factors.

From this premise, we deduce insights and arguments about academic freedom, as well as factors such control and monitoring of the market place of ideas, the structure of information flows within universities, the role of language in university governance, and relationships between administrators, faculty members and students. We identify impediments to achieving the core purpose of universities, including the idea vetting systems of authoritarianism, corporatism, illiberalism, supernaturalism and political correctness. We elucidate how these impediments inhibit successful achievement of the core purpose of the university. In response to these impediments we prescribe relatively autonomous universities characterized by openness, transparency, dissent, and the maintenance of balance between conflicting perspectives, values, and interests.



## Ethical Leadership and the Community College

Paradigms, Decision-Making, and Praxis

J. Luke Wood, *San Diego State University*

Carlos Nevarez, *California State University, Sacramento*

A volume in the series *Transformative Leadership in Postsecondary Education*

2014. Paperback 9781623968090 \$45.99. Hardcover 9781623968106 \$85.99. eBook 9781623968113 \$50

This book is designed to aid community college leaders in becoming ethical leaders. This aim is essential, as ethical leadership is needed to address the continual ethical quandaries and persistent leadership dilemmas (e.g., funding, governance, accountability, shifting student demographics) facing public postsecondary education in the current era. When leaders are fully committed to the ideals that underscore public education (e.g., public good, access, social mobility, civic engagement) and accept the notion that their role as leaders is to be a servant to others, ethical leadership serves as a roadmap to guide their decisions, actions, and advocacy.

This volume serves as a comprehensive resource in articulating the foundational, conceptual, interpersonal, and practical dispositions of the critical need to develop leaders with high moral aptitudes.



## Evaluating The Undergraduate Research Experience

A Guide for Program Directors and Principal Investigators

Gabriel M. Della-Piana, *University of Utah*

Connie Kubo Della-Piana

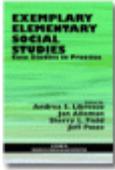
Michael K. Gardner, *University of Utah*

2014. Paperback 9781623965419 \$45.99. Hardcover 9781623965426 \$85.99. eBook 9781623965433 \$50

The current movement toward more and better research experiences for undergraduates has spread across disciplines in the arts, humanities, science, mathematics, and engineering beyond the “research university” to the full range of post-secondary institutions of higher education. Along with this spread of practice is the need to take stock of the programs and make use of evaluation to inform program improvement and to communicate an understanding of the worth of the program to funders, institutional administrators, faculty/mentors, and students.

The main aim of the book is to provide a practical guide for planning an evaluation of an undergraduate experience program. The intent is to enable a program director to plan with a team consisting of an internal evaluator and program staff, a systematic and rigorous study of the program (processes, products, organizational dynamics, etc.) including the gathering and analysis of information that is context-sensitive, and connected to an argument and justification for descriptive, causal, and practice-useful claims. It is useful for a program director to contract with an evaluator. It is specific to the field of undergraduate research experience while being useful for other fields. It places strong emphasis on how to find and specify evaluation questions that yield information that has high leverage for program improvement and demonstrating the effectiveness and worth of the program. A measure of attitude toward evaluation allows you to reflect on your leanings evaluation orientations such as formative/summative, process/product, preordinate goals/emergent goals, and other characteristics of approaches to and confidence in evaluation.

The main readership is targeted to directors and developers of undergraduate research experience programs. While the examples are mainly in the undergraduate research experience, it will be found useful for instructors of courses in project evaluation and beginning level evaluators. The usefulness of the book is enhanced by a checklist in the final chapter that integrates the approaches from throughout the book referencing the earlier discussions.



## Exemplary Elementary Social Studies

### Case Studies in Practice

Andrea S. Libresco, *Hofstra University*  
Janet Alleman, *Michigan State University*  
Sherry L. Field, *University of Texas at Austin*  
Jeff Passe, *The College of New Jersey*

A volume in the series *Research in Curriculum and Instruction*

2014. Paperback 9781623965983 \$45.99. Hardcover 9781623965990 \$85.99. eBook 9781623966003 \$50

In many elementary classrooms, social studies has taken a back seat to English Language Arts and Mathematics in the wake of No Child Left Behind and Race to the Top. This volume is not another hand-wringing lament. On the contrary, the elementary educators who have contributed to this volume have a positive set of stories to tell about how social studies can play a central role in the elementary classroom, how teachers can integrate social studies knowledge and skills throughout the school day, and how this learning can carry over into children's homes and communities.

The seven case studies in this book, one at each elementary grade level, highlight exemplary teachers in whose classrooms social studies is alive and well in this age of accountability. At the end of each case study, each teacher provides advice for elementary teachers of social studies. Our hope is that elementary teachers and prospective teachers, elementary principals, social studies supervisors, staff developers, and professors of elementary social studies methods who study the stories that we tell can be empowered to return social studies to its rightful place in the curriculum.



## Fieldbook of ibstpi Evaluator Competencies

Darlene F. Russ-Eft, *Oregon State University*  
Marcie J. Bober-Michel, *San Diego State University*  
Tiffany A. Koszalka, *Syracuse University*  
Catherine M. Sleezer, *Training and Performance Improvement Specialists*

A volume in the series *The Ibstpi Book Series*

2014. Paperback 9781623964429 \$45.99. Hardcover 9781623964436 \$85.99. eBook 9781623964443 \$50

The book, *Evaluator Competencies: Standards for the Practice of Evaluation*, details the development and validation of evaluator competencies by the International Board of Standards for Training, Performance, and Instruction (ibstpi). Developing an understanding of the ibstpi Evaluator Competencies may not be sufficient for individuals to determine how to improve their, or their colleagues', competencies. This Fieldbook provides additional information, resources, and tools to assist those who want to improve their own competencies or those who want to help other individuals improve. Thus, the goals for the present companion volume are:

- To provide additional practical information in each of the four evaluator domains (i.e., professional foundations, planning and designing the evaluation, implementing the evaluation plan, and managing the evaluation).
- To present practical tools and resources that support specific evaluator competencies, whether as an internal or an external evaluator.
- To offer practical insights on the evaluator competencies from experienced evaluators.
- To provide practical evaluation exercises and resources that can be used with undergraduate and graduate courses.



## The First Sourcebook on Asian Research in Mathematics Education

China, Korea, Singapore, Japan, Malaysia and India

Bharath Sriraman, *University of Montana*

Jinfa Cai, *University of Delaware*

Kyeonghwa Lee, *Seoul National University*

Lianghuo Fan, *University of Southampton (UK)*

Yoshinori Shimizu, *University of Tsukuba*

Chap Sam Lim, *Universiti Sains Malaysia*

K. Subramaniam, *Tata Institute of Fundamental Research*

A volume in the series *International Sourcebooks in Mathematics and Science Education*

2014. Paperback 9781623960285 \$200. Hardcover 9781623960292 \$299. eBook 9781623960308 \$150

Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet, the mainstream discourse in international handbooks does not lend voice to developments in cognition, curriculum, teacher development, assessment, policy and implementation of mathematics and science in many countries. Paradoxically, in spite of advances in information technology and the “flat earth” syndrome, old distinctions and biases between different groups of researcher’s persist. In addition limited accessibility to conferences and journals also contribute to this problem.

The International Sourcebooks in Mathematics and Science Education focus on under-represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education.

The First Sourcebook on Asian Research in Mathematics Education: China, Korea, Singapore, Japan, Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world. The book is organized in sections coordinated by leaders in mathematics education in these countries and editorial teams for each country affiliated with them. The purpose of unique sourcebook is to both consolidate and survey the established body of research in these countries with findings that have influenced ongoing research agendas and informed practices in Europe, North America (and other countries) in addition to serving as a platform to showcase existing research that has shaped teacher education, curricula and policy in these Asian countries. The book will serve as a standard reference for mathematics education researchers, policy makers, practitioners and students both in and outside Asia, and complement the Nordic and NCTM perspectives.



## From Policy to Practice

### Sustainable Innovations in School Leadership Preparation and Development

Karen L. Sanzo, *Old Dominion University*

A volume in the series *UCEA Leadership Series*

2014. Paperback 9781623967833 \$45.99. Hardcover 9781623967840 \$85.99. eBook 9781623967857 \$50

The School Leadership Program (SLP) is a federal grant sponsored by the United States Department of Education. A hallmark of the grant is the connectivity between various agencies to provide quality leadership preparation and development programs for aspiring and current school leaders. These collaborative efforts involve community and educational stakeholders including districts, universities, city agencies, not-for-profit entities, foundations, private academic organizations, and others involved in the development of school leaders. Since its inception in 2002, over one hundred grants have been funded. This edited book’s purpose is to share innovative, research-based practices from the federally funded grants that are sustainable after the life of the grant and are able to be used throughout the field for preparing and developing aspiring and current school leaders. This book features the work of current and past grantees around their innovative practices and lessons learned about school leadership preparation and development, especially around the issue of sustainability of these practices upon completion of the grant. SLP Grantees share practical, usable lessons learned from their experiences with the grants, based on their research, project data, and practical experience.



## Getting to Know Ourselves and Others Through the ABCs

A Journey Toward Intercultural Understanding

Claudia Finkbeiner, *Universitaet Kassel*  
Althier Lazar, *St. Joseph's University*

A volume in the series *Literacy, Language and Learning*

2014. Paperback 9781623967680 \$45.99. Hardcover 9781623967697 \$85.99. eBook 9781623967703 \$50

This book is a valuable resource for teachers and other professionals who are looking for a proven way to increase cultural appreciation and awareness. New applications of the ABCs model of Cultural Understanding and Communication are presented and discussed in this new volume, based on studies done in the United States, and Canada and Europe. In this ground-breaking project, the authors describe how the ABCs model complicated and challenged and changed the cultural perceptions of those who participated in it, even those who were initially highly resistant to such possibilities. At the heart of the project is the exchange of narratives – life stories that give insight into the cultural worlds of selves and others. In addition to the narratives, other instruments including the Transcultural Competence Scale (TCC), provide further evidence of the positive impact of the ABCs on participants' receptivity toward cultural differences.

In the TRANSABCs project, researchers from both sides of the Atlantic invited teacher candidates, students who will become workplace and other professionals to write an autobiography (A) of themselves from various cultural perspectives, a biography (B) of an individual who is culturally different from themselves along particular dimensions, and to use these documents to conduct cross-cultural comparisons (C) between themselves and the person they interviewed. Furthermore, candidates developed culturally responsive ideas for the school or the workplace (C). These exchanges and analyses produced epiphanies and insights that translated into specific actions to improve cultural understanding and communication in classrooms and workplaces. Educators and professionals can take from these examples to inspire their own personal journey toward greater cultural understanding and sensitivity.



## Girls and Women in STEM

A Never Ending Story

Janice Koch, *Hofstra University*  
Barbara Polnick, *Sam Houston State University*  
Beverly Irby, *Texas A&M University*

A volume in the series *Research on Women and Education*

2014. Paperback 9781623965563 \$45.99. Hardcover 9781623965570 \$85.99. eBook 9781623965587 \$50

Encouraging the participation of girls and women in science, technology, engineering and mathematics (STEM) remains as vital today as it was in the 1970s. ... hence, the sub-title: "A Never Ending Story." This volume is about ongoing advocacy on behalf of the future workforce in fields that lie on the cutting edge of society's future. Acknowledging that deeply embedded beliefs about social and academic entitlement take generations to overcome, the editors of this volume forge forward in the knowledge that these chapters will resonate with readers and that those in positions of access will learn more about how to provide opportunities for girls and women that propel them into STEM fields. This volume will give the reader insight into what works and what does not work for providing the message to girls and women that indeed STEM fields are for them in this second decade of the 21st century. Contributions to this volume will connect to readers at all levels of STEM education and workforce participation. Courses that address teaching and learning in STEM fields as well as courses in women's studies and the sociology of education will be enhanced by accessing this volume. Further, students and scholars in STEM fields will identify with the success stories related in some of these chapters and find inspiration in the ways their own journeys are reflected by this volume.



## Globalizing Minds

Rhetoric And Realities In International Schools

Daphne P. Hobson, *Global Teaching Consultants, LLC*  
Iveta Silova, *College of Education, Lehigh University*

2014. Paperback 9781623965860 \$45.99. Hardcover 9781623965877 \$85.99. eBook 9781623965884 \$50

Globalization has a profound effect on the mission and goals of education worldwide. One of its most visible manifestations is the worldwide endorsement of the idea of "education for global citizenship," which has been enthusiastically supported by national governments, politicians, and policy-makers across different nations. Increasingly, the educational institutions feel under pressure to respond to globalization forces by preparing students to engage competitively and successfully with this new realm, lest their nations be left in the dust. What is the role of international schools in implementing the idea of "education for

global citizenship”? How do these schools create a culturally unbiased global curriculum when the adopted models have been developed by Western societies and at the very least are replete with (Western) cultural values, traditions, and biases?

This collection of essays attempts to grapple with these complex issues, while highlighting that culture and politics closely intertwine with schooling and curriculum as parents, administrators, teachers, and students of different backgrounds and interests negotiate definitions of self and each other to construct knowledge in particular contexts. The goal is to examine the complexity of factors that drive the global demand for “education for global citizenship” and de-construct the contested nature of “global citizenship” by examining how the phenomenon is understood, interpreted, and modified in different cultural settings. The authors provide not only a thick description of their cases, but also a critical assessment of various attempts to initiate and implement educational reforms aimed at the development of globally-minded citizens in various national settings.



## Governance and Transformations of Universities in Africa

### A Global Perspective

Frederick Nafukho, *Texas A&M University*  
Helen M. A. Muyia, *Texas A&M University*  
Beverly Irby, *Texas A&M University*

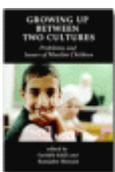
A volume in the series *International Higher Education*

2014. Paperback 9781623967413 \$45.99. Hardcover 9781623967420 \$85.99. eBook 9781623967437 \$50

While universities world over are undergoing reforms and change, in the case of African universities as illustrated in this book, the reforms and changes are profound and can best be described as transformative. This book is unique in many ways, which makes it extraordinary. First, unlike other books that have examined issues on higher education in Africa from externalist positions, the contributors to this book are scholars who have been educated, are currently teaching in African universities or have taught in African universities. The book specifically focuses on transformations in the governance of African universities and its implications on equity, entrepreneurship, innovation, quality assurance, information and communication technologies (ICTs), and reform issues in higher education in Africa.

The book presents pertinent research on governance in African universities in an experiential and empirical manner. The contributors of the book chapters include individuals actively involved in teaching, researching and governance of higher education institutions in Africa. The chapters are based on empirical data, including review of relevant literature. The book also recognizes that university governance is more than just crisis in financial or economic issues, but includes best management practices, shared governance, meaningful reforms, strategic planning, consultation, transparency and accountability, client (students, lecturers, parents and the public) satisfaction, as well as the role of the university in development.

The contributions take cognizance of the fact that governance as a concept is facing fundamental changes in the context of global knowledge economy, and African local conditions. Contributors also take cognizance of the fact that one important source of change in Africa has been the accelerating speed of scientific and technological advancement in learning at universities where lifelong learning programs, adult learning programs, distance and online learning are relatively new. The chapters are also sensitive to new changes in gender, demographical, technological, education reforms, social and economic transformations in the governance of African universities. The book is basically an academic book for use by undergraduates and graduate students at universities, policy makers and formulators in African ministries of Education; supra national organizations, foreign organizations working in Africa, NGOs and CBOs as well as development stakeholders, and community organizers.



## Growing Up Between Two Cultures

### Issues and problems of Muslim children

Farideh Salili, *The University of Hong Kong*  
Rumjahn Hoosain, *The University of Hong Kong*

A volume in the series *Research in Multicultural Education and International Perspectives*

2014. Paperback 9781623966195 \$45.99. Hardcover 9781623966201 \$85.99. eBook 9781623966218 \$50

This volume deals with social, emotional and educational issues of Muslim children growing up in a Western country. It aims at shedding light on factors that contribute to the successful adjustment of these immigrant children and ways of helping them to adjust to the new life in their new country.



## Handbook of Research Methods in Early Childhood Education - Volume 2

### Review of Research Methodologies

Olivia Saracho, *University of Maryland*

A volume in the series *Contemporary Perspectives in Early Childhood Education*

2014. Paperback 9781623966133 \$75.99. Hardcover 9781623966140 \$125.99. eBook 9781623966157 \$50

The Handbook of Research Methods in Early Childhood Education brings together in one source research techniques that researchers can use to collect data for studies that contribute to the knowledge in early childhood education. To conduct valid and reliable studies, researchers need to be knowledgeable about numerous research methodologies.

The Handbook primarily addresses the researchers, scholars, and graduate or advanced undergraduate students who are preparing to conduct research in early childhood education. It provides them with the intellectual resources that will help them join the cadre of early childhood education researchers and scholars. The purpose of the Handbook is to prepare and guide researchers to achieve a high level of competence and sophistication, to avoid past mistakes, and to benefit from the best researchers in the field. This Handbook is also useful to university professors who conduct research and prepare student researchers in early childhood education. It aims to improve the researchers' conceptual and methodological abilities in early childhood education. Thus, the Handbook can be used as a guide that focuses on important contemporary research methodologies in early childhood education and describes them to offer researchers the necessary information to use these methodologies appropriately.

This Handbook is designed to be used by students of early childhood education at all levels of professional development as well as mature scholars who want to conduct research in areas needing more in-depth study. It is hoped that this Handbook of Research Methods in Early Childhood Education will serve the needs of many in the research community. Scholars seeking the current state of research knowledge in various areas should find this volume useful. Similarly, practitioners who are trying to seek knowledge of research and its practical implications should find this volume helpful as well. This Handbook with its individual chapters presents several research methodologies to address a variety of hypotheses or research questions that will contribute to the knowledge of the field in early childhood education.



## Handbook of Research Methods in Early Childhood Education - Volume 1

### Research Methodologies

Olivia Saracho, *University of Maryland*

A volume in the series *Contemporary Perspectives in Early Childhood Education*

2014. Paperback 9781623966102 \$75.99. Hardcover 9781623966119 \$125.99. eBook 9781623966126 \$50

The Handbook of Research Methods in Early Childhood Education brings together in one source research techniques that researchers can use to collect data for studies that contribute to the knowledge in early childhood education. To conduct valid and reliable studies, researchers need to be knowledgeable about numerous research methodologies.

The Handbook primarily addresses the researchers, scholars, and graduate or advanced undergraduate students who are preparing to conduct research in early childhood education. It provides them with the intellectual resources that will help them join the cadre of early childhood education researchers and scholars. The purpose of the Handbook is to prepare and guide researchers to achieve a high level of competence and sophistication, to avoid past mistakes, and to benefit from the best researchers in the field. This Handbook is also useful to university professors who conduct research and prepare student researchers in early childhood education. It aims to improve the researchers' conceptual and methodological abilities in early childhood education. Thus, the Handbook can be used as a guide that focuses on important contemporary research methodologies in early childhood education and describes them to offer researchers the necessary information to use these methodologies appropriately.

This Handbook is designed to be used by students of early childhood education at all levels of professional development as well as mature scholars who want to conduct research in areas needing more in-depth study. It is hoped that this Handbook of Research Methods in Early Childhood Education will serve the needs of many in the research community. Scholars seeking the current state of research knowledge in various areas should find this volume useful. Similarly, practitioners who are trying to seek knowledge of research and its practical implications should find this volume helpful as well. This Handbook with its individual chapters presents several research methodologies to address a variety of hypotheses or research questions that will contribute to the knowledge of the field in early childhood education.



## The Handbook on Innovations in Learning

Marilyn Murphy, *Temple University*  
Sam Redding, *Academic Development Institute*  
Janet Twyman, *University of Massachusetts*

2014. Paperback 9781623966072 \$45.99. Hardcover 9781623966089 \$85.99. eBook 9781623966096 \$50

An innovation in learning improves upon the implementation of the standard practice or introduces a new practice, thus achieving greater learning outcomes. The Handbook on Innovations in Learning, developed by the Center on Innovations in Learning, presents commissioned chapters describing current best practices of instruction before embarking on descriptions of selected innovative practices which promise better methods of engaging and teaching students. Written by a diverse and talented field of experts, chapters in the Handbook seek to facilitate the adoption of the innovative practices they describe by suggesting implementation policies and procedures to leaders of state and local education agencies.



## Hearts and Minds Without Fear Unmasking the Sacred in Teacher Preparation

Barbara A. Clark, *Central Connecticut State University*  
James Joss French, *Central Connecticut State University*

A volume in the series *The Center for PAInT Series on Arts-integrated Education*

2014. Paperback 9781623967260 \$45.99. Hardcover 9781623967277 \$85.99. eBook 9781623967284 \$50

Hearts and Minds Without Fear: Unmasking the Sacred in Teacher Preparation is the first book of its kind that focuses on the critical urgency of integrating creativity, mindfulness, and compassion in which social and ecological justice are forefronted in teacher preparation. This is especially significant at a time of cultural turmoil, educational reform, and inequities in public education. The book serves as a vehicle to unmask fear within current educational ethical deficiencies and revitalize hope for community members, teacher educators, pre-service, in-service teachers, and families in school communities. The recipients of these strategies are explicitly presented in order to build understanding of a compassionate paradigm shift in schools that envisions possibility and social imagination on behalf of our children in schools and our communities. The authors unabashedly place the arts and aesthetics at the core of the educational paradigm solution. The book lives its own message. Within each seed chapter, the authors practice authentically what they preach, offering a refreshing perspective to bring our schools back to life and instill hope in children's and educators' hearts and minds.



## Higher Education Administration 50 Case-Based Vignettes

Scott Newman, *Oklahoma State University*

2014. Paperback 9781623968489 \$45.99. Hardcover 9781623968496 \$85.99. eBook 9781623968502 \$50

Few resources exist for individuals who wish to subscribe to a practical, applied learning approach to higher education administration. To that end, the book's vignettes: 1) reflect the diversity of issues, roles, contexts and situations postsecondary leaders face—yet are uncommonly addressed in learning resources; 2) place learners in authentic higher education administrative circumstances in which they must respond; 3) facilitate further individual or collective exploration; and 4) may be adapted to a broad array of formal and informal professional development needs.

The book's scenarios include a broad assortment of exhibits (e.g., correspondences, articles, institutional policies, etc.) which allow learners to practice evaluating a range of information sources common in postsecondary administration. In addition, each vignette provides learners with guided opportunities to determine how and why they might respond in the situations presented, and offers chances to assess the responses of actual higher education administrators to authentic situations and challenges.



## Higher Education Finance Research

Policy, Politics, and Practice

Mary P. McKeown-Moak, *Moak, Casey & Associates*

Christopher M. Mullin, *Board of Governors of the State University System of Florida*

A volume in the series *Conducting Research in Education Finance: Methods, Measurement, and Policy Perspectives*

2014. Paperback 9781623964931 \$45.99. Hardcover 9781623964948 \$85.99. eBook 9781623964955 \$50

There is a void in the literature on how to conduct research in the finance and economics of higher education. Students, professors, and practitioners have no concise document that examines the field, provides history, definitions of terms, sources of data, and research methods. *Higher Education Finance Research: Policy, Politics, and Practice* fills that void.

The book is structured in four parts. The first section provides a brief history and description of the general organization of American higher education, the sources and uses of funds over the last 100 years, and who is served in what types of institutions. Definitions of terms that are unique to higher education are provided, and some basic rules for conducting research on the economics and finance of higher education are established. Although in some ways, conducting research in higher education funding is similar to that for elementary/secondary education, there are some important distinctions that also are provided. The second section introduces guiding philosophies, sources of data, data elements/vocabulary, metrics, and analytics related to institutional revenues and expenditures. Chapters in this section focus on student oriented revenues, institutionally-oriented revenues, and funding formulas. The third section introduces accountability-related concepts by first examining the accountability movement in higher education and performance-based approaches applied in budgeting and funding, then looking at methods to determine public and private returns on investment in postsecondary education, and closing with an examination of finance from the perspective of the primary consumer: students. The fourth and last section of the book focuses on presenting postsecondary finance research to policy audiences to assist in connecting academic research and policy making. Chapters focus on accounting for time considerations in analysis, the placing of data in context to make the data and findings relevant, and ways to effectively communicate findings to various policy-making audiences.



## Historically Black College Leadership & Social Transformation

How Past Practices Inform the Present and Future

Vickie L. Suggs, *University of North Carolina at Chapel Hill*

2014. Paperback 9781623964573 \$45.99. Hardcover 9781623964580 \$85.99. eBook 9781623964597 \$50

*Historically Black College Leadership & Social Transformation* Little research has been conducted to identify aspects of effective social transformation leadership in American college and university leadership. The authors of this book argue that while much less has been done at predominantly White institutions to practically apply the processes of social transformation as a leadership model, HBCUs have historically relied upon strategies of social transformation as they sought to build and sustain the distinct mission of their institutions that enhance college access, inclusion, and choice.

This publication is intended to serve as a departure from the examination of the typology of transformation leadership in the private sector and, instead, view this leadership model through the lens of higher education. The authors' intent is to focus on institutional leadership at historically Black colleges and universities (HBCUs) and provide a deeper understanding of the Social Change Model and how it can be successfully situated as a conduit for realizing and sustaining the mission of Black colleges from perspectives of the past, present, and future.



## In the Service of Learning and Empowerment

Service-Learning, Critical Pedagogy, and the Problem-Solution Project

Vera L Stenhouse, *Georgia State University*

Olga S. Jarrett, *Georgia State University*

Rhina M. Fernandes Williams, *Georgia State University*

E. Namisi Chilungu, *Georgia State University*

2014. Paperback 9781623965440 \$45.99. Hardcover 9781623965457 \$85.99. eBook 9781623965464 \$50

Too often teachers and students doubt their own abilities to forge collective work and dynamic critical learning in the midst of education reform practices that limit their opportunities to do so. This doubt can be heightened for elementary school teachers or even their students who are led to believe that they are not

capable of engaging critically with their education and their world. The Problem-Solution Project erases this doubt through merging service-learning, critical pedagogy, and constructivism. This approach to teaching and learning is designed to empower teachers and students while they meet curriculum standards and actively contribute to the transformation of their world.

Unique to this collection are the reported experiences of teacher educators who implement Problem-Solution Projects in their courses; preservice teachers' reflections on cohort-driven Problem-Solution Projects; and first-year and veteran teachers stories featuring Problem-Solution Projects initiated by their PK-5 students.

Features include:

- Describes how Problem-Solution Projects advance service-learning and critical pedagogy.
- Discussion of how Problem-Solution Projects build on curriculum standards but resists standardization of implementation and repressive education reforms.
- First-hand accounts of teachers implementing Problem-Solution Projects.
- Detailed description of the steps and outcomes of doing Problem-Solution Projects with preservice teachers, inservice teachers, and elementary students.
- Examples of Problem-Solution Projects across courses, subjects, disciplines, and contexts.

Readers will find worthwhile the theoretical connections and the practical applications. Service-learning, urban education, multicultural education and teacher education, teacher preparation practitioners will find this text beneficial. The main audience: teacher educators across disciplines, pre- and in-service teachers working in elementary (PK-5) settings.



## International Collaborations in Literacy Research and Practice

Cynthia B. Leung, *University of South Florida St. Petersburg*

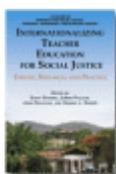
Janet C. Richards, *University of South Florida*

Cynthia A. Lassonde, *SUNY College at Oneonta*

A volume in the series *Literacy, Language and Learning*

2014. Paperback 9781623965655 \$45.99. Hardcover 9781623965662 \$85.99. eBook 9781623965679 \$50

Literacy researchers and educators are currently involved in exciting international literacy projects. However, many in the field are not aware of these initiatives. In compiling this edited volume, our intent is to provide a resource book for university instructors and research faculty with examples of international literacy projects and what was learned from the projects. Chapter contributors offer stories of real people who collaborate across nations to exchange ideas, promote literacy development, and increase global understandings. The literacy initiatives presented in this book show how literacy colleagues have provided opportunities for students and educators of different countries to communicate in meaningful ways. Through international literacy projects and research, participants work to forge relationships based on mutual respect, despite their differing cultures and languages. They see their work as based on the mutual connectedness to the human community.



## Internationalizing Teacher Education for Social Justice Theory, Research, and Practice

Suniti Sharma, *Saint Joseph's University*

JoAnn Phillion, *Purdue University*

Jubin Rahatzad, *Purdue University*

Hannah L. Sasser, *Purdue University*

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*

2014. Paperback 9781623966041 \$45.99. Hardcover 9781623966058 \$85.99. eBook 9781623966065 \$50

In *Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice*, editors Suniti Sharma, JoAnn Phillion, Jubin Rahatzad, and Hannah L. Sasser present a collection of personal, passionate, and participatory global perspectives of teacher educators on internationalizing teacher education for social justice. The reader will encounter each author's personal and professional journey into global classrooms for internationalizing teacher education and supporting future teachers in developing competencies necessary for addressing the academic needs of diverse K-12 classrooms. This collection provides a broad, critical, and interpretive overview of shifts in U.S. and global perspectives to offer transformative frameworks and strategies on preparing K-12 teachers to meet the complex demands for skills in the twenty-first century. The global tenor of this book, framed by theory, research, and practice spanning several countries provides a timely contribution to internationalizing teacher education for social justice in the twenty-first century. The authors' dedication to preparing teachers who have knowledge of world cultures and global issues, combined with a deep commitment to social justice for promoting equity in education, informs each chapter. The authors take up the internationalization of teacher education for social justice as both an opportunity and a challenge, transcending rhetoric to meaningful action, situating their global understanding to inform readers of critical engagement with, and examination of,

theory, research, and practice for effecting social and educational change.



## Intersectionality and Urban Education

Identities, Policies, Spaces & Power

Carl A. Grant, *University of Wisconsin–Madison*

Elisabeth Zwier, *Universidad Pedagógica Nacional Francisco Morazan*

A volume in the series *Urban Education Studies Series*

2014. Paperback 9781623967321 \$45.99. Hardcover 9781623967338 \$85.99. eBook 9781623967345 \$50

In urban education, “urban” is a floating signifier that is imbued with meaning, positive or negative by its users. “Urban” can be used to refer to both the geographical context of a city and a sense of “less than,” most often in relation to race and/or socioeconomic status (Watson, 2011). For Noblit and Pink (2007), “Urban, rather, is a generalization as much about geography as it is about the idea that urban centers have problems: problems of too many people, too much poverty, too much crime and violence, and ultimately, too little hope” (p. xv). Recently, urban education scholars such as Anyon (2005), Pink and Noblit (2007), Blanchett, Klinger and Harry (2009), and Lipman (2013) have elucidated the social construction of oppression and privilege for urban students, teachers, schools, families, and communities using intersectionality theories. Building on their work, we see the need for an edited collection that would look across the different realms of urban education—theorizing identity markers in urban education, education in urban schools and communities, thinking intersectionally in teacher education & higher education, educational policies & urban spaces—seeking to better understand each topic using an intersectional lens. Such a collection might serve to conceptually frame or provide methodological tools, or act as a reference point for scholars and educators who are trying to address urban educational issues in light of identities and power. Secondly, we argue that education questions and/or problems beg to be conceptualized and analyzed through more than one identity axis. Policies and practices that do not take into account urban students’ intertwining identity markers risk reproducing patterns of privilege and oppression, perpetuating stereotypes, and failing at the task we care most deeply about: supporting all students’ learning across a holistic range of academic, personal, and justice-oriented outcomes.

Can educational policies and practices address the social justice issues faced in urban schools and communities today? We argue that doing intersectional research and implementing educational policies and practices guided by these frameworks can help improve the “fit.” Particular attention needs to be paid to intersectionality as a lens for educational theory, policy, and practice. As urban educators we would be wise to consider the intertwining of these identity axes in order to better analyze educational issues and engage in teaching, learning, research, and policymaking that are better-tuned to the needs of diverse students, families, and communities.



## It Takes Team Effort

Men and Women Working Together to Enhance Children’s Lives

Lemuel W. Watson, *University of South Carolina*

2014. Paperback 9781623965594 \$45.99. Hardcover 9781623965600 \$85.99. eBook 9781623965617 \$50

This book explores the many ways and opportunities in which men and women might work together to highlight creative ways as well as examine the role of men in schools, families, and community engagement. The book helps to broaden the group’s “collective identity” of those who work with male teachers and caregivers by expanding an understanding of their experiences in order to better ways of collaboration. This book serves as a practical guide and resource to challenge the status quo in following our own intuition about our life’s work as men and women in early childhood education.

The central theme that is sought here is to remember the general purpose of education: to enlighten for multiple purposes and to ask the resounding questions of how do we best achieve this purpose as men and women working together without the confines of gender roles, especially as educators in early childhood and the general educational setting where gender roles are specific to men and women’s perceived ways of caring, nurturing, providing, and educating future generations.



## Knowing What's Local

### Ethnographic Inquiry, Education and Democracy

David Landis, *KIMEP University*  
Sapargul Mirseitova, *Kazakhstan Reading Association*

2014. Paperback 9781623968441 \$45.99. Hardcover 9781623968458 \$85.99. eBook 9781623968465 \$50

Ethnographic inquiry serves as a unique educational resource that is accessible to students and teachers of all economic and social classes and therefore well suited to building democratic communities in the 21st Century. This book is about teachers, students and parents in the Republic of Kazakhstan who opened new educational directions and democratic possibilities for themselves through a series of ethnographic studies about their local communities.

By unfolding practical experiences of teachers and students with ethnographic study, this book builds and expands understanding about education and democracy across five points of view:

- Renewing professional development and building academic knowledge through ethnographic inquiry
- Acquiring democratic living through ethnographic study of participatory, caring citizenship
- Connecting democratic ways of life with ethnographic study of identity formation in diverse communities
- Building knowledge about democratic perspectives through reflexive reading and writing about ethnographic inquiry
- Building meaningful education at the intersections of ethnographic inquiry, literacy practices and theorizing about local communities

The authors propose that teacher and student-led ethnographic inquiries develop educational experiences that enrich educators' professional growth and provide innovative research opportunities for them and their students that generate up-to-date academic knowledge, which can be used to inform course offerings, design lessons and address state policy mandates.



## Learner's Privilege and Responsibility

### A Critical Examination of the Experiences and Perspectives of Learners from Chinese Backgrounds in the United States

Wen Ma, *Le Moyne College*  
Chuang Wang, *University of North Carolina at Charlotte*

A volume in the series *Literacy, Language and Learning*

2014. Paperback 9781623965891 \$45.99. Hardcover 9781623965907 \$85.99. eBook 9781623965914 \$50

This book is about the learner side of the teaching and learning equilibrium, centering on the educational experiences and perspectives of Chinese students in the United States. These students ranged from kindergarteners, adolescents, undergraduate, graduate, to adult learners, across the educational spectrum. Because Chinese students are the largest cohort among all international students in the U.S., and their prior educational experiences and perspectives in China are so different from those in the U.S., exploring who they are, what their learning experiences have been, and how their learning needs can be better met, may not only allow U.S. educators to teach them more effectively, but also help the educational community in both countries better learn about and from each other.

The chapters in the book examine the constructs of learner privilege and responsibility in the teaching and learning equation, cultural and linguistic challenges and transitional adjustments, self-concept, learning strategies, comparison and contrast of differences and similarities between Chinese and American students, and/or critical reflections on significant issues confronting Chinese learners. While each chapter is situated in its own research literature and connects with its own teaching and learning practices, all of them are united around the overarching themes of the book: the experiences and perspectives of diverse learners from Chinese backgrounds in the United States. The chapters also flesh out some of the larger theoretical/pedagogical issues between education in China and in the United States, provide useful lenses for rethinking about and better understanding their differences and similarities, as well as offer pertinent suggestions about how the educational community in both countries may benefit from learning about and from each other.



## Learning Over Time

### Learning Trajectories in Mathematics Education

Alan P. Maloney, *North Carolina State University*

Jere Confrey, *North Carolina State University*

Kenny H. Nguyen, *Catlin Gabel School*

2014. Paperback 9781623965686 \$45.99. Hardcover 9781623965693 \$85.99. eBook 9781623965709 \$50

The driving forces behind mathematics learning trajectories is the need to understand how children actually learn and make sense of mathematics—how they progress from prior knowledge, through intermediate understandings, to the mathematics target understandings—and how to use these insights to improve instruction and student learning. In this book, readers will come to understand what learning trajectories are, the research and methodology that are necessary for developing them, and gain insight into potential applications of learning trajectories.

A synthesis and research outcome in their own right, learning trajectories provide detailed description of instructionally-grounded development of mathematical concepts and reasoning from the perspective of student learning, and, overall, building on decades of accumulated experience in mathematics education research. However, their greater importance may lie in their potential as frameworks that contribute an unprecedented coherence across classroom instruction, professional development, standards, and assessment, by focusing squarely on conceptual understanding and reasoning instead of assessment-driven procedural knowledge. This potential was sufficiently compelling as an organizing framework to have been cited as a basis for the Common Core mathematics standards, the new mathematics learning expectations that are now consistent across most of the United States. (Among the conference attendees were the writers of the Common Core State Standards for Mathematics, at the beginning of the Standards drafting process.)

This book is an outgrowth of a conference on learning trajectories, hosted in 2009 at North Carolina State University, which examined research on learning trajectories. An overarching message of the chapters in this volume is that learning trajectories, by focusing on how children's mathematical reasoning develops, are coming into their own as a rigorous underpinning for both instruction and accountability. Some of the learning scientists featured in this volume have played major roles learning trajectories' evolution--from small-scale day-to-day conjectures by individual teachers, to systematic research endeavors that teachers and scientists alike can use to interpret standards, plan instruction, and formatively assess student work. The work in this volume will be of interest to mathematics educators, teachers, and professional development specialists.



## Mathematics in Middle and Secondary School

### A Problem Solving Approach

Alexander Karp, *Teachers College, Columbia University*

Nicholas Wasserman, *Teachers College, Columbia University*

2014. Paperback 9781623968120 \$45.99. Hardcover 9781623968137 \$85.99. eBook 9781623968144 \$50

The experience and knowledge acquired in teacher education courses should build important fundamentals for the future teaching of mathematics. In particular, experience in mathematical problem solving, and in planning lessons devoted to problem solving, is an essential component of teacher preparation. This book develops a problem solving approach and is intended to be a text used in mathematics education courses (or professional development) for pre-service or in-service middle and secondary school teachers. It can be used both in graduate and undergraduate courses, in accordance with the focus of teacher preparation programs.

The content of the book is suited especially for those students who are further along in their mathematics education preparation, as the text is more involved with mathematical ideas and problem solving, and discusses some of the intricate pedagogical considerations that arise in teaching. The text is written not as an introduction to mathematics education (a first course), but rather as a second, or probably, third course. The book deals both with general methodology issues in mathematics education incorporating a problem solving approach (Chapters 1-6) and with more concrete applications within the context of specific topics – algebra, geometry, and discrete mathematics (Chapters 7-13).

The book provides opportunities for teachers to engage in authentic mathematical thinking. The mathematical ideas under consideration build on specific middle and secondary school content while simultaneously pushing the teacher to consider more advanced topics, as well as various connections across mathematical domains. The book strives to preserve the spirit of discussion, and at times even argument, typical of collaborative work on a lesson plan. Based on the accumulated experience of work with future and current teachers, the book assumes that students have some background in lesson planning, and extends their thinking further. Specifically, this book aims to provide a discussion of how a lesson plan is constructed, including the ways in which problems are selected or invented, rather than the compilation of prepared lesson plans. This approach reflects the authors' view that the process of searching for an answer is often more important than the formal result.



## Mentoring African American Males

A Research Design Comparison Perspective

William Ross, *Prairie View A&M University*

A volume in the series *African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling*  
2014. Paperback 9781623968014 \$45.99. Hardcover 9781623968021 \$85.99. eBook 9781623968038 \$50

Mentoring African American Males provides important black male research and student performance data to guide the efforts of those who accept the enormous task of standing in the gap to increase black male achievement. Dr. Ross provides guidance for individuals and institutions embracing the important role of developing mentoring programs or serving as a mentor to youth. However, what makes Dr. Ross' work such a critically important book for any individual or institution considering such a role is its insight into the social-cultural framework within which mentoring must occur at every level from elementary school through college. Equally insightful is the structure that such programs must take in response to the socio-cultural constructs of the families, communities, and institutions where they will occur.

There are far more quantitative studies than qualitative on the topic of mentoring. This text addresses that discrepancy and provides the results of several qualitative studies on African American males. There is hardly any that offer a mixed method perspective that combine quantitative and qualitative methodological approaches. This text reports on the research results that are qualitative in nature in addition to some that are from a quantitative and mixed method approach.



## Mentoring for the Professions

Orienting Toward the Future

Aimee Howley, *Ohio University*  
Mary Barbara Trube, *Ohio University*

A volume in the series *Perspectives on Mentoring*  
2014. Paperback 9781623968359 \$45.99. Hardcover 9781623968366 \$85.99. eBook 9781623968373 \$50

This edited volume brings together conceptual and empirical work from various professional fields to inform a perspective on mentoring that goes beyond what is needed for today and orients toward what is needed for the future in order to promote healthy and productive organizations. This perspective is important because the pace of change in organizations is rapid--and increasingly so. Under conditions of rapid and on-going change, employees, students, and colleagues all are learners; and the learning needs of these adults demand meaningful and focused strategies for professional development. A major strategy with demonstrated value for fostering learning among adults is mentoring, which contributes both relational and structural support for such learning. This support helps organizations build communities of practice in which colleagues alternate the role of mentor and mentee by sharing different types of expertise and different perspectives on organizational challenges.

Chapters within the book focus on theoretical perspectives on mentoring, the connection between change and mentoring, the character of the leadership that mentoring entails, the developmental processes that mentees experience, the transformation of the mentee as a result of mentoring, the value of matching mentor and mentee styles, and the role of mentoring in organizational team building. Furthermore, some chapters explore the similarities and differences in individual versus group mentoring. And some of the contributions elaborate linkages among mentoring concepts and those used in related practices such as coaching and distributed leadership.



## Mindfulness for Educational Practice

A Path to Resilience for Challenging Work

Gordon S. Gates, *Washington State University*

A volume in the series *Research on Stress and Coping in Education*  
2014. Paperback 9781623968151 \$45.99. Hardcover 9781623968168 \$85.99. eBook 9781623968175 \$50

This book is the 8th Volume in the Research on Stress and Coping in Education Series. Mindfulness is gaining attention within many disciplines including

education and the authors present original research and current theory for examining ways such practice can be used to improve school outcomes for students and strengthen supports for teachers and school leaders. The chapters are written to be useful for practitioners and pre-service educators by posing recommendations for those considering these strategies and techniques. Specific treatment is given to work of teachers, principals, and superintendents.

*Research is beginning to document the acceptability and efficacy of mindfulness-based interventions (MBIs) in the reduction of stress and burnout, and in the improvement of occupational health and well-being, among educators and school administrators. In this groundbreaking volume of the Research on Stress and Coping in Education series - Mindfulness for Educational Practice: A Path to Resilience for Challenging Work, educational researchers and practitioners advance the exploration of MBIs in educational settings by asking how they might contribute not only to stress reduction and resilience enhancement, but also to the improvement of relationships and the everyday practices of leadership, teaching and learning in the schools.*

*Individual chapters in this volume focus on key questions in the field of study concerned with mindfulness in education today, including (1) What is the role of MBIs in enhancing emotional self-awareness and self-care in teachers, as well as their sense of efficacy and agency with regard to making broader educational changes? (2) Can mindfulness training; by enhancing attentiveness to counterfactual or novel information, as well as environmental conditions and other people's perspectives more generally, benefit educational leaders in their work in guiding their staffs towards collaborative educational reforms? (3) Can the cultivation of emotional awareness and emotion regulation skills (e.g., non-reactivity) through mindfulness training help educators – from pre-service teachers to superintendents, to improve their interpersonal skills with students, families and community members? (4) In classroom settings, can the cultivation of mindfulness and compassion in teachers promote closer teacher-student relationships and greater student engagement in learning academic subjects like math? These are the timely and important pragmatic questions addressed theoretically, empirically, and practically in this volume.*

*The collective chapters in this volume, drawn largely from the experience of practitioners working in the schools everyday, are characterized by qualitative and action research methods and phenomenological reports of educators as they embark on a process of professional development through mindfulness training. As such, the volume marks a significant contribution in terms of documenting the perspectives, challenges, and triumphs educators are currently experiencing as they engage with MBIs in education both within and beyond the mindfulness-training context. The book is an excellent read and an important one for all those interested in research on mindfulness in education today.*

Robert W. Roeser

Co-Editor with Dr. Kimberly Schonert-Reichl of "Handbook of Mindfulness in Education: Theory, Research & Practice" (2015, Springer)

Professor of Psychology  
Portland State University  
Portland, Oregon

September 14, 2014



## The Miseducation of English Learners A Tale of Three States and Lessons to be Learned

Grace P. McField, California State University, San Marcos

2014. Paperback 9781623964542 \$45.99. Hardcover 9781623964559 \$85.99. eBook 9781623964566 \$50

Sometimes you need to hear the story from the beginning. The Miseducation of English Learners examines the initial policy impact of Structured English Immersion (SEI), an English-only program mandated for English Learners (ELs) in California, Arizona, and Massachusetts in the United States. The book features analyses of: the legal context and parameters of SEI; research history on SEI; SEI language policy and policy implementation according to situated context; and the educational priorities and legal rights of ELs. The book examines the history of SEI in the educational research literature and as it has been interpreted in the context of the legal requirement for schools to take "appropriate action" to meet the needs of ELs following the historic Lau v. Nichols (1974) court decision. The Miseducation of English Learners also presents and considers the implementation of SEI in comparative contexts from various perspectives including teacher education, the classroom, and legal. In several of the chapters, SEI implementation is examined in concert with other factors that have effected the teaching and progress of ELs such as Senate Bill 2042 (2001) that overhauled the teacher education process in California, and the federal No Child Left Behind legislation (signed into law on January 8, 2002). Moreover, the book provides implications and recommendations for teaching, research, advocacy, and policy change.

The Miseducation of English Learners addresses and invites the readers to consider the following key questions:

- How "appropriate" is the mandated SEI program for ELs, both in substance and in the one-year duration as specified in the three voter-initiated propositions (Proposition 227, Proposition 203, and Question 2)?
- What issues, themes, and patterns can be noted in the implementation of SEI in California, Arizona, and Massachusetts?
- Why might the student outcomes not show the desired results in measures such as achievement test scores or dropout rates?
- What necessary changes are called for in order to enhance (or in some cases supplant) the SEI programs and services in place for ELs?

- Are ELs, parents, and other stakeholders able to thoughtfully select desired and optimal instructional programs, and participate meaningfully in the educational process of language minority students under the SEI mandates?



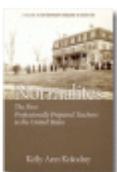
## Multicultural Education for Learners with Special Needs in the Twenty-First Century

Festus E. Obiakor, *Valdosta State University*  
Anthony F. Rotatori, *Saint Xavier University*

A volume in the series *Contemporary Perspectives in Special Education*  
2014. Paperback 9781623965808 \$45.99. Hardcover 9781623965815 \$85.99. eBook 9781623965822 \$50

Multicultural Education for Learners with Special Needs in the Twenty-First Century provides general and special educators innovative information that address the road blocks to effective practice such that diverse learners will be appropriately; identified, assessed, categorized, placed and instructed. The book provides those who instruct diverse learners comprehensive, creative and best practice chapters by scholars in the area of multicultural education. Chapter One presents a system to reduce traditional education road blocks that confront diverse learners called Culturally and Linguistically Responsive Teaching (CLRT). The CLTR system is designed to accomplish three objectives, namely, to increase student achievement, to help students develop skills to achieve economic sufficiency and to allow students to acquire citizenship skills based on a realistic and thorough understanding of the political system. Chapter Two discusses the pervasive problem of disproportionate representation of students from diverse backgrounds in special education by examining what it is, who is impacted by it, why it is occurring, and how it can be addressed using promising strategies. Chapter Three examines the use of authentic assessment to provide feedback for teachers and students, and guide the instructional process by differentiating teaching to meet the educational needs of diverse learners. Chapters Four, Five, Six and Seven address issues related to educating Latina/o Americans, African Americans, Asian Americans and Native Americans learners with special needs. Chapter Eight is a unique chapter that addresses the growing need to educate foreign-born immigrants who are now being referred to as "Today's Special Learners in Schools". This chapter delineates the use of the Comprehensive Support Model (CSM) to educate foreign-born learners who are identified by the authors as foreign-born English Language Learners. The CSM is recommended as a culturally sensitive intervention that integrates efforts of the self, (i.e., learner), families, school, community, and government in responding to the needs of diverse learners. Chapter Nine provides a comprehensive discussion of how Culturally Relevant Leadership (CRL) can impact educational theory and practice. The authors delineate how CRL leads to reflective practices which position teachers and administrators to become leaders in school change that can increase student success for diverse learners. Chapter Ten provides the reader with illustrative content regarding the use of technology to educate multicultural learners with special needs. Chapter Eleven delineates the culturally responsive infusion of effective behavior modification strategies that are designed to strengthen and facilitate positive behaviors for culturally and linguistically diverse learners with special needs.

The book is an important addition to the education of multicultural learners with special needs as it provides much needed direction for the effective instructional practices for today's diverse students. The book can be used as current best practices for special and general educators as well as school administrators.



## Normalites The First Professionally Prepared Teachers in the United States

Kelly Ann Kolodny, *Framingham State University*

A volume in the series *Contemporary Research in Education*  
2014. Paperback 9781623966881 \$45.99. Hardcover 9781623966898 \$85.99. eBook 9781623966904 \$50

Normalites: The First Professionally Prepared Teachers in the United States is a new original work which explores the experiences of three women, Lydia Stow, Mary Swift and Louisa Harris, who were pioneers in the movement in teacher education as members of the first class of the nation's first state normal school established in Lexington, Massachusetts in 1839. The book is biographical, offering new insights derived from exceptional research into the development of the normal school movement from the perspectives of the students. While studies have provided analysis of the movement as a whole, as well as some of the leaders of the initiative, such as Horace Mann and Henry Barnard, there is a lack of rich, published information about the first groups of students. Understanding their accounts and experiences, however, provides a critical foreground to comprehending not only the complexity of the nineteenth century normal school movement but, more broadly, educational reform during this period.

Arranged chronologically and in four parts, this book explores the experiences of Lydia Stow, Mary Swift and Louisa Harris during their normal school studies, their entrance into the world and commencement of their careers, the transitions in their personal and professional lives, and the building of their life work. Throughout these periods, their formal educational experiences, as well as broader moments of transformation, are considered and how life paths were

shaped.

This book will be of interest to undergraduate and graduate students and faculty connected to teacher preparation programs. More than 100,000 students are currently awarded baccalaureate degrees each year in Education. Over 80,000 of these students are women. Their experiences are rooted in the pioneering efforts of Lydia Stow, Mary Swift, and Louisa Harris at our nation's first state normal school. It is a particularly fitting time to share their experiences as the 175th anniversary of the start of formal, state sponsored teacher education, the normal school movement, will be celebrated in 2014.



## Paul Diederich and the Progressive American High School

Robert L. Hampel, *University of Delaware*

A volume in the series *Readings in Educational Thought*

2014. Paperback 9781623965778 \$45.99. Hardcover 9781623965785 \$85.99. eBook 9781623965792 \$50

Paul Diederich worked in five new organizations dedicated to transforming American schools: the Ohio State University lab school, the Eight Year Study, a Harvard institute to revamp English language instruction, the University of Chicago's Board of Examiners, and the Educational Testing Service. Throughout his career he wrote critiques of American high schools and set forth many proposals to make them more flexible without sacrificing academic excellence. This anthology resurrects 14 Diederich essays, eight of them never before published. The scope ranges from visions of social justice to the details of the daily schedule. Like his heroes Benjamin Franklin and Thomas Jefferson, he combined a passion for utopian speculation with a fascination for practical problems, a combination that is rare in the world of school reform today.



## Pólvora, sangre y sexo

dialogismos contemporáneos entre la literatura y el cine en América Latina

Assen Kokalov, *Purdue University North Central*

A volume in the series *Research in Queer Studies*

2014. Paperback 9781623966430 \$45.99. Hardcover 9781623966447 \$85.99. eBook 9781623966454 \$50

The book examines the links between literature and film in Latin America by using queer theory and a series of recent cultural productions whose arguments destabilize traditional gender roles and heteronormative masculinity. For many years, the connections between a literary text and its film adaptation have been considered only from the point of view of the latter's fidelity to the written work, which many scholars imagined to be the original that filmmakers needed to respect. Within the last two decades, however, the idea of adaptation fidelity has been challenged by a number of critics who refute the existence of an original text and promote the notion of an ambiguous and complex relationship between a literary work and its film adaptation. Based on such developments and with the help of queer theory, this book questions and revises several crucial theoretical approximations that analyze the relations between the two art forms in an attempt to overcome the limitations of fidelity discourse. This is the first book-length study that seeks to examine, with the appropriate detail, the connections between film and literature in Latin America through the lenses of queer theory and by focusing on the representations of numerous practices that do not fit within the general framework of heteronormative sexuality.



## Peace and Conflict Studies Research

### A Qualitative Perspective

Robin Cooper, *Nova Southeastern University*

Laura Finley, *Barry University*

A volume in the series *Peace Education*

2014. Paperback 9781623966911 \$45.99. Hardcover 9781623966928 \$85.99. eBook 9781623966935 \$50

This edited book is a new and valuable resource for students, teachers, and practitioners, providing a detailed exploration of how qualitative research can be applied in the field of peace and conflict studies. This book explores considerations and components of designing, conducting, and reporting qualitative research in this field, and also provide exemplars of recent empirical research in peace and conflict studies that employed qualitative methods. Scholars and researchers in peace and conflict studies and peace education face unique challenges in teaching, designing, and conducting qualitative research in these fields. This edited book discusses tips in designing qualitative studies in this area and for teaching emerging peace researchers best practices of qualitative inquiry. In addition, the book discusses some of the trends, challenges, and opportunities associated with research in peace and conflict studies and peace education.

Written at a level appropriate for both graduate students and active researchers, the primary audience for this book is those teaching and learning about the application of qualitative methods to peace and conflict studies, as well as those conducting research in this field. There are currently approximately 230 graduate programs in peace and conflict studies. This book also provides a useful tool for researchers and students in other academic disciplines who are interested in qualitative research. Such disciplines might include education, sociology, criminology, gender studies, psychology, political science, and others.



## The Phenomenon of Obama and the Agenda for Education - 2nd Edition

### Can Hope (Still) Audaciously Trump Neoliberalism?

Paul R. Carr, *Université du Québec en Outaouais*

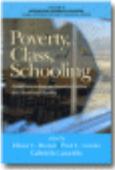
Brad J. Porfilio, *CSU, East Bay*

A volume in the series *Critical Constructions: Studies on Education and Society*

2014. Paperback 9781623968328 \$45.99. Hardcover 9781623968335 \$85.99. eBook 9781623968342 \$50

Anyone who is touched by public education – teachers, administrators, teacher-educators, students, parents, politicians, pundits, and citizens – ought to read this book, a revamped and updated second edition. It will speak to educators, policymakers and citizens who are concerned about the future of education and its relation to a robust, participatory democracy. The perspectives offered by a wonderfully diverse collection of contributors provide a glimpse into the complex, multilayered factors that shape, and are shaped by, education institutions today. The analyses presented in this text are critical of how globalization and neoliberalism exert increasing levels of control over the public institutions meant to support the common good. Readers of this book will be well prepared to participate in the dialogue that will influence the future of public education in United States, and beyond – a dialogue that must seek the kind of change that represents hope for all students.

As for the question contained in the title of the book – *The Phenomenon of Obama and the Agenda for Education: Can Hope (Still) Audaciously Trump Neoliberalism? (Second Edition)* –, Carr and Porfilio develop a framework that integrates the work of the contributors, including Christine Sleeter and Dennis Carlson, who wrote the original forward and afterword respectively, and the updated ones written by Paul Street, Peter McLaren and Dennis Carlson, which problematize how the Obama administration has presented an extremely constrained, conservative notion of change in and through education. The rhetoric has not been matched by meaningful, tangible, transformative proposals, policies and programs aimed at transformative change, and now fully into a second mandate this second edition of the book is able to more substantively provide a vigorous critique of the contemporary educational and political landscape. There are many reasons for this, and, according to the contributors to this book, it is clear that neoliberalism is a major obstacle to stimulating the hope that so many have been hoping for. Addressing systemic inequities embedded within neoliberalism, Carr and Porfilio argue, is key to achieving the hope so brilliantly presented by Obama during the campaign that brought him to the presidency.



## Poverty, Class, and Schooling

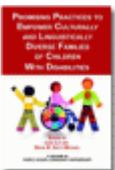
### Global Perspectives on Economic Justice and Educational Equity

Elinor L. Brown, *University of Kentucky*  
Paul C. Gorski, *George Mason University*  
Gabriella Lazaridis, *University of Leicester*

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*  
2014. Paperback 9781623967659 \$45.99. Hardcover 9781623967666 \$85.99. eBook 9781623967673 \$50

International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that primarily focus on empowering students (children, adolescents, and young adults) from diverse current circumstances and historic beliefs and traditions to become non-exploited/non-exploitive contributing members of the 21st century. The series draws on the research and innovative practices of investigators, academics, and community organizers around the globe that have contributed to the evidence base for developing sound educational policies, practices, and programs that optimize all students' potential. Each volume includes multidisciplinary theory, research, and practices that provide an enriched understanding of the drivers of human potential via education to assist others in exploring, adapting, and replicating innovative strategies that enable ALL students to realize their full potential. Chapters in this volume are drawn from a wide range of countries including: Australia, Brazil, Canada, China, Finland, Georgia, Haiti, India, Italy, Kyrgyzstan, Portugal, Slovenia, Tanzania, Ukraine, and The United States all addressing issues of educational inequity, economic constraint, class bias and the links between education, poverty and social status.

The individual chapters provide examples of theory, research, and practice that collectively present a lively, informative, cross-perspective, international conversation highlighting the significant gross economic and social injustices that abound in a wide variety of educational contexts around the world while spotlighting important, inspirational, and innovative remedies. Taken together, the chapters advance our understanding of best practices in the education of economically disadvantaged and socially marginalized populations while collectively rejecting institutional policies and traditional practices that reinforce the roots of economic and social discrimination. Chapter authors, utilize a range of methodologies including empirical research, historical reviews, case studies and personal reflections to demonstrate that poverty and class status are sociopolitical conditions, rather than individual identities. In addition, that education is an absolute human right and a powerful mechanism to promote individual, national, and international upward social and economic mobility, national stability and citizen wellbeing.



## Promising Practices To Empower Culturally And Linguistically Diverse Families Of Children With Disabilities

Lusa Lo, *University of Massachusetts-Boston*  
Diana Hiatt-Michael, *Pepperdine University*

A volume in the series *Family School Community Partnership Issues*  
2014. Paperback 9781623966317 \$45.99. Hardcover 9781623966324 \$85.99. eBook 9781623966331 \$50

(sponsored by the Family School Community Partnership Issues SIG)

Promising Practices to Empower Culturally and Linguistically Diverse Families of Children with Disabilities offers research-supported school practices to empower families from diverse cultural backgrounds to make informed decisions regarding their children with diverse disabilities. In order to insure that every child is receiving the most appropriate educational program, these practices should be included in teacher and administrator preparation program throughout every county, state, and province.

Every site administrator, school counselor and special education teacher should have a copy of this book at one's fingertips for ready reference. Suggested practices include activities for parent organizing, parent education, ways to provide co-mentoring of families, and formal support at Individualized Education Program meetings.



## Real-Life Distance Education

### Case Studies in Practice

Anthony A. Pina, *Sullivan University System*

Al. P. Mizell, *Nova Southeastern University*

A volume in the series *Perspectives in Instructional Technology and Distance Education*

2014. Paperback 9781623965266 \$45.99. Hardcover 9781623965273 \$85.99. eBook 9781623965280 \$50

Real-Life Distance Education: Case Studies in Practice documents and discusses the experiences of those who have implemented distance learning as a solution to “real-life” problems and provides guidance to assist readers in their understanding and analysis of distance learning. This approach allows readers to develop analytic and problem solving skills. The variety of different situations within the individual case studies allows readers to apply their knowledge to new and unique situations and to explore solutions to complex issues. The book is useful as a primary or supplementary text in programs of educational technology, instructional design, learning sciences, human resource development, curriculum & instruction, media & technology or higher education.



## Research Based Undergraduate Science Teaching

Dennis W. Sunal, *University of Alabama*

Cynthia Szymanski Sunal, *University of Alabama*

Emmett L. Wright, *Kansas State University*

Cheryl L. Mason, *San Diego State University*

Dean Zollman, *Kansas State University*

A volume in the series *Research in Science Education*

2014. Paperback 9781623967505 \$45.99. Hardcover 9781623967512 \$85.99. eBook 9781623967529 \$50

Research in Science Education (RISE) Volume 6, Research Based Undergraduate Science Teaching examines research, theory, and practice concerning issues of teaching science with undergraduates. This RISE volume addresses higher education faculty and all who teach entry level science. The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise. RISE Volume 6 focuses on research-based reforms leading to best practices in teaching undergraduates in science and engineering.

The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science. Such science instruction should have short- and longterm impacts on student outcomes. The goal was carried out through a series of events over several years. The website at <http://nseus.org> documents materials from these events. The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas, methodological concerns, and results of implementation of faculty professional development programs and reform in teaching in undergraduate science classrooms.

In developing research manuscripts to be reviewed for RISE, Volume 6, researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates, including groups of students who are not always well represented in STEM education. To influence practice, it is important to understand how researchbased practice is made and how it is implemented. The volume should be considered as a first step in thinking through what reform in undergraduate science teaching might look like and how we help faculty to implement such reform.



## Research in Learning and Teaching in Educational Leadership

Liz Hollingworth, *University of Iowa*

Arnold Danzig, *San Jose State University*

A volume in the series *UCEA Leadership Series*

2014. Paperback 9781623965082 \$45.99. Hardcover 9781623965099 \$85.99. eBook 9781623965105 \$50

This collection of award-winning research in Learning and Teaching in Educational Leadership is sponsored by the Learning and Teaching in Educational Leadership Special Interest Group of the American Educational Research Association (LTEL SIG of AERA). The research includes superintendent preparation, a grow-your-own principal program, and an investigation into the instructional leadership practices of principals with respect to special

education.

The LTEL SIG brings together professors and graduate students of educational leadership and administration, discipline specialists, educational theorists, curriculum developers, instructional technology specialists, learning specialists, educational researchers, classroom experts, practitioners, policy makers, and others concerned with Learning and Teaching in Educational Leadership.



## Research on Course Management Systems in Higher Education

Angela D. Benson, *University of Alabama*  
Andrew Whitworth, *Manchester University*

A volume in the series *Perspectives in Instructional Technology and Distance Education*

2014. Paperback 9781623966010 \$45.99. Hardcover 9781623966027 \$85.99. eBook 9781623966034 \$50

The e-learning research literature is characterized by studies that investigate the practice of teaching and learning online (pedagogy) and those that investigate the planning and administrative functions associated with e-learning delivery (management). This edited volume directs attention to pedagogy and management as it relates to the primary e-learning delivery mechanism, the course management system (CMS). Specifically, the research presented in this collection deals with a range of themes relevant to the selection, implementation, use and evaluation of course management systems in higher education.

The primary audience for this book includes instructors and students in instructional and educational technology programs. The book could easily be used as a text in a distance or online learning course. The secondary audience includes instructors and students in higher education programs and e-learning practitioners and administrators. The book is timely because of the growing presence and influence of course management systems on teaching and learning in higher education.



## Research on Teaching and Learning with the Literacies of Young Adolescents

Kathleen F. Malu, *William Paterson University of New Jersey*  
Mary Beth Schaefer, *St. John's University*

A volume in the series *The Handbook of Research in Middle Level Education*

2014. Paperback 9781623968540 \$45.99. Hardcover 9781623968557 \$85.99. eBook 9781623968564 \$50

Research on middle level education indicates that student learning at the middle level has a deep and abiding influence on post-secondary opportunities and career paths. As research continues to highlight the urgency of engaging middle level students in academic learning, it is increasingly clear that these students' multiple literacies must become a part of teaching and learning. Understanding how to infuse the literacies of middle level students across classroom activities is a critical part of improving student achievement.

This volume in The Handbook series shares literacy research from multiple contexts and deepens our understanding of the literacies that middle level students use in and out of school. This volume includes research that identifies how to best teach and learn with our increasingly diverse students. The perspectives that emerge from this volume help us examine the current state of new and evolving literacies and construct a cutting edge research agenda for middle level literacy education. Research reports focus on digital literacies including social networking media and games, English language learners, high stakes literacy tests and middle level learners, specifically boys, and literacy teaching and learning in middle level teacher education programs. A wide range of research methods and modes are used in these reports including case studies, teacher research, narrative inquiry, survey research, and action research.



## Research on Technology Use in Multicultural Settings

Tirupalavanam Ganesh, *Arizona State University*

Anna W. Boriack, *Texas A&M University*

Jacqueline R. Stillisano, *Texas A&M University*

Trina J. Davis, *Texas A&M University*

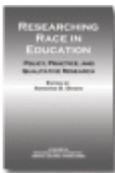
Hersch C. Waxman, *Texas A&M University*

A volume in the series *Research in Educational Diversity and Excellence*

2014. Paperback 9781623968250 \$45.99. Hardcover 9781623968267 \$85.99. eBook 9781623968274 \$50

This book is the third volume in the series on Research in Educational Diversity and Excellence. The goal of this series is to bring issues of diversity and educational risk to the forefront of national attention in order to assist the nation's diverse students at risk of failure to achieve academic excellence. This series focuses on critical issues in the education of linguistic and cultural minority students and those placed at risk by factors of race, poverty, and geographic location.

The purpose of the present book is to summarize and discuss recent perspectives, research, and practices related to the use of educational technology in multicultural settings. Technology that is already ubiquitous in our daily lives brings a myriad of issues to the area of education. Although educational systems should be geared to address challenges appropriately, the systems should be designed and developed to provide opportunities to take advantage of technology use. This book is noteworthy in that it presents a variety of theoretical and practical considerations for technology use in diverse multicultural contexts. Consisting of 12 chapters, the book (a) proposes theoretical concerns for understanding technological learning environments today and envisions the potential impact of future technology use and (b) examines technology tools and models that have been used for interventions, programs, and projects and measures and documents specific outcomes and challenges involving complex interactions within low-income and language minority families and students.



## Researching Race in Education Policy, Practice and Qualitative Research

Adrienne D. Dixon

A volume in the series *Education Policy in Practice: Critical Cultural Studies*

2014. Paperback 9781623966768 \$45.99. Hardcover 9781623966775 \$85.99. eBook 9781623966782 \$50

In traditional educational research, race is treated as merely a variable. In 1995, Gloria Ladson-Billings and William F. Tate, IV argued that race is under-theorized in education and called for educational researchers to pay closer attention to the relationship between race and educational inequity (Ladson-Billings and Tate, 1995). In particular, they argued, drawing on legal scholar, Derrick Bell's notion of Racial Realism (Bell, 1995), that racialized inequities are not accidental or aberrant; rather, racialized educational inequities are the result of particular and specific policies and practices that are designed to maintain particular forms of dominance and marginalization. More specifically, Bell and later Ladson-Billings and Tate, argue that racial inequity persists despite liberal policies and legislation that were ostensibly designed to eradicate it. The Racial Realist perspective takes into the consideration the longevity and history of racism, racial inequity and White supremacy in the U.S. and serves as a mirror to reflect back the limitations of proposed policies and legislation that fail to address those issues. In this way, Critical Race Theory and the scholars who draw on CRT, view our work as an important "check and balance" in the effort toward racial equality.



## Rethinking Science Education Philosophical Perspectives

Roland M. Schulz

A volume in the series *Science & Engineering Education Sources*

2014. Paperback 9781623967147 \$45.99. Hardcover 9781623967154 \$85.99. eBook 9781623967161 \$50

This book presents a "philosophy of science education" as a research field as well as its value for curriculum, instruction and teacher pedagogy. It seeks to re-think science education as an educational endeavour by examining why past reform efforts have been only partially successful, including why the fundamental goal of achieving scientific literacy after several "reform waves" has proven to be so elusive. The identity of such a philosophy is first defined in

relation to the fields of philosophy, philosophy of science, and philosophy of education. It argues that educational theory can support teacher's pedagogical content knowledge and that history, philosophy and sociology of science should inform and influence pedagogy. Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform. It seeks to contribute in general to the improvement of curriculum design and science teacher education. The perspective to be taken on board is that to teach science is to have a philosophical frame of mind—about the subject, about education, about one's personal teacher identity.



## School Leadership in a Diverse Society

### Helping Schools Prepare All Students for Success

Carlos R. McCray, *Fordham University*  
Floyd D. Beachum, *Lehigh University*

A volume in the series *Educational Leadership for Social Justice*

2014. Paperback 9781623965297 \$45.99. Hardcover 9781623965303 \$85.99. eBook 9781623965310 \$50

The purpose of this work is to broaden the scholarly dialogue in educational leadership and to address the changing role of the American school principal in the twenty-first century with regard to increasing diversity in the United States. This book seeks to provide theoretical and practical insight into the role of school principals dealing with an ever-increasing multicultural student population. We cover an array of issues that we believe are critical in order for the twenty-first century school principal to be effective and relevant. A primary inquiry that needs to be made is: Are school leaders taking seriously the increasing social and cultural diversity in their schools? It is the school principal who sets the tone for the school culture and who provides the vision as to the direction of the organization. We endeavor to help scholars and practitioners have a better understanding of the importance of the diversity of their students, and to give them the tools to appropriately lead schools in ways that ensure all students, regardless of their life circumstances and status, are provided a school climate that promotes high academic achievement and a sense of belonging.



## Selected writings from the Journal of the Mathematics Council of the Alberta Teachers' Association

### Celebrating 50 years (1962-2012) of delta-K

Egan J Chernoff, *University of Saskatchewan*  
Gladys Sterenberg, *Mount Royal University*

A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*

2014. Paperback 9781623967000 \$45.99. Hardcover 9781623967017 \$85.99. eBook 9781623967024 \$50

The teaching and learning of mathematics in Alberta - one of three Canadian provinces sharing a border with Montana - has a long and storied history. An integral part of the past 50 years (1962-2012) of this history has been delta-K: Journal of the Mathematics Council of the Alberta Teachers' Association. This volume, which presents ten memorable articles from each of the past five decades, that is, 50 articles from the past 50 years of the journal, provides an opportunity to share this rich history with a wide range of individuals interested in the teaching and learning of mathematics and mathematics education. Each decade begins with an introduction, providing a historical context, and concludes with a commentary from a prominent member of the Alberta mathematics education community. As a result, this monograph provides a historical account as well as a contemporary view of many of the trends and issues in the teaching and learning of mathematics. This volume is meant to serve as a resource for a variety of individuals, including teachers of mathematics, mathematics teacher educators, mathematics education researchers, historians, and undergraduate and graduate students. Most importantly, this volume is a celebratory retrospective on the work of the Mathematics Council of the Alberta Teachers' Association.



## Service-Learning in Literacy Education

Possibilities for Teaching and Learning

Valerie Kinloch, *The Ohio State University*

Peter Smagorinsky, *The University of Georgia*

2014. Paperback 9781623964993 \$45.99. Hardcover 9781623965006 \$85.99. eBook 9781623965013 \$50

This edited collection will stand as the first volume that specifically describes service-learning programs and courses designed as part of teacher education programs in the fields of literacy education, secondary English education, elementary language arts education, and related fields. The contributing authors describe the programs they have developed at their universities and/or in their local communities, providing information about the rationale for their initiative, the design of the course, the outcomes of the experience, and other matters that will help literacy educators develop similar courses and experiences of their own.

Additionally, this edited collection will fill a great gap in the field's knowledge of alternative forms of teacher education. It will provide descriptions of service-learning initiatives that have been field-tested with demonstrable results. Thus far the field has produced widely scattered articles in journals covering a variety of disciplines, but no definitive collection of papers in which service-learning designed to promote literacy instruction is housed in a single volume edited for cross-referencing and thematic categorization.

The two editors have developed courses and received grants to support service-learning initiatives at their universities and believe that others might develop similar programs if they had better understandings of their value and design. Their intention with this volume is to promote service-learning more broadly among literacy educators.



## Shifting to Fit

The Politics of Black and White Identity in School Leadership

Carol A. Mullen, *Virginia Tech*

Kim Robertson

A volume in the series *Educational Leadership for Social Justice*

2014. Paperback 9781623966614 \$45.99. Hardcover 9781623966621 \$85.99. eBook 9781623966638 \$50

While social identity challenges probably confront all school administrators, the authors focus on a doubly marginalized leadership population—Black female principals—whose experiences are rarely tapped. Based on lessons from this study and the literature reviewed, the authors think that leadership preparation programs should give prospective administrators opportunities to gain knowledge and develop skills relevant to navigating their leadership identities.

In the age of accountability, and with the pressures placed on the education system to ensure the success of all students, school leaders are under constant scrutiny. The appearance, speech, body language, and interactions of principals with students, parents, teachers, and community members are dissected. Stretching to satisfy expectations, many principals find themselves trying to conform to a predefined image. Work pressures like these prove immeasurably intense for many Black women. Society has subscribed to certain beliefs about different groups, and these beliefs affect the roles, responsibilities, and identities of the individuals. They can have a positive or negative influence.

Many principals have created professional identities that they have fine-tuned and learned to steer. Trial and error has helped them learn identity-fitting techniques, while other principals may still be learning how to effectively manage people, address supporters and nonsupporters, and be politically savvy. Regardless of how they develop their identity, principals work toward inventing and branding themselves, fulfilling public identities (e.g., caregiver) and trying out new identities, such as commander-and-chief. Black female principals must navigate their identities as bicultural beings with different stakeholder groups and within work spaces that are traditionally geared to monocultural White males.



## The State Role in School Turnaround

### Emerging Best Practices

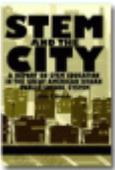
Lauren Morando Rhim, *LMR Consulting*  
Sam Redding, *Academic Development Institute*

2014. Paperback 9781623966706 \$45.99. Hardcover 9781623966713 \$85.99. eBook 9781623966720 \$50

With chapters written by leading researchers and practitioners actively engaged in the work, this Edited Volume examines the role of the state education agency in school turnaround efforts. An emphasis is placed on practical application of research and best practice related to the State Education Agency's (SEA's) critical leadership role in driving and supporting successful school turnaround efforts.

The Edited Volume is organized around the Center on School Turnaround's four objectives, with sections devoted to each:

1. Create a Pro-Turnaround Statutory and Regulatory Environment
2. Administer and Manage Turnaround Efforts Effectively
3. Provide Targeted and Timely Technical Assistance to Local Educational Agencies and Schools
4. Advocate and Lead to Build Support for Local Turnaround Efforts



## STEM and the City

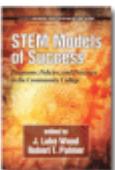
### A Report on STEM Education in the Great American Urban Public School System

Clair T. Berube

2014. Paperback 9781623966379 \$45.99. Hardcover 9781623966386 \$85.99. eBook 9781623966393 \$50

The future of American STEM education is here...in every state, there are thousands students that would benefit from science education, if only they had the resources, support systems and psychological ownership. There are brilliant young minds that could be called on to solve a myriad of world problems, earning money and respect in the process. But these students don't see science as a viable option for a life. Or they do but there are no textbooks in the classroom, or the teacher is the fifth one this semester...and he is on the verge of leaving too.

If STEM (science, technology, engineering and mathematics) careers are the future driving force of the American economy; and if only an anointed few American students choose STEM as a career path, where will that leave us as a nation as we strive to compete on the global stage? Will America maintain its position as leader of the free world? Can a country that shuns the word "elite" ever maintain its elite status? Everything we value depends on this; our national security, reputation, and quality of life all depend on our ability to meet the needs of future generations of American workers as they compete for jobs. Jobs that will require problem solving skills, innovation, creativity, scientific literacy, and mathematical knowledge. Jobs that will require Americans who are tops in their fields with expertise, intellectual curiosity, ambition and vision. This book seeks to address these problems, as well as providing an historical backdrop for the discussion of STEM in American schools, race and gender issues, the effects of the standards movement on STEM, and what good teaching looks like in urban public schools. The future is here. Will we rise to the occasion?



## STEM Models of Success

### Programs, Policies, and Practices in the Community College

J. Luke Wood, *San Diego State University*  
Robert T. Palmer, *SUNY Binghamton*

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*

2014. Paperback 9781623964818 \$45.99. Hardcover 9781623964825 \$85.99. eBook 9781623964832 \$50

As the U.S. focuses on positioning itself to retain and advance its status as a world leader in technology and scientific innovation, a recognition that community colleges are a critical site for intervention has become apparent. Community colleges serve the lion's share of the nation's postsecondary students. In fact, 40% of all undergraduate students are enrolled in community colleges, these students account for nearly 30% of all STEM undergraduate majors in postsecondary institutions. These students serve as a core element of the STEM pipeline into four-year colleges and universities via the community college transfer function. Moreover, community colleges are the primary postsecondary access point for non-traditional students, including students of color, first-

generation, low-income, and adult students. This is a particularly salient point given that these populations are sordidly underrepresented among STEM graduates and in the STEM workforce.

Increasing success among these populations can contribute significantly to advancing the nation's interests in STEM. As such, the community college is situated as an important site for innovative practices that have strong implications for bolstering the nation's production and sustenance of a STEM labor force. In recognition of this role, the National Science Foundation and private funding agencies have invested millions of dollars into research and programs designed to bolster the STEM pipeline. From this funding and other independently sponsored inquiry, promising programs, initiatives, and research recommendations have been identified. These efforts hold great promise for change, with the potential to transform the education and outcome of STEM students at all levels. This important book discusses many of these promising programs, initiatives, and research-based recommendations that can impact the success of STEM students in the community college. This compilation is timely, on the national landscape, as the federal government has placed increasing importance on improving STEM degree production as a strategy for America's future stability in an increasingly competitive global marketplace. Informed by research and theory, each chapter in this volume blazes new territory in articulating how community colleges can advance outcomes for students in STEM, particularly those from historically underrepresented and underserved communities.



## Student Writing

### Give it a Generous Reading

Lucy K. Spence, *University of South Carolina*

2014. Paperback 9781623966522 \$45.99. Hardcover 9781623966539 \$85.99. eBook 9781623966546 \$50

Education professionals interested in understanding student writing will want to read this book. It describes “Generous Reading,” a novel method of approaching the writing of culturally and linguistically diverse students. This book addresses the increasing diversity present throughout schools across the U.S. and in other countries.

Drawing from current research and theory in linguistics and composition, Spence has developed a way for teachers to tap into the cultural worlds of students and draw upon their linguistic understandings in order to help them improve their writing. The book is based on research projects conducted in the southwest and southeast regions of the United States. The chapters on language variation, culturally relevant instruction, and language transfer will also be of interest to writing teachers.

Spence has presented the Generous Reading method across the nation and internationally where audiences have been eager to try out the methods in their classrooms with students of all ages. University professors have used Generous Reading in teacher education courses. This methodology has potential to change teachers' perspectives on student writing and illuminate writing strengths previously overlooked.



## Teacher Education and Black Communities

### Implications for Access, Equity and Achievement

Yolanda Sealey-Ruiz, *Teachers College, Columbia University*  
Chance W. Lewis, *University of North Carolina at Charlotte*  
Ivory Toldson, Ph.D., *Howard University*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2014. Paperback 9781623966973 \$45.99. Hardcover 9781623966980 \$85.99. eBook 9781623966997 \$50

The field of education has been and will continue to be essential to the survival and sustainability of the Black community. Unfortunately, over the past five decades, two major trends have become clearly evident in the Black community: (a) the decline of the academic achievement levels of Black students and (b) the disappearance of Black teachers, particularly Black males. Today, of the 3.5 million teachers in America's classrooms (AACTE, 2010) only 8% are Black teachers, and approximately 2% of these teachers are Black males (NCES, 2010). Over the past few decades, the Black teaching force in the U.S. has dropped significantly (Lewis, 2006; Lewis, Bonner, Byrd, & James, 2008; Milner & Howard, 2004), and this educational crisis shows no signs of ending in the near future. As the population of Black students in K-12 schools in the U.S. continue to rise—currently over 16% of students in America's schools are Black (NCES, 2010)—there is an urgent need to increase the presence of Black educators.

The overall purpose of this edited volume is to stimulate thought and discussion among diverse audiences (e.g., policymakers, practitioners, and educational researchers) who are concerned about the performance of Black students in our nation's schools, and to provide evidence-based strategies to expand our nation's pool of Black teachers. To this end, it is our hope that this book will contribute to the teacher education literature and will inform the teacher

education policy and practice debate.



## Teaching and Learning at a Distance

### Foundations of Distance Education, 6th Edition

Michael Simonson, *Nova Southeastern University*  
Sharon Smaldino, *Northern Illinois University*  
Susan M. Zvacek, *Fort Hays State University*

2014. Paperback 9781623967987 \$59.99. Hardcover 9781623967994 \$85.99. eBook 9781623968007 \$50

Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in-service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs.

The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education. In this text we take the following themes:

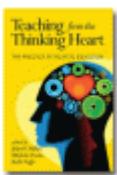
The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond Keegan, but is unique to this book. This definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica.

The second theme of the book was the importance of research to the development of the contents of the book. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. Certainly there are “rules of thumb”, but we have always attempted to only include recommendations that can be supported by research.

The third theme of Teaching and Learning at a distance is derived from Richard Clark’s famous quote published in the Review of Educational Research that states that media are mere vehicles that do not directly influence achievement. Clark’s controversial work is discussed in the book, but is also fundamental to the book’s advocacy for distance education – in other words, we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn. Distance delivered instruction is not a “magical” approach that makes learners achieve more.

The fourth theme of the book is equivalency theory. Here we presented the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face to face classroom.

The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive – that it should cover as much of the various ways instruction is made available to distant learners as is possible. It should be a single source of information about the field.



## Teaching from the Thinking Heart

### The Practice of Holistic Education

John P. Miller, *University of Toronto*  
Michele Irwin, *University of Toronto*  
Kelli Nigh, *University of Toronto*

2014. Paperback 9781623967239 \$45.99. Hardcover 9781623967246 \$85.99. eBook 9781623967253 \$50

Forward by Nel Noddings

This book includes papers written by teachers and how they engage holistic education in their classrooms. The papers come from a course taught by Jack Miller at the Ontario Institute for Studies in Education at the University of Toronto entitled The Holistic Curriculum. This is a rich and diverse collection of papers showing how holistic education can be brought into public education despite the pressures of testing and other accountability measures. Although most of the teachers teach in public schools there are also examples from teachers working in private and post secondary settings. This book can inspire other teachers who are looking for ways to teach the whole person in a more connected manner.

There are very few texts in the field of holistic education that include the voices and practices of teachers, particularly those working in public schools. Many of the examples of holistic education in practice come from Waldorf, Montessori, Reggio Emilia and alternative schools. A unique feature of this book is the

many different voices of teachers describing their work in the classroom; they talk about their successes, the challenges and even a few failures.



## Technologies of Government Politics and Power in the "Information Age"

Benjamin Baez, *Florida International University*

A volume in the series *Studies in the Philosophy of Education*

2014. Paperback 9781623967925 \$45.99. Hardcover 9781623967932 \$85.99. eBook 9781623967949 \$50

In this book, Baez examines a series of governmental “technologies” that he believes strongly characterize our present. The technologies that he addresses in this book are information, statistics, databases, economy, and accountability. He offers arguments about the role these technologies play in contemporary politics. Specifically, Baez analyzes these technologies in terms of (the sometimes oppositional) rationalities for rendering reality thinkable, and, consequently, governable. These technologies bear on the field of education, but also exceed it. So, while issues in education frame many of the arguments in this book, the book’s also has usefulness to those outside of field of education.

Specifically, Baez concludes that the governmental technologies listed above all are coopted by neoliberal rationalities rendering our lives thinkable and governable through an array of devices for the management of risk, using the model of the economy, and heavily investing in the uses of information, statistics, databases, and oversight mechanisms associated with accountability. Baez leaves readers with more questions than they might have had prior to reading the book, so that they may re-imagine their own present and future and thus their own forms of self-government.



## Uncovering the Cultural Dynamics in Mentoring Programs and Relationships Enhancing Practice and Research

Frances K. Kochan, *Auburn University*  
Andrea M. Kent, *University of South Alabama*  
André M. Green, *University of South Alabama*

A volume in the series *Perspectives on Mentoring*

2014. Paperback 9781623968519 \$45.99. Hardcover 9781623968526 \$85.99. eBook 9781623968533 \$50

Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships, there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success. This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research.

The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area. First, it presents research findings on the cultural impact of mentoring at the individual relational level, at the organizational level, and within the structures of the society. Secondly, the chapters describe mentoring from an international perspective including programs from Africa, Australia, Canada, Finland, India, Ireland, Korea, Scotland, Sweden and the United States. Third, the book is research based and yet, can be easily applied to practice. Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research. This makes the book an ideal resource for training mentors and mentees, for designing mentoring programs, for teaching about mentoring, and for establishing and maintaining mentoring relationships. It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring relationships and programs.



## Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages

International Perspectives

Kevin Kien Hoa Chung, *The Hong Kong Institute of Education*

Kevin Chi Pun Yuen, *The Hong Kong Institute of Education*

Dennis M. McInerney, *Hong Kong Institute of Education*

A volume in the series *Research on Sociocultural Influences on Motivation and Learning*

2014. Paperback 9781623966645 \$45.99. Hardcover 9781623966652 \$85.99. eBook 9781623966669 \$50

Understanding Developmental Disorders of Auditory Processing, Language and Literacy Across Languages Auditory processing disorders, reading and writing disorders, language disorders, and other related disorders - these disorders seem distinct among one another from historical and professional practice perspectives but more and more research suggests that they in fact overlap in many ways including clinical presentations, suspected underlying causes, diagnostic criteria, and re/habilitation strategies.

On January 4-7, 2012, the conference Global Conference on Disorders in Auditory Processing, Literacy, Language & Related Sciences (APLL 2012) was held in The Hong Kong Institute of Education. This was the world's first platform for interdisciplinary discussions and collaborations on ways we can better serve children who suffer from the above closely related disorders through future research. Due to the huge success of APLL2012, to promote continuous discussions of the conference theme, the conference organizing committee decided to invite scholars, scientists, and practitioners to contribute their work to the eleventh volume in the Research on Sociocultural Influences on Motivation and Learning research monograph series. This volume is focused on issues in typical and disordered developments in auditory processing, literacy, and language across different cultural and linguistic contexts in Asia, Europe and North America. The contributors of this volume offer insightful theoretical and practical ideas to shape future directions in research, assessment, intervention, and education. This is an intriguing and inspiring volume for students, researchers, and practitioners in the fields of speech-language pathology, audiology, developmental psychology, educational psychology, neuropsychology, and other related disciplines.

By bringing in respective leaders in the fields, we hope that this book will open new windows to promote advancements in related research initiatives, continuing cross disciplinary discussions and collaborations on ways that we can better service individuals suffer from these closely related disorders through future research.



## Understanding Peace Cultures

Rebecca L. Oxford, *Alabama A&M University*

A volume in the series *Peace Education*

2014. Paperback 9781623965051 \$45.99. Hardcover 9781623965068 \$85.99. eBook 9781623965075 \$50

Understanding Peace Cultures is exceptionally practical as well as theoretically grounded. As Elise Boulding tells us, culture consists of the shared values, ideas, practices, and artifacts of a group united by a common history. Rebecca Oxford explains that peace cultures are cultures, large or small, which foster any of the dimensions of peace – inner, interpersonal, intergroup, international, intercultural, or ecological – and thus help transform the world. As in her earlier book, *The Language of Peace: Communicating to Create Harmony*, Oxford contends here that peace is a serious and desirable option.

Excellent educators help build peace cultures. In this book, Shelley Wong and Rachel Grant reveal how highly diverse public school classrooms serve as peace cultures, using activities and themes founded on womanist and critical race theories. Yingji Wang portrays a peace culture in a university classroom. Rui Ma's model reaches out interculturally to Abraham's children: Jewish, Christian, and Muslim youth, who share an ancient heritage. Children's literature (Rebecca Oxford et al.) and students' own writing (Tina Wei) spread cultures of peace.

Deep traditions, such as African performance art, Buddhism, Daoism, Confucianism and Islam, give rise to peace cultures, as shown here by John Grayzel, Sister Jewel (a colleague of Thich Nhat Hanh), Yingji Wang et al., and Dian Marissa et al. Peace cultures also emerge in completely unexpected venues, such as gangsta rap, unveiled by Charles Blake et al., and a prison where inmates learn Lois Liggett's "spiritual semantics." Finally, the book includes perspectives from Jerusalem (by Lawrence Berlin) and North Korea and South Korea (by Carol Griffiths) to help us envision – and hope for – new, transformative peace cultures where now there is strife.



## Unnormalizing Education

Addressing Homophobia in Higher Education and K-12 Schools

Joseph R. Jones, *Mercer University*

2014. Paperback 9781623967062 \$29.99. Hardcover 9781623967079 \$49.99. eBook 9781623967086 \$50

Recently, with the number of students from higher education and K-12 settings committing suicide, it is apparent that homophobia and homophobic bullying are tremendous problems in our schools and universities. However, educators are unclear about an appropriate process for addressing these challenges. In this book, Jones postulates that we must begin exploring the culture of educational environments as they relate to sexual difference, in order to begin conceptualizing ways in which we may begin to address homophobia and heteronormativity. To that end, this book addresses how educators (at all levels) must begin examining how their concepts about different sexual identities are "normalized" through socializing processes and schooling. In doing so, this book examines how individuals construct meanings about homophobia and hate language through "contextual oppositions," how educational environments maintain a "false tolerance" when claiming to be tolerant of different sexual identities, how a hierarchy of hate language exists in educational environments, among other issues related to creating safe places for all students. In essence, the book attempts to "un"normalize society's constructions of sexual identity by deconstructing the social norms.



## Using Data in Schools to Inform Leadership and Decision Making

Alex J. Bowers, *Teachers College, Columbia University*

Alan R. Shoho, *University of Texas at San Antonio*

Bruce G. Barnett, *University of Texas at San Antonio*

A volume in the series *International Research on School Leadership*

2014. Paperback 9781623967864 \$45.99. Hardcover 9781623967871 \$85.99. eBook 9781623967888 \$50

Our fifth book in the International Research on School Leadership series focuses on the use of data in schools and districts as useful information for leadership and decision making. Schools are awash in data and information, from test scores, to grades, to discipline reports, and attendance as just a short list of student information sources, while additional streams of data feed into schools and districts from teachers and parents as well as local, regional and national policy levels. To deal with the data, schools have implemented a variety of data practices, from data rooms, to data days, data walks, and data protocols. However, despite the flood of data, successful school leaders are leveraging an analysis of their school's data as a means to bring about continuous improvement in an effort to improve instruction for all students.

Nevertheless, some drown, some swim, while others find success. Our goal in this book volume is to bring together a set of chapters by authors who examine successful data use as it relates to leadership and school improvement. In particular, the chapters in this volume consider important issues in this domain, including:

- How educational leaders use data to inform their practice.
- What types of data and data analysis are most useful to successful school leaders.
- To what extent are data driven and data informed practices helping school leaders positively change instructional practice?
- In what ways does good data collection and analysis feed into successful continuous improvement and holistic systems thinking?
- How have school leadership practices changed as more data and data analysis techniques have become available?
- What are the major obstacles facing school leaders when using data for decision making and how do they overcome them?



## Value Added Modeling and Growth Modeling with Particular Application to Teacher and School Effectiveness

Robert W. Lissitz, *University of Maryland*  
Hong Jiao, *University of Maryland*

A volume in the series *The MARCES Book Series*

2014. Paperback 9781623967741 \$45.99. Hardcover 9781623967758 \$85.99. eBook 9781623967765 \$50

Modeling student growth has been a federal policy requirement under No Child Left Behind (NCLB). In addition to tracking student growth, the latest Race To The Top (RTTP) federal education policy stipulates the evaluation of teacher effectiveness from the perspective of added value that teachers contribute to student learning and growth. Student growth modeling and teacher value-added modeling are complex. The complexity stems, in part, from issues due to non-random assignment of students into classes and schools, measurement error in students' achievement scores that are utilized to evaluate the added value of teachers, multidimensionality of the measured construct across multiple grades, and the inclusion of covariates. National experts at the Twelfth Annual Maryland Assessment Research Center's Conference on "Value Added Modeling and Growth Modeling with Particular Application to Teacher and School Effectiveness" present the latest developments and methods to tackle these issues. This book includes chapters based on these conference presentations. Further, the book provides some answers to questions such as what makes a good growth model? What criteria should be used in evaluating growth models? How should outputs from growth models be utilized? How auxiliary teacher information could be utilized to improve value added? How multiple sources of student information could be accumulated to estimate teacher effectiveness? Whether student-level and school-level covariates should be included? And what are the impacts of the potential heterogeneity of teacher effects across students of different aptitudes or other differing characteristics on growth modeling and teacher evaluation?

Overall, this book addresses reliability and validity issues in growth modeling and value added modeling and presents the latest development in this area. In addition, some persistent issues have been approached from a new perspective. This edited volume provides a very good source of information related to the current explorations in student growth and teacher effectiveness evaluation.



## Women and Leadership in Higher Education

Karen A. Longman, *Azusa Pacific University*  
Susan R. Madsen, *Utah Valley University*

A volume in the series *Women and Leadership*

2014. Paperback 9781623968199 \$35.29. Hardcover 9781623968205 \$65.99. eBook 9781623968212 \$50

Women and Leadership in Higher Education is the first volume in a new series of books (Women and Leadership: Research, Theory, and Practice) that will be published in upcoming years to inform leadership scholars and practitioners. This book links theory, research, and practice of women's leadership in various higher education contexts and offers suggestions for future leadership development strategies. This volume focuses on the field of higher education, particularly within the context of the United States—a sector that serves a majority of students at all degree levels who are women, yet lacks parity by women in senior leadership roles.

The book's fifteen chapters present both hard facts regarding the current demographic realities within higher education and fresh thinking about how progress can and must be made in order for U.S. higher education to benefit from the perspectives of women at the senior leadership table. The book's opening section provides data and analysis in addressing "The State of Women and Leadership in Higher Education"; the second section offers descriptions of three effective models for women's leadership development at the national and institutional levels; the third section draws from recent research to present "Women's Experiences and Contributions in Higher Education Leadership." The book concludes with five shorter chapters written by current and former college and university presidents who offer "Lessons from the Trenches" for the benefit of those who follow. In short, the thesis of the book is that our world is changing; higher education collectively, as well as institutions of all types, must change. Bringing more women into leadership is critical to the goal of moving our society and world forward in healthier ways.



## Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice

Whitney Sherman Newcomb, *Virginia Commonwealth University*  
Katherine Cumings Mansfield, *Virginia Commonwealth University*

A volume in the series *Educational Leadership for Social Justice*

2014. Paperback 9781623967031 \$45.99. Hardcover 9781623967048 \$85.99. eBook 9781623967055 \$50

The idea for this book was born from discussions at several recent academic events including the Women Leading Education (WLE) International Conference in Volos, Greece (2012) and the University Council for Educational Administration (UCEA) Conference in Pittsburgh, Pennsylvania (2011) as well as from informal dialogue amongst ourselves and various colleagues, both new and veteran to the field of educational leadership and, in particular, dedicated to the study of women in leadership. At both the WLE Conference and the UCEA Conference, we heard frustration from veteran women in the field that the study of women in leadership is stagnant and has not moved forward in several years; with scholars new to the field continuing to write and publish work about barriers to aspiring and practicing women leaders (the same types of reports that began the "formal" inquiry into women's lives as leaders back in the 1980s) without being able to push forward with "new" information or ideas for change. In essence, the concerns and questions that were posed from some veteran women were: Why are we continuing to report the same things that we reported 30 years ago?; Why are we still talking about barriers to women in leadership?; and Why haven't we moved past gender binaries in regard to leadership ideas and practice? Considering these questions, some women new to the field countered with their own set of responses and questions that included: Is it not significant to report that some women are still experiencing the same types of barriers in leadership that were highlighted 30 years ago?; Is it accurate to report that all women's voices have now been heard/represented?; and How can we report something different if it hasn't happened?

The discussions that have ensued between veteran women and those new to the field inspired us to develop a book that situates women in leadership exactly where we are today (and reports the status of girls who are positioned to continue the "good fight" that began many years ago) and that both highlights the changes that have occurred and reports any stagnancy that continues to threaten women's positionality in educational leadership literature, practice, and policy. It forefronts the voices of women educational scholars who have (and are) interrupting, disrupting, and revolutionizing educational policy and practice. Our book reports women's leadership activities and knowledge in both the k-12 and university settings and concludes with chapters ripe with ideas for pushing for change through policy, advocacy, and activism. The final chapter presents themes that emerged from the individual chapters and sets forth an agenda to move forward with the study of women in leadership.



## Writing Math Research Papers - 4th Edition

A Guide for High School Students and Instructors

Robert Gerver

2014. Paperback 9781623968632 \$45.99. Hardcover 9781623968649 \$69.99. eBook 9781623968656 \$50

Mathematics research papers provide a forum for all mathematics enthusiasts to exercise their mathematical experience, expertise and excitement. The research paper process epitomizes the differentiation of instruction, as each student chooses their own topic and extends it as far as their desire takes them. The features and benefits of the research paper process offer a natural alignment with all eight Common Core State Standards for Mathematical Practice. Writing Math Research Papers serves both as a text for students and as a resource for instructors and administrators. This program received the 1997 Chevron Best Practices in Education Award as the premier high school mathematics course in the United States. This book is an excellent resource for students and teachers of the International Baccalaureate program.



## Action Research in the World Language Classroom

Mary Lynn Redmond, *Wake Forest University*

2013. Paperback 9781623962012 \$45.99. Hardcover 9781623962029 \$85.99. eBook 9781623962036 \$50

The current thrust in the field of education is to improve teachers' understanding of how research on best practices can improve student learning. The field of

world language education introduces a double, perhaps a triple, bind: teachers must be able to design and deliver instruction that aligns with national expectations for developing students' language and intercultural abilities for success in the global workplace, yet in schools across America, all K-12 students do not have the opportunity to study languages, even though research supports their astonishing facility for acquisition. Schools and teachers without resources, including time to investigate and implement evidence-based best practices, are ultimately held accountable for student performance. If world language teachers are to advocate for languages, they must use their expertise and share evidence of their students' progress.

The American Council on the Teaching of Foreign Languages (ACTFL) recently began development of a national research priorities agenda for grades preK-16. Action research, which is classroom-centered and inquiry-based, can contribute to our profession's efforts, as it helps us to increase awareness of the critical need for language study in grades preK-16. World language teachers can become teacher-researchers in their own classrooms, gathering deeply meaningful insights into their students' progress that they can share with others. Teacher-researchers investigate innovative approaches in response to their questions about teaching and learning, which are rooted in daily experience. They engage their students in fresh learning activities, and student feedback helps them to make better decisions about instructional and assessment strategies. Results can be shared with stakeholders, including parents, administrators, school board members, and guidance counselors, as evidence of what all kinds of students can do in languages.

At a time in our history when we are striving to prepare teachers for 21st-century schools that prioritize global competence, Action Research in the World Language Classroom is a timely resource for the profession. It describes a natural, engaging, motivating way to contribute, particularly for preservice teachers who are shaping their views and understanding about world language instruction and the connections between research and best practices. The book includes four studies conducted by preservice teachers during their student teaching internships in North Carolina public schools. The editor hopes that their work and observations will inspire and assist world language educators at all stages of their careers.



## Adolescence in the 21st Century Constants and Challenges

Frances R. Spielhagen, *Mount Saint Mary College*  
Paul D. Schwartz, *Mount Saint Mary College*

2013. Paperback 9781623964962 \$45.99. Hardcover 9781623964979 \$85.99. eBook 9781623964986 \$50

What is wrong with young people today? This question has captured the concerns of the older generation about the habits and attitudes of the adolescents in their midst. The assumption is that there is indeed something wrong with young people. Even Plato must have rolled his eyes, as he relates his diatribe about the adolescents of Greece. Is the current generation of adolescents less motivated or less focused than their parents? How will they respond to the challenges facing them as they progress to adulthood? When, in fact, do they become adults? Although every generation draws upon their own unique and varied experiences, the speed of our current societal changes has created a very different adolescent passage for contemporary youth than ever before.

The world as we know it has changed significantly and because of it, much of today's youth is decidedly different from their parents. Adolescence itself has shifted dramatically. Young children are displaying adolescent behaviors well before they are ready to act on or understand their meaning, and older adolescents are staying perpetual children. As one writer put it, "the conveyor belt that transported adolescents into adulthood has broken down". This book provides an interdisciplinary collection of research on the constants and challenges faced by young people today. Failure to launch? Social media? Economic stagnation? For the generation that is coming of age in a post-terrorist world and in the midst of economic upheaval, the challenges might seem insurmountable. However, in this book, scholars from across the academy, from sociology, psychology, education, philosophy, science, and business, explain how the young people today are responding to the constants of growth and change in adolescence and the unique challenges of life in the 21st century.



## Advances in Help-Seeking Research and Applications The Role of Emerging Technologies

Stuart A. Karabenick, *University of Michigan*  
Minna Puustinen, *INS HEA*

2013. Paperback 9781623963347 \$45.99. Hardcover 9781623963354 \$85.99. eBook 9781623963361 \$50

Research on help seeking has primarily focused on classrooms interactions that consist primarily of students asking teachers and peers for help. The rapid emergence of information and communications technologies and interactive learning environments, however, requires expanding the help-seeking landscape and rethinking such critical theoretical issues as the distinction between help seeking and information search, and whether help seeking is inevitably a social self-regulated learning strategy. There is also the need to focus attention on help seeking in the broader learning enterprise, which includes its role in the collaboration process, how to support adaptive rather than the over- or under-reliance on help seeking, as well as to scaffold help-seeking skills that render the process more efficient and useful.

To examine these and other issues, the present volume assembled contributions from internationally recognized scholars and researchers to capture the state of the art and to anticipate future developments in this expanding field. Its relevance extends to anyone attempting to understand the role of technology in education, including educational researchers and teachers who do now or who expect to use technology to support instruction, and the rapidly expanding numbers of those developing new technological applications.



## Advancing Cross-Cultural Perspectives on Educational Psychology

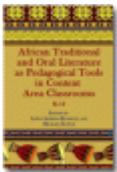
A Festschrift for Dennis McInerney

Gregory Arief D. Liem, *University of Sydney*

Allan B. I. Bernardo, *University of Macau*

2013. Paperback 978-1-62396-385-9 \$45.99. Hardcover 978-1-62396-386-6 \$85.99. eBook 978-1-62396-387-3 \$50

Scholars and practitioners in the fields of education and educational psychology have come to agree that conceptions of learning and teaching, student and teacher motivation, engagement, learning and teaching strategies, and by implication, student academic achievement and teacher effectiveness are also influenced by a sociocultural context where the schooling process takes place. This raises the question if educational psychology theorizing and findings can be adopted to inform and guide teaching and learning in different cultures. As such, there is a compelling and timely need for educational psychology researchers to harness advanced cross-cultural research designs and look at the different key facets of student and teacher academic careers from a cross-cultural perspective. Dennis McInerney is one of the key pioneering figures in cross-cultural educational psychology and has also edited a book series on *Research on Sociocultural Influences on Motivation and Learning* (Information Age Publishing). His ideas and research have inspired many to examine the role of sociocultural context in motivation and learning. This volume is a celebration of McInerney's numerous and extensive contributions as a scholar, as well as an appreciation of his personal qualities that make him such an inspiring person. In this festschrift, the editors seek to extend the scholarly contributions of Dennis McInerney by inviting internationally recognized and leading educational psychology scholars who have inspired and been inspired by his work to re-examine their research expertise from a cross-cultural perspective. The volume aims to stimulate researchers, scholars, and graduate students in their endeavor to re-look their research from a cross-cultural lens.



## African Traditional And Oral Literature As Pedagogical Tools In Content Area Classrooms

K-12

Lewis Asimeng-Boahene, *Penn State University-Harrisburg*

Michael Baffoe, *University of Manitoba*

2013. Paperback 9781623965389 \$45.99. Hardcover 9781623965396 \$85.99. eBook 9781623965402 \$50

For a long time, many American educators and educational stakeholders have drawn their ideas for educational reforms from ideas generated in Europe and Asia for the changing demographics of America's diverse classrooms. This book is therefore motivated by a bold attempt at advocating for the revision of existing pedagogic fora and the creation and addition of new fora that would provide for the inclusion of thoughts, perspectives and practices of African traditional oral literature in the pedagogical tools of content area classrooms especially in North America. The articles that are presented in this book provide theoretical frameworks for using African traditional oral literature and its various tenets as teaching tools. They bring together new voices of how African literature could be used as helpful tool in classrooms. Rationale for agitating for its use as ideal for pedagogic tool is the recurrent theme throughout the various articles presented.

The book explores how educators, literacy educators, learners, activists, policy makers, and curriculum developers can utilize the powerful, yet untapped gem of African oral literature as pedagogical tools in content area classrooms to help expand educators repertoire of understanding beyond the 'conventional wisdom' of their pedagogic creed. It is a comprehensive work of experienced and diverse scholars, academicians, and educators who have expertise in multicultural education, traditional oral literature, urban education, children's literature and culturally responsive pedagogy that have become the focus of U.S. discourses in public education and teacher preparation.

This anthology serves as part of the quest for multiple views about our 'global village', emphasizing the importance of linking the idea of diverse knowledge with realities of global trends and development. Consequently, the goal and the basic thrust of this anthology is to negotiate for space for non-mainstream epistemology to share the pedagogical floor with the mainstream template, to foster alternative vision of reality for other knowledge production in the academic domain. The uniqueness of this collection is the idea of bringing the content and the pedagogy of most of the genres of African oral arts under one umbrella and thereby offering a practical acquaintance and appreciation with different African cultures. It therefore introduces the world of African mind and thoughts to the readers. In summary, this anthology presents an academic area which is now gaining its long overdue recognition in the academia.



## American Educational History Journal

Volume 40, # 1 & 2, 2013

Paul J. Ramsey, *Eastern Michigan University*

A volume in the series *American Educational History Journal*

2013. Paperback 978-1-62396-421-4 \$45.99. Hardcover 978-1-62396-422-1 \$85.99. eBook 978-1-62396-423-8 \$50

The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.



## Casebook of Exemplary Evidence-Informed Programs that Foster Community Participation After Acquired Brain Injury

Richard Volpe, *University of Toronto*

2013. Paperback 9781623962890 \$45.99. Hardcover 9781623962906 \$85.99. eBook 9781623962913 \$50

Acquired brain injury (ABI) describes damage to the brain that occurs after birth, caused by traumatic injury such as an accident or fall, or by non-traumatic cause such as substance abuse, stroke, or disease. Today's medical techniques are improving the survival rate for people of all ages diagnosed with ABI, and current trends in rehabilitation are supporting these individuals returning to live, attend school, and work in their communities. Yet strategies on the best way of providing community participation vary among rehabilitation experts. Because many of survivors of ABI do not and will not return to the status quo of their former lives it is important to examine what constitutes best and promising practices in this area.

This casebook is the world's first compilation of evidence-informed programs that foster community participation for people of all ages with brain injury. With this review, we elicited and carefully examined existing programmatic efforts that combine emphasis on the individual, the social, and the service systems in a way that captures community participation as a complex process of interactive change in the person-environment relationship – programs that do not divorce ABI survivors from their contexts, and where participation efforts facilitate positive change in the social and political context. We considered community-based programs to be programs where individuals and families actively participate in their own therapy (rehabilitation) and take responsibility for their own health or that of a family/community member.

Each case study chapter depicts a program chosen on its extraordinary merits to provide community participation to its clients. The chapters are cowritten by the stakeholder and a researcher, giving a complete perspective of how the program was established and continues to operate, and provides evidence of excellence.



## Curriculum and Teaching Dialogue

Volume 15 numbers 1 & 2

David J. Flinders, *Indiana University*

P. Bruce Uhrmacher, *University of Denver*

Christy M. Moroye, *University of Northern Colorado*

A volume in the series *Curriculum & Teaching Dialogue*

2013. Paperback 9781623964306 \$45.99. Hardcover 9781623964313 \$85.99. eBook 9781623964320 \$50

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education,

educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.



## Curriculum Windows

What Curriculum Theorists of the 1960s Can Teach Us about Schools and Society Today

Thomas S. Poetter, *Miami University, Oxford, Ohio*

2013. Paperback 978-1-62396-388-0 \$45.99. Hardcover 978-1-62396-389-7 \$85.99. eBook 978-1-62396-390-3 \$50

*Curriculum Windows: What Curriculum Theorists of the 1960s Can Teach Us about Schools and Society Today* is an effort by students of curriculum studies, along with their professor, to interpret and understand curriculum texts and theorists of the 1960s in contemporary terms. The authors explore how key books/authors from the curriculum field of the 1960s illuminate new possibilities forward for us as scholareducators today: How might the theories, practices, and ideas wrapped up in curriculum texts of the 1960s still resonate with us, allow us to see backward in time and forward in time – all at the same time? How might these figurative windows of insight, thought, ideas, fantasy, and fancy make us think differently about curriculum, teaching, learning, students, education, leadership, and schools? Further, how might they help us see more clearly, even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today? The chapter authors and editor revisit and interpret several of the most important works of the 1960s by Louise Berman, Jerome Bruner, WEB DuBois, Elliot Eisner, John Goodlad, James Herndon, John Holt, Philip Jackson, Herb Kohl, Robert Mager, A.S. Neill, Philip Phenix, Neil Postman, Joseph Schwab, Hilda Taba, and Sidney Walton. The book's Foreword is by renowned curriculum theorist William H. Schubert.



## Developing and Sustaining Adult Learners

Carrie J. Boden McGill, *Texas State University*

Kathleen P. King, *University of South Florida*

A volume in the series **Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning**

2013. Paperback 9781623965143 \$45.99. Hardcover 9781623965150 \$85.99. eBook 9781623965167 \$50

*Developing and Sustaining Adult Learners* is the second volume in a series of scholarly publications associated with the annual Adult Higher Education Alliance (AHEA, The Alliance) conference. The title of this volume, derived from the theme of the 2012 conference co-sponsored by American Association of Adult and Continuing Education (AAACE) in Las Vegas, NV, encompasses significant issues and questions at the forefront of the field of adult education. At the conference, scholars, practitioners, and adult educators gave presentations and received feedback on some of the most significant and timely issues in their praxis. The Alliance, which values collaboration, transformative dialogue, and collegiality among professionals, considers this volume a continuation of those conversations as the presentations were expanded into chapters. We are glad that you are joining the conversation.

This volume confirms not only that adult learning, higher education, and both fields of research have many contexts, but also that there is so much more to learn about different perspectives and opportunities for research and practice. Opportunities for symbiotic relationship abound. We hope that *Developing and Sustaining Adult Learners* will be a book that you pull off your bookshelf, or open in your e-reader, often. We know that as we engage in program and course planning, design and teaching, this book will provide needed refreshment and new vision. When research ideas seem too similar, this volume will also provide many seeds for new opportunities.



## The Development of Teaching Expertise from an International Perspective

Su Liang, *California State University - San Bernardino*

A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*  
2013. Paperback 9781623963767 \$45.99. Hardcover 9781623963774 \$85.99. eBook 9781623963781 \$50

This book provides an insightful view of effective teaching practices in China from an international perspective by examining the grades 7-12 mathematics teacher preparation in the Shandong province of China. It is an excellent reference book for teacher educators, researchers, reformers, and teaching practitioners. A qualitative research approach, involving in-depth interviews with purposive sampling of ten grades 7-12 award-winning mathematics teachers, was chosen to conduct the study. The participants are from the Shandong province and have been awarded recognition for his/her achievements in teaching grades 7-12 mathematics by the different levels: school, district, city, province, or nation; and his/her students have achieved high average scores in college entrance exams or in high school entrance exams among the classes at the same grade level.

Data analysis revealed the following findings: first, grades 7-12 mathematics teachers from the Shandong province of China were prepared to teach through pre-service training, in-service training, and informal learning. The pre-service training can be characterized as emphasizing formal mathematics training at advanced level. The in-service training is integrated with teacher collaboration and teaching research, and has the characteristics of diversity, continuity, and orientation toward teaching practice. The in-service training also stimulates teachers to conduct self-directed learning. Second, the award-winning grades 7-12 mathematics teachers are identified by the following characteristics: they are passionate about mathematics and share their passion through teaching; they actively take part in teaching research through application of teaching research in the classroom, collaboration with peers, and systematic lesson preparation; they apply technology into teaching; and they take an active role in teaching research in order to expand their professional opportunities.

Based on the findings of this study, the following conclusions were reached: pre-service training and in-service training are both necessary processes for mathematics teachers to build up their knowledge base for effective teaching. Pre-service training is just a starting point for the teaching profession. In-service training, integrated with teacher collaboration and teaching research should be a continuous activity that is a part of a teacher's everyday life.



## Digital Social Studies

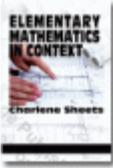
William B. Russell III, Ph.D., *University of Central Florida*

A volume in the series *Teaching and Learning Social Studies*  
2013. Paperback 9781623965204 \$45.99. Hardcover 9781623965211 \$85.99. eBook 9781623965228 \$50

The world is ever changing and the way students experience social studies should reflect the environment in which they live and learn. *Digital Social Studies* explores research, effective teaching strategies, and technologies for social studies practice in the digital age.

The digital age of education is more prominent than ever and it is an appropriate time to examine the blending of the digital age and the field of social studies. What is digital social studies? Why do we need it and what is its purpose? What will social studies look like in the future? The contributing authors of this volume seek to explain, through an array of ideas and visions, what digital social studies can/should look like, while providing research and rationales for why digital social studies is needed and important.

This volume includes twenty-two scholarly chapters discussing relevant topics of importance to digital social studies. The twenty-two chapters are divided into two sections. This stellar collection of writings includes contributions from leading scholars like Cheryl Mason Bolick, Michael Berson, Elizabeth Washington, Linda Bennett, and many more.



## Elementary Mathematics in Context

Charlene Sheets

2013. Paperback 9781623963798 \$45.99. Hardcover 9781623963804 \$85.99. eBook 9781623963811 \$50

These materials were developed, in part, by a grant from the federally-funded Mathematics and Science Partnership through the Center for STEM Education. Some of the activities were adapted from the National Council of Teachers of Mathematics Illuminations, the National Library of Virtual Manipulatives, Hands-On Math Projects with Real Applications by Judith A. Muschla and Gary R. Muschla, Learning Math with Calculators: Activities for Grades 3-8 by Len Sparrow and Paul Swan, and Mathematical Ideas by Charles D. Miller, Vern E. Heeren and John Hornsby.

The following UNC Charlotte, Charlotte, North Carolina graduates contributed to the development of the work products: Anna Athanasopoulou, Stephen Chambers, Fabio Franco, Jen Krieger, Morgan Leith, Chris Muellenbach, Ashley Nagowski, Jamie Pursley, Brandy Reece, Lauren Selvey and Linda Xiong.



## English Learner Instruction through Collaboration and Inquiry in Teacher Education

James F. Nagle, *Saint Michael's College*

2013. Paperback 9781623964849 \$45.99. Hardcover 9781623964856 \$85.99. eBook 9781623964863 \$50

In an era of accountability and increased demand of literacy competency, this book provides examples of how teacher educators and teachers have come together to learn from each other and from English learners. The chapters in this book follow a teacher learning framework that highlights joint work, features inquiry into practice and integrates disciplinary content knowledge with culturally and linguistically responsive teaching.

While the chapters feature different venues for teacher learning, they all depict the process of teachers and teacher educators striving to integrate English learner instruction into mainstream teacher education. This book will be a resource for faculty in teacher education programs and for administrative personnel in school districts to illustrate the process of building authentic collaborations that can improve teacher learning and understanding about English learner instruction.



## A Feast of Learning International Perspectives on Adult Learning and Change

Roger Hiemstra  
Philippe Carré

A volume in the series *Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning*

2013. Paperback 978-1-62396-373-6 \$45.99. Hardcover 978-1-62396-374-3 \$85.99. eBook 978-1-62396-375-0 \$50

This book provides perspectives from authors in six countries (Canada, Colombia, Germany, France, UK, USA) pertaining to adult learning in the 21st Century. This book grew out of an exciting International Conference on Adult Learning (ICAL) held in Paris, May 27-29, 2012.

Imagine “listening in” as these international scholars, representing expertise in various areas related to adult education, focus their collective attention to the topic of adult learning. Their task is to concentrate their research and intellectual acumen on where adult learning is heading in the 21st Century and to bring together their varied areas of expertise to expand the field of adult education’s knowledge base. This book provides more than a record of their papers and meetings. Instead, each author has revised their paper with symposium feedback to help capture the discussion, synergy and growing knowledge base we envision together. Now you can read how these leading scholars understand adult learning in light on their collective work.

Areas of focus include

- Heuristics of Adult Learning
- Facilitating Self Directed Learning

- Individuals and the Learning Process
- Executives' Self-Development
- Distance Learning
- Science Self Directed Learning for All
- Entertainment-Education Communication Strategy
- Positive Deviance to Transform Education
- Learning Through the Life Course

This book will benefit teachers, researchers, administrators, and students in the field of adult education, learning, and practice. The synergistic result of bringing together nine scholars results in many new practical applications, research streams, scholarship, and practice suggestions.



## Finding John Galt

### People, Politics, and Practice in Gifted Education

Elizabeth Romey, *Columbus State University*

A volume in the series *Studies in the History of Education*

2013. Paperback 978-1-62396-370-5 \$45.99. Hardcover 978-1-62396-371-2 \$85.99. eBook 978-1-62396-372-9 \$50

This volume covers significant highlights in the history of gifted education, addressing significant contributors to the field, important political and policy concerns, and programs and practices of note. The book's scope is holistic, using Ayn Rand's concept of "men [and women] of the mind" to frame giftedness as a quality of individuals that extends beyond the academic or "schoolhouse" setting and into a range of aspects of the lived human experience of gifted individuals.



## The Future of Evaluation in Society

### A Tribute to Michael Scriven

Stewart I. Donaldson, *Claremont Graduate University*

A volume in the series *Evaluation and Society*

2013. Paperback 9781623964511 \$45.99. Hardcover 9781623964528 \$85.99. eBook 9781623964535 \$50

The impetus for this volume lives in a rich and vibrant past. It is organized to honor one of the founders and most prolific contributors to the profession and transdiscipline of evaluation -- Professor Michael Scriven, and to illuminate the future of evaluation in society. Professor Scriven often shares stories of his meetings with Albert Einstein and the frame-breaking evaluation revolution he has led against the value free doctrine of the social sciences. Both his wide eyed graduate students and the more grizzled evaluation veterans in his professional development workshops quickly learn that Scriven is well traveled and has exchanged some of the boldest ideas and visions with the most brilliant thinkers of his time. Scriven insisted that the 2011 Stauffer Symposium and this volume be organized in that genre. He urged us to invite the most thoughtful and influential evaluation theorists and practitioners we could find to join him in a conversation about the future of evaluation in society.

Scriven challenges us to examine the five great paradigm shifts that have revolutionized the foundations of evaluation, and that he believes will form the basis for a much brighter future for evaluation in society. Scriven's revolutionary ideas are followed and challenged by a group of thought leaders in evaluation who do not necessarily share his views on evaluation, but who have earned his deepest respect and whose evaluation work he admires including Michael Quinn Patton, Ernest House, Daniel Stufflebeam, Robert Stake, Jennifer Greene, Karen Kirkhart, Melvin Mark, Rodney Hopson, and Christina Christie. However, despite his insistence that his colleagues stay focused on the future of evaluation, you will find that many have recounted their adventures, exchanges, and debates with him over the years, as well as pointed out the many contributions that he has made to the development of evaluation and to the improvement of society through his amazing portfolio of evaluation contributions.

The Future of Evaluation in Society: A Tribute to Michael Scriven will be of great interest to evaluation scholars, practitioners, and students of evaluation. It will be appropriate for use in a wide range of evaluation courses including Introduction to Evaluation, Evaluation Theory, and Evaluation Practice courses.



## Guide to Transforming Teaching Through Self-Inquiry

James Pelech, *Benedictine University*

2013. Paperback 9781623961596 \$45.99. Hardcover 9781623961602 \$85.99. eBook 9781623961619 \$50

In the past twenty years, the importance of reflection has been recognized by all professions, especially the education profession. In the field of education, terms and practices such as reflective practice, action research, journaling, collaborative observation, professional development, peer observation, and professional portfolios have become organizing units of discussion and practice. This book extends knowledge in the field, not just by providing prompts and examples of "things to do," but also by presenting an organized and cohesive system consisting of definitions, principles, and guidelines that can be used for all reflective practice activities. This system blends ideas and concepts from phenomenology, the Constructivist philosophy, experiential learning, critical reflection, theories on turning knowledge into action, and transformative learning. Moreover, the book creates a logical system for reflective practice that provides a foundation for a framework that organizes teacher transformation through reflection. This system is anchored by the practical examples provided, thus making this book practical for all those interested in improving student learning. The strength of this book is that it is not a recipe-type publication; rather it is a cohesive system which creates a rationale for the system, presents the system, and provides many examples. The intended audience includes practitioners, teacher educators, teacher candidates, and administrators.



## Improving Instruction Through Supervision, Evaluation, and Professional Development

Michael DiPaola, *The College of William and Mary*  
Wayne K. Hoy, *The Ohio State University*

2013. Paperback 9781623964788 \$45.99. Hardcover 9781623964795 \$85.99. eBook 9781623964801 \$50

This new book recognizes the reality that all principals are responsible for supervision, evaluation, and professional development of their teachers—tasks that are neither simple nor without conflict. The primary audience of this text is aspiring and practicing principals. We hope to help them understand both the theory and practice of supervision, evaluation, and professional development. Observing instruction, collection data for reflection, and having conversations about teaching however, are not sole provinces of principals. Master teachers, teacher leaders, and teacher colleagues can also benefit from the Supervisory sections of the book, especially the chapters on high-quality instruction, improving instruction, and the classroom data collecting tools.



## In the Beginning Biblical Sparks for a Child's Week

Vered Hankin, *Northwestern University*  
Kalman J. Kaplan, *University of Illinois at Chicago*  
Amiram Raviv, *Tel Aviv University*

A volume in the series *The University of Miami School of Education and Human Development Series*  
2013. Paperback 9781623964368 \$29.99. Hardcover 9781623964375 \$59.99. eBook 9781623964382 \$50

For religious and non-religious alike, the Bible constitutes an important source of cultural heritage, fundamental values, and basic codes of social conduct. This book presents seven Biblical stories ordered to the days of Creation and adapted for children in pre K-5th grades. Day 1: David and Goliath; Day 2: The Tower of Babel; Day 3 Noah and the Flood; Day 4: Abraham Breaking the Idols; Day 5: Jonah and the Big Fish; Day 6: Adam Names the Animals; and Day 7 (The Sabbath): Elijah Rests. Commentaries, questions and activities follow each story and can be used by grandparents, parents and educators to discuss real-life issues with children and foster social skills and values.



## Instructional Designer Competencies

The Standards (Fourth Edition)

Tiffany A. Koszalka, *Syracuse University*  
Darlene F. Russ-Eft, *Oregon State University*  
Robert Reiser, *Florida State University*

A volume in the series *The Ibstpi Book Series*

2013. Paperback 978-1-62396-403-0 \$45.99. Hardcover 978-1-62396-404-7 \$85.99. eBook 978-1-62396-405-4 \$50

This book provides the most current and complete version of statements defining a competent instructional designer, for those who are or aspire to practice in virtually any context, anywhere in the world. The research conducted to update and validate these standards included obtaining feedback from over 1000 senior to novice practitioners and scholars working in the North, South, and Central Americas, Europe, Asia, Australia and New Zealand, and African nations.

This book is intended for those who hire, train, and prepare instructional designers and those who work (or plan to work) as instructional designers. It provides an updated description of the profession. It lays out the most critical competencies (e.g., knowledge, skills, and attitudes) of the successful instructional designer, regardless of the context in which they work (e.g., K-12, higher education, business and industry, government and military, private consultancy, informal or formal), the location in which they practice (e.g., the Americas, Europe, Asia, Africa, Australia), and the type of delivery for which they design (e.g., face-to-face, paper-based, digital, blended).

There have always been questions about what instructional designers do... such questions led to the creation of ibstpi more than 30 years ago. Yet, this questioning is especially true today with the growing call for developers of e-learning and other technology-supported instruction. The term 'instructional designer' seems to have become a generic phrase that now lends itself to a broad range of meanings, and yet, it is a definitive profession with a specific scope and focus. The more widely the label 'instructional designer' is used, the more room there is for misunderstanding about what is called for in skills, behaviors, competencies, and outputs. What is called for in the midst of this learning boom is clarity, direction and uniform expectations. With a common understanding, we can help avert poor design, especially in e-learning and technology-supported instruction, which often fails learners or has high attrition rates.

Grounded on rigorous research, consulting hundreds of practitioners around the world, this book articulates and explains what is required to be a competent instructional designer. It includes the set of standards that clarifies the profession and provides a set of competencies for creating hiring schemes, professional development guidelines, performance assessments, work plans, and curriculum to prepare instructional designers. The instructional designer profession continues to grow in wake of emerging technologies, new pedagogies, and virtual learning environments.

However, many educators, instructors, and even training specialists often lack the competencies to design, develop, implement, and evaluate these newer types of instructional solutions. This book articulates and explains the competencies that are required to be a competent instructional designer.



## Killing ideas softly?

The promise and perils of creativity in the classroom

Ronald A. Beghetto, *University of Oregon*

2013. Paperback 9781623963644 \$24.99. Hardcover 9781623963651 \$49.99. eBook 9781623963668 \$50

Creativity is a hot topic in education. As such, there is no shortage of insights or suggestions for how teachers might incorporate creativity into their curriculum. Wading through these suggestions can, however, be quite daunting. This is because many of these suggestions imply that teachers need to somehow radically change their approach to teaching, adopt a new curriculum, or add-on to their existing curriculum. Consequently, many teachers feel that such changes are not feasible and may even come at the cost of supporting students' academic learning.

This book provides an alternative. Teachers need not adopt a new curriculum, radically change what they are already doing, or attempt to add more to their already overflowing plate of curricular responsibilities. Rather, teaching for and with creativity is often more about doing what one is already doing, only slightly better.

The aim of this book is to help teachers understand how they can make slight changes to their own teaching, which can substantially support the development of students' creative potential and result in a more creative approach to teaching. The insights and practical suggestions presented in this book represent some of the newest and most promising work being done in the field of creativity studies. This book is unique in that it presents teachers with concrete ideas for how to simultaneously support creativity and learning. A particularly novel feature of this book is that it offers a blend of theoretical insights and vivid classroom examples to illustrate the kinds of opportunities and challenges that teachers face when they attempt to teach for and with creativity. As such, this book will provide teachers, scholars, researchers, and anyone interested in classroom creativity with new directions for future research and educational practice.



## Learning Through Visual Displays

Gregory Schraw, *University of Nevada - Las Vegas*  
Matthew T. McCrudden, *Victoria University of Wellington*  
Daniel Robinson, *Colorado State University*

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*  
2013. Paperback 9781623962333 \$45.99. Hardcover 9781623962340 \$85.99. eBook 9781623962357 \$50

The purpose of the volume is to explore the theory, development and use of visual displays and graphic organizers to improve instruction, learning and research. We anticipate five sections that address (1) frameworks for understanding different types of displays, (2) research-tested guidelines for constructing displays, (3) empirically-based instructional applications, (4) using displays to promote research and theory development, and (5) using displays to report test and research data to improve consumer understanding. Authors represent a variety of perspectives and areas of expertise, including instructional psychology, information technology, and research methodologies.

The volume is divided into four sections. Section 1 provides a conceptual overview of previous research, as well as the contents of the current volume. Section 2 includes theoretical perspectives on the design and instructional uses of visual displays from major theorists in the field. These chapters discuss ways that visual displays enhance general cognition and information processing. Section 3 provides eight chapters that address the use of visual displays to enhance student learning. These chapters provide examples of how to organize content and use visual displays in a variety of ways in the real and virtual classroom. Section 4 includes three chapters that discuss ways that visual displays may enhance the research process, but especially improved data display.



## Left Behind in the Race to the Top Realities of School Reform

Julie A. Gorlewski, *SUNY New Paltz*  
Brad J. Porfilio, *Lewis University in Romeoville, IL*

2013. Paperback 9781623963286 \$27.5. Hardcover 9781623963293 \$59.99. eBook 9781623963309 \$50

Public education is suffering attacks that are well funded and extraordinarily complex and multifaceted. These conditions make it difficult for educators and citizens to gather the information they need to mount meaningful resistance, especially since mainstream media tends to be uncritically supportive of neoliberal reforms. The Orwellian language of reforms is adopted and promoted through news outlets, politicians, and film; thus, arguments against these reforms must bubble up through social media and alternative outlets. By providing a coherent, comprehensive description of contemporary neoliberal initiatives and analyzing their effects on students, teachers, administrators, and teacher education, this book will allow educators, parents, students, and citizens to strengthen their resolve to save public education and, potentially, work to preserve the promise of democracy.

This book examines and uncovers the effects of standardization and privatization on public education. Contributors consider the how of standardized curriculum and assessment, coupled with philanthropic and corporate pressure, have influenced the experiences of students, parents, and teachers. Divided in sections entitled Testing, Testing; Privatization and Militarization: Redefining Schools; Alienation: Displacing Students and Teachers; and Resistance: Opting Out and Hope for Change, this text offers a combination of information and inspiration for teachers, teacher educators, policymakers, parents and anyone interested in understanding the current state of public education.



## Life Stories Exploring Issues in Educational History Through Biography

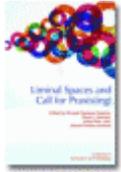
Linda C. Morice, *Southern Illinois University Edwardsville*  
Laurel Puchner, *Southern Illinois University Edwardsville*

2013. Paperback 9781623964900 \$45.99. Hardcover 9781623964917 \$85.99. eBook 9781623964924 \$50

*Life Stories: Exploring Issues in Educational History Through Biography* consists of 13 essays, each of which offers perspective on one of four key questions that have long drawn scholarly attention: What should schools teach? Who gets to decide? How should educators adapt to a changing world to provide opportunity for all students? How should educators' experiences be interpreted for future audiences?

The book is written to commemorate the thirtieth anniversary of the International Society for Educational Biography and its journal, *Vitae Scholasticae*. All of the essays have appeared in the journal, and they are set in a variety of educational environments that span 174 years. Taken together, the essays demonstrate the important contributions that biography can make to educational history.

Life Stories would be of interest to educational biographers and historians for use in their own scholarly work. Instructors might also consider assigning Life Stories as a required text in educational history courses.



## Liminal Spaces and Call for Praxis(ing)

Miryam Espinosa-Dulanto, *Valdosta State University*

David L. Humpal, *Independent Researcher*

Leilya Pitre, *Louisiana State University*

Jolanta Smolen Santana, *Oregon State University*

A volume in the series *Curriculum and Pedagogy*

2013. Paperback 9781623964245 \$45.99. Hardcover 9781623964252 \$85.99. eBook 9781623964269 \$50

*Liminal Spaces and Call for Praxis(ing)* follows the theme of the Curriculum & Pedagogy conference that highlighted issues of power, privilege, and supremacy across timelines and borders. This volume comprises of an interconnected mosaic of theoretical research and praxis. Facing the current and future challenges of corporatization of education, it becomes imperative to identify and deconstruct elements that provide more responsive and fertile ground for a research and praxis based mosaic of pedagogy. This volume includes works of those scholars who identified or worked with communities of color and/or who drew on the activist and intellectual traditions of peoples of color, third world feminism, indigenous liberation/sovereignty, civil rights, and anticolonial movements.



## Membership and Moral Formation

### Shame as an Educational and Social Emotion

John F. Covalleskie, *University of Oklahoma*

2013. Paperback 978-1-62396-192-3 \$45.99. Hardcover 978-1-62396-193-0 \$85.99. eBook 978-1-62396-194-7 \$50

This book is an attempt to relate moral formation to democratic life and to the emotional emotion of shame. The argument is that shame is essential to moral formation, that it tells us when we are violating our own moral norms. Contrary to common belief, I argue that shame is neither imposed on us by others (though it is certainly a product of our communal memberships) nor necessarily harmful. In fact I argue that shame not only can be beneficial for us, but that moral formation and growth are both inextricably linked to a proper sense of shame, a properly formed conscience.

The process of moral formation is an important one for any society, but perhaps most of all for a democratic society. The foundational premise of democratic life is that we have the capacity to be self-governing, the desire to do the right thing, and the wisdom to discern what the right thing is. This is unlikely to happen unless there is a conscious effort to form the conscience of the young so that they can become democratic citizens.

Which brings up, then, the question of moral education. Whatever it is that a particular society or community considers to be “moral,” the question of moral education is how do members of the community come to be moral? Given that moral formation of the young is necessary, this discussion ends with a look at the practice of two exemplary democratic moral practitioners, Vivian Paley and Deborah Meier, whose pedagogy shows how formation of young consciences can be done by thoughtful adults with integrity.



## Migrants and Refugees

### Equitable Education for Displaced Populations

Elinor L. Brown, *University of Kentucky*  
Anna Krasteva, *New Bulgarian University*

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*  
2013. Paperback 9781623964665 \$45.99. Hardcover 9781623964672 \$85.99. eBook 9781623964689 \$50

International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that primarily focus on empowering students (children, adolescents, and young adults) from diverse current circumstances and historic beliefs and traditions to become non-exploited/non-exploitive contributing members of the global community. The series draws on the research and innovative practices of investigators, academics, and community organizers around the globe that have contributed to the evidence base for developing sound educational policies, practices, and programs that optimize all students' potential. Each volume includes multidisciplinary theory, research, and practices that provide an enriched understanding of the drivers of human potential via education to assist others in exploring, adapting, and replicating innovative strategies that enable ALL students to realize their full potential. This volume provides the reader with promising policies and practices that promote social justice and educational opportunity for the many displaced populations (migrants, asylum-seekers, refugees, and immigrants) around the globe. The volume is divided into four sections that offer: (1) insights into the educational integration of displaced children in industrialized nations, (2) methods of creating pedagogies of harmony within school environments, (3) ways to nurture school success by acknowledging and respecting the cultural traditions of newcomers, and finally (4) strategies to forge pathways to educational equity. Overall, this volume contributes to the body of knowledge on equitable educational opportunities for displaced youth and will be a valuable resource for all who seek to enable the displaced a place at the political, economic, and social table of civil society.



## The Mismeasure of Education

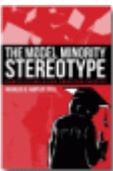
Jim Horn  
Denise Wilburn

2013. Paperback 9781623963910 \$27.5. Hardcover 9781623963927 \$49.99. eBook 9781623963934 \$50

With new student assessments and teacher evaluation schemes in the planning or early implementation phases, this book takes a step back to examine the ideological and historical grounding, potential benefits, scholarly evidence, and ethical basis for the new generation of test based accountability measures. After providing the political and cultural contexts for the rise of the testing accountability movement in the 1960s that culminated almost forty years later in No Child Left Behind and Race to the Top, this book then moves on to provide a policy history and social policy analysis of value-added testing in Tennessee that is framed around questions of power relations, winners, and losers.

In examining the issues and exercise of power that are sustained in the long-standing policy of standardized testing in schools, this work provides a big picture perspective on assessment practices over time in the U. S.; by examining the rise of value-added assessment in Tennessee, a fine-grained and contemporary case is provided within that larger context. The last half of the book provides a detailed survey of the research based critiques of value-added methodology, while detailing an aggressive marketing campaign to make value-added modeling (VAM) a central component of reform strategies following NCLB. The last chapter and epilogue place the continuation of test-based accountability practices within the context of an emerging pushback against privatization, high stakes testing, and other education reforms.

This book will be useful to a wide audience, including teachers, parents, school leaders, policymakers, researchers, and students of educational history, policy, and politics.



## The Model Minority Stereotype

### Demystifying Asian American Success

Nicholas Daniel Hartlep, *Illinois State University*

2013. Paperback 9781623963583 \$45.99. Hardcover 9781623963590 \$85.99. eBook 9781623963606 \$50

Researchers, higher education administrators, and high school and university students desire a sourcebook like The Model Minority Stereotype: Demystifying

Asian American Success. This book will assist readers in locating research and literature on the model minority stereotype. This sourcebook is composed of an annotated bibliography on the stereotype that Asian Americans are successful. The most powerful resource for scholars to use and teachers to read must not simply duplicate what others (and previous literature) have written about, but must challenge it. Each chapter in *The Model Minority Stereotype* is thematic and challenges the model minority stereotype. Consisting of ten chapters, this book is the most comprehensive book written on the model minority myth to date.



## Necessary Spaces

Exploring the Richness of African American Childhood in the South

Sandra Murray Nettles, *University of Illinois at Urbana-Champaign*

A volume in the series *Landscapes of Education*

2013. Paperback 978-1-62396-331-6 \$45.99. Hardcover 978-1-62396-332-3 \$85.99. eBook 978-1-62396-333-0 \$50

In *Necessary Spaces: Exploring the Richness of African American Childhood in the South*, Sandra Murray Nettles takes the reader on a journey into neighborhood networks of learning at different times and places. Using autobiographical accounts, Nettles discusses the informal instructional practices of community “coaches” from the perspective of African American adults who look back on their childhood learning experiences in homes, libraries, city blocks, schools, churches, places of business, and nature. These eyewitness accounts reveal “necessary spaces,” the metaphor Nettles uses to describe seven recurring experiences that converge with contemporary notions of optimal black child development: connection, exploration, design, empowerment, resistance, renewal, and practice.

Nettles weaves the personal stories with social scientific theory and research and practical accounts of community-based initiatives to illuminate how local communities contributed human, built, and natural resources to support children’s achievement in schools. The inquiry offers a timely and accessible perspective on how community involvement for children can be developed utilizing the grassroots efforts of parents, children, and other neighborhood residents; expertise from personnel in schools, informal institutions (such as libraries and museums); and other sectors interested in disparities in education, health, and the quality of physical settings.

Grounded in the environmental memories of African American childhood, *Necessary Spaces* offers a culturally relevant view of civic participation and sustainable community development at the local level. Educational researchers and policy makers, pre-service and in-service teachers, and people who plan for and work with children and youth in neighborhoods will find this book an engaging look at possibilities for the social organization of educational resources. Qualitative researchers will find a model for writing personal scholarly essays that use the personal to inform larger issues of policy and practice. In *Necessary Spaces*, local citizens in neighborhoods across the United States will find stories that resonate with their own experiences, stimulate their recollections, and inform and inspire their continuing efforts to create brighter futures for children and communities.



## Online Learner Competencies

Knowledge, Skills, and Attitudes for Successful Learning in Online Settings

Michael Beaudoin, *University of New England*

Gila Kurtz, *College for Academic Studies*

Insung Jung, *International Christian University*

Katsuaki Suzuki, *Kumamoto University*

Barbara L. Grabowski, *Pennsylvania State University*

A volume in the series *The Ibstpi Book Series*

2013. Paperback 978-1-62396-400-9 \$45.99. Hardcover 978-1-62396-401-6 \$85.99. eBook 978-1-62396-402-3 \$50

The book identifies a set of validated competencies and performance statements, with supporting explanation and data to inform and equip online learners with the critical attitudes, knowledge and skills for successful learning in online and/or blended learning settings. The work also enables online education providers (e.g., instructors, course designers, program administrators, scholars) to better understand learner needs in order to design and deliver online education products and services best suited to learners. Supplementing a large number of anecdotally-based “how to” books published for those engaged in online education, this volume offers a definitive set of 14 competencies and 75 performance statements (that demonstrate those competencies). Validated by systematic research and input from over 1,000 online users and providers worldwide, this work should impact the quality of learning and teaching at both the individual and organizational levels, involved in online education.



## Peace Education from the Grassroots

Ian Harris, *University of Wisconsin - Milwaukee*

A volume in the series *Peace Education*

2013. Paperback 978-1-62396-349-1 \$45.99. Hardcover 978-1-62396-350-7 \$85.99. eBook 978-1-62396-351-4 \$50

Historians often ignore the day-to-day struggles of ordinary people to improve their lives. They tend to focus on the accomplishments of illustrious leaders. *Peace Education from the Grassroots* tells the stories of concerned citizens, teachers, and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace. The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing.

This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations (Belgium, Canada, El Salvador, Germany, India, Jamaica, Japan, Mexico, the Philippines, South Korea, Spain, Uganda, and the United States). A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans, Iran, Senegal, and the United States. These chapters describe a variety of schools, colleges, peace movement organizations, community-based organizations, and international nongovernmental organizations engaged in peace education.



## Perspectives and Provocations in Early Childhood Education Volume 2

Vivian Vasquez, *American University*  
Jeffrey Wood, *Laurentian University*  
Carol Branigan Felderman, *American University*

2013. Paperback 9781623963378 \$45.99. Hardcover 9781623963385 \$85.99. eBook 9781623963392 \$50

Mandates to implement practices that are antithetical to what we embrace as supportive of young children's literacy learning are pervasive. Teachers of young children are asked to teach-to-the test in ways that take away opportunities for holistic, thoughtful, play-oriented practices that allow children to construct knowledge through contextualized and purposeful experiences. In 2009 the Early Childhood Assembly was formed by a group of early childhood educators to provide a home at the National Council for Teacher of English for all who work with young children. *Perspectives and Provocations in Early Childhood Education* is a publication of the ECEA. The publication is intended to support teachers of young children and those interested in studying about early literacy by putting on offer texts with a strong emphasis on promoting thoughtful practices that enhance the teaching and learning of young children within and across diverse communities. All royalties from the book go to the ECEA to help the organization advance its goals of providing scholarships for early childhood teachers to participate in conferences and professional development events.



## Queer Voices from the Classroom

Hidehiro Endo, *Akita International University*  
Paul Chamness Miller, *Akita International University*

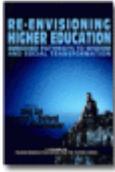
A volume in the series *Research in Queer Studies*

2013. Paperback 9781623964726 \$45.99. Hardcover 9781623964733 \$85.99. eBook 9781623964740 \$50

This inaugural volume of the new book series, *Research in Queer Studies* is a collection of memoirs or short narrative essays in which lesbian, gay, bisexual, trans, intersex or queer PK-12 teachers and/or administrators (either "out" or "not out") recount their personal experiences as a queer teachers. The authors of these stores write about significant experiences that describe how their sexual identity has shaped who they are today as teachers/administrators, by answering the following questions:

- In light of your sexual identity, how did you become who you are today?
- Why did you decide to become a teacher? What role did your sexual identity play in that decision?
- What kinds of significant moments, including queer issues (e.g., bullying) regarding students and/or yourself, have you experience in your teaching?

- In light of who you are as an individual, what do you hope to achieve and become as a queer teacher in the future?



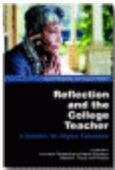
## Re-Envisioning Higher Education

### Embodied Pathways to Wisdom and Social Transformation

Jing Lin, *University of Maryland*  
Rebecca L. Oxford, *Alabama A&M University*  
Edward J. Brantmeier, *James Madison University*

A volume in the series *Transforming Education for the Future*  
2013. Paperback 9781623963972 \$45.99. Hardcover 9781623963989 \$85.99. eBook 9781623963996 \$50

This book will expand the horizon of higher education, helping students, faculty and administrators to return to their roots and be in touch with their whole being. This book stresses that learning is much more than just accumulating knowledge and skills. Learning includes knowing ourselves—mind, body, and spirit. The learning of compassion, care, and service are as crucial or even more important in higher education in order for universities to address students' individual needs and the society's needs. Higher education must contribute to a better world. The book acknowledges that knowing not only comes from outside, but also comes from within. Wisdom is what guides students to be whole, true to themselves while learning. There are many ancient and modern approaches to gaining wisdom and wellness. This book talks about contemplative methods, such as meditation, qigong, yoga, arts, and dance, that help people gain wisdom and balance in their lives and enhance their ability to be reflective and transformative educators and learners.



## Reflection and the College Teacher

### A Solution for Higher Education

Rachel Wlodarsky, *Ashland University*  
Howard Walters, *Ashland University*

A volume in the series *Innovative Perspectives of Higher Education: Research, Theory and Practice*  
2013. Paperback 9781623964696 \$45.99. Hardcover 9781623964702 \$85.99. eBook 9781623964719 \$50

Higher education is facing many challenges, not least of which is retaining excellent faculty and cultivating their continued professional growth. This book explicitly ties the literature to the practical concerns and recommendations related to applying the reflective process in a college setting. In this way, the theories and empirical findings of the most recent literatures are linked to practical recommendations. The reflective tools described in this book provide an important resource for faculty's reflective practice. Unlike other books on the topic, the model developed and presented in this book allows for the reflective process to validate faculty's previous actions or accomplishments and maintain these practices. In other words, the endpoint of reflective process supports self-satisfaction. Instead of a deficit model, the focus is development.

In this comprehensive volume, readers discover the seminal and the recent research in reflective practice drawn from a wide range of sources, including the authors' recent research findings on college teachers' reflection.

Altogether, Wlodarsky and Walters systematically address these critical questions:

- a. What is reflection?
- b. Of what practical use or benefit does reflection serve?
- c. How do college teachers model reflection in the workplace?
- d. What are the steps in the reflective process?
- e. How can the reflective process be harnessed for program improvement in the college setting and in individual faculty practices?

Wlodarsky and Walters understand and address the real needs of college teachers today. They created not only a thorough academic book, but also a compelling, relevant read. Specifically, they designed the chapters to include scenarios—developed from interview transcripts with college teachers. These stories powerfully contextualize the types of problems and tensions which surround the professional work environment of a college campus and the roles of the college teacher.



## Research on the Influences of Educational Policy on Teaching and Learning

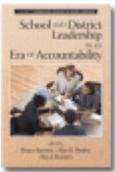
Cynthia Szymanski Sunal, *University of Alabama*  
Kagendo Mutua, *University of Alabama*

A volume in the series *Research on Education in Africa, the Caribbean, and the Middle East*  
2013. Paperback 9781623962500 \$45.99. Hardcover 9781623962517 \$85.99. eBook 9781623962524 \$50

The 14 chapters in this book address education policy as it is being implemented in three world regions, Africa, the Caribbean, and the Middle East. The diverse authors utilize original local data, interpreting it to describe policy development and implementation across a range of nations who share commonalities but also differences.

The chapters begin with the premise that policy must respond to the needs of the citizenry and to the challenges faced by each society internally as well as globally. Meeting the challenge of frequently competing existing needs while addressing educational development to prepare for future needs, is an ongoing task for policymakers.

The researchers authoring the book's chapters are aware of competing challenges and of the need for frequent revision of educational policy as well as continuing support for its implementation. They base their conclusions and the implications offered on the data while taking into account the culture within which successful and appropriate policy must be implemented. The implications have relevance for any society in the world as diversity exists everywhere so all societies are experiencing challenges generated by our interdependence with each other.



## School and District Leadership in an Era of Accountability

Bruce G. Barnett, *University of Texas at San Antonio*  
Alan R. Shoho, *University of Texas at San Antonio*  
Alex J. Bowers, *University of Texas at San Antonio*

A volume in the series *International Research on School Leadership*  
2013. Paperback 9781623963828 \$45.99. Hardcover 9781623963835 \$85.99. eBook 9781623963842 \$50

Our fourth book in the International Research on School Leadership series focuses on school leadership in an era of high stakes accountability. Fueled by sweeping federal education accountability reforms, such as the United States' No Child Left Behind (NCLB) and Race to the Top (R2T) and Australia's Performance Measurement and Reporting Taskforce, school systems around the world are being forced to increase academic standards, participate in high-stakes testing, and raise evaluation standards for teachers and principals. These results-driven reforms are intended to hold educators "accountable for student learning and accountable to the public" (Anderson, 2005, p. 2, emphasis in original). While policymakers and the public debate the merits of student achievement accountability measures, P-12 educational leaders do not have the luxury to wait for clear guidance and resources to improve their schools and operating systems. Instead, successful leaders must balance the need to create learning communities, manage the organizational climate, and encourage community involvement with the consequences testing has on teacher morale and public scrutiny. The chapters in this volume clearly indicate that as school leaders attend to these potentially competing forces, this affects their problem-solving strategies, ability to facilitate change, and encourage community involvement.

We were delighted with the responses from colleagues around the world who were eager to share their research dealing with how leaders are functioning effectively within a high-accountability environment. The nine chapters in this volume provide empirical evidence of the strategies school leaders use to cope with problems and negotiate external demands while improving student performance. In particular, the voices and actions of principals, superintendents, and school board members are captured in a blend of quantitative and qualitative studies. The breadth of studies is impressive, ranging from case studies of individual principals to cross-district comparisons to national data from the National Center for Education Statistics. To highlight important findings, we have organized the book into five sections. The first section (Chapters 2, 3, and 4) highlights the problem-solving strategies used by principals and superintendents when pressured to turn around low-performing schools. In the second section (Chapters 5 and 6), attention is devoted to ways in which school leaders act as "buffers" by reducing the impact of external demands within their local school contexts. Next, Chapters 7 and 8 explore creative ways in which financial analyses can be used to assess the cost effectiveness of programs and services. Chapters 9 and 10 examine how principals enact their instructional leadership roles in managing curriculum reforms and evaluating teachers. Finally, in the last section (Chapter 11), Kenneth Leithwood synthesizes the major themes and ideas emerging across these chapters, paying particular attention to practical issues influencing school leaders in this era of school reform and accountability as well as promising areas for future research.



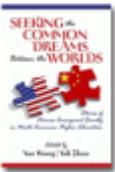
## Schooling for Tomorrow's America

Marcella L. Kysilka, *University of Central Florida*  
O. L. Davis, *University of Texas - Austin*

A volume in the series *Research in Curriculum and Instruction*

2013. Paperback 9781623963552 \$45.99. Hardcover 9781623963569 \$85.99. eBook 9781623963576 \$50

This book can be read by educators at all stages in their careers. What a great selection for a book study group of practicing teachers or for a seminar with graduate students. The authors share their thoughts about education for the future, but also inform us about the past. Whether you encounter this book as a textbook or for a professional learning community, the contents will inform and inspire you, encouraging you to think deeply and work towards the improvement of education.



## Seeking the Common Dreams between the Worlds

### Stories of Chinese Immigrant Faculty in North American Higher Education

Yan Wang, *University of Macau*  
Yali Zhao, *Georgia State University*

2013. Paperback 9781623963521 \$45.99. Hardcover 9781623963538 \$85.99. eBook 9781623963545 \$50

This is the first book that probes the lived experiences of Chinese immigrant faculty in North American higher education institutions: their struggles, challenges, successes, etc. It explores how their past experiences in China have shaped who they are now, what they do and how they pursue their teaching, research, and service, as well as the reality of their everyday life that inevitably intertwines with their present and past diverse cultural backgrounds and unique experiences.

Different from previous books that explore immigrant/minority faculty defined ambiguously and broadly and from the theoretical framework of ethnic relations, this book has a particular focus on mainland Chinese immigrant faculty, which offers a richer and deeper understanding of their cross-culture experiences through autoethnographic research and by multiple lenses. Through authors' vivid portray of the ebbs and flows of their life in the academe, readers will gain an enjoyable and holistic knowledge of the cultural, political, linguistic, scholarly, and personal issues contemporary Chinese immigrant faculty encounter as they cross the border of multiple worlds.

All contributors to this book had the experience of being the first-generation Chinese immigrants, and they either are currently teaching or used to teach in North American higher education institutions, who were born, brought up, educated in Mainland China and came to North America for graduate degrees from early 1980s to 2000.



## The Status of Social Studies

### Views from the Field

Jeff Passe, *The College of New Jersey*  
Paul G. Fitchett, *University of North Carolina at Charlotte*

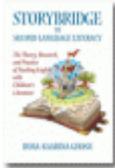
A volume in the series *International Social Studies Forum: The Series*

2013. Paperback 9781623964122 \$45.99. Hardcover 9781623964139 \$85.99. eBook 9781623964146 \$50

A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States. With over 12,000 responses, it is the largest survey of social studies teachers in over three decades. We asked teachers about their curricular goals, their methods of instruction, their use of technology, and the way they address the needs of English language learners and students with disabilities. We gathered demographic data too, along with inquiries about the teachers' training, their professional development experiences, and even whether they serve as coaches.

The enormous data set from this project was analyzed by multiple research teams, each with its own chapter. This volume would be a valuable resource for any professor, doctoral student, or Master's student examining the field of social studies education.

It is hard to imagine a research study, topical article, or professional development session concerning social studies that would not quote findings from this book about the current status of social studies. With chapters on such key issues as the teaching of history, how teachers address religion, social studies teachers' use of technology, and how teachers adapt their instruction for students with disabilities or for English language learners, the book's content will immediately be relevant and useful.



## Storybridge to Second Language Literacy

The theory, research and practice of teaching English with children's literature

Irma-Kaarina Ghosn, *Lebanese American University*

2013. Paperback 9781623962777 \$45.99. Hardcover 9781623962784 \$85.99. eBook 9781623962791 \$50

Storybridge to Second Language Literacy makes a case for using authentic children's literature—alternately also referred to as 'stories' or 'real books'—as the medium of instruction in teaching English to young learners, particularly in contexts where children must access general curriculum subjects in English. The author first proposes theoretical foundations for the argument that illustrated children's books are superior to traditional language teaching courses in the primary school. She builds the case around the motivational power of stories, the language and content of quality children's literature, and the potential of literature to contribute to development of second language academic literacy. She then reviews research of the past thirty years that clearly supports her claim. Finally, she uses transcripts from real classrooms to illustrate how teachers in diverse contexts make use of stories. Through the classroom vignettes, a practical model of literature-based instruction emerges that is adaptable to a wide range of primary school teaching contexts, including English as a second language contexts in core-English countries.

Storybridge to Second Language Literacy compiles in one volume solid theoretical foundations for story-based instruction, research evidence of the past thirty years supporting the approach (not currently available in a single source), and extensive classroom vignettes illustrating diverse practical applications (not lesson plans). This makes the book valuable for anyone in the field of young learner ELT.

MA students in TESOL will find the book useful and will develop an understanding of why and how literature-based instruction works and develop insight to guide their practice. Members of TESOL Elementary Education, EFL, and Bilingual Education SIGs, and IATEFL Young Learner SIG will be interested in the volume. Instructors of teacher development courses should also find the proposed volume a valuable addition to assigned readings. Each chapter is followed by 'Think about it' questions and 'Try it out' suggestions.



## Theory Into Practice

Unlocking the Power and the Potential of Reflective Journals

Timothy S. O'Connell, *Brock University*  
Janet E. Dymont, *University of Tasmania*

2013. Paperback 9781623961503 \$45.99. Hardcover 9781623961510 \$85.99. eBook 9781623961527 \$50

Reflective journals have been used by post-secondary educators in a wide variety of teacher-training courses to encourage students to better understand the topics that they are studying. Reflective journals are often used in courses in which pre-service and in-service teachers are studying both the theoretical and practical aspects of the subject matter such as secondary teaching methods, language and literacy, teacher education, and outdoor education. While there are books on the market that address some facets of reflective journaling, there are no integrative books such as *Reflective Journaling: Unlocking the Power and the Potential* that are targeted specifically to pre-service and in-service teachers. There are few resources currently available to teachers wishing to use reflective journals that include: the theoretical underpinnings of reflection, the integration and impacts of research on the praxis of journaling in each chapter, and practical strategies for successful, fun journal writing for students. This book addresses this need by providing "full coverage" of using reflective journals as a pedagogical tool. *Reflective Journaling: Unlocking the Power and the Potential* includes four figures, 15 tables, 25 works of art, four cartoons, and 10 photos that enhance each chapter.



## Thinking in Childhood and Adolescence

Paris S. Strom, *Auburn University*  
Robert D. Strom, *Arizona State University*

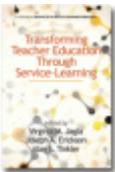
A volume in the series *Lifespan Learning*

2013. Paperback 978-1-62396-433-7 \$45.99. Hardcover 978-1-62396-434-4 \$85.99. eBook 978-1-62696-435-1 \$50

Until recently educators were expected to provide all the knowledge students would need to ensure their future. However, the Internet has altered conditions of learning in ways that motivate students to be more self-directed and less dependent on direct instruction. Neuroscience discoveries about brain functioning also urge schools to adopt thinking as an aspect of core curriculum. Students who acquire thinking skills needed to locate information, process and organize data, generate creative and practical ideas, communicate with all age groups, and collaborate can adapt to technology change and social evolution.

Encouraging adolescents to choose some goals they pursue respects their need for autonomy. Recognizing the need to amend certain goals is important so a person knows when change in personal direction is warranted. Exploring careers in a low risk setting motivates realistic aspirations and helps students to shape their future. Employer expectations for teamwork require attention. Performing well in groups including peer and self-evaluation yields productive thinking and is conducive to mental health.

The intended audience for this book is college students preparing to become teachers in preschool, elementary or secondary education. The book describes ways schools and families can support higher order thinking during childhood and adolescence. Learning that occurs outside school is ignored by tests that reflect only classroom lessons. New instruments that measure thinking are needed to enable transformation of school goals and evaluation of student progress. Shifting to a dual emphasis on thinking and learning is a challenge for teachers of all grade levels.



## Transforming Teacher Education through Service-Learning

Virginia M. Jagla, *National Louis University*  
Joseph A. Erickson, *Augsburg College*  
Alan S. Tinkler, *University of Vermont*

A volume in the series *Advances in Service-Learning Research*

2013. Paperback 9781623964184 \$45.99. Hardcover 9781623964191 \$85.99. eBook 9781623964207 \$50

Transforming Teacher Education through Service-Learning provides a fresh look at educational reform through the lens of teacher preparation. It poses the question “Why service-learning now?” as it discusses the meaningful ways service-learning pedagogy can transform the approaches used to prepare teachers to educate tomorrow’s children.

The pedagogy of service-learning has significant implications for teacher education. Its transformative aspects have far reaching potential to address teacher candidate dispositions and provide deeper understanding of diversity. Knowledge of the pedagogy and how to implement it in candidates’ future classrooms could alter education to a more powerful experience of democracy in action and enhance the civic mission of schools. The current and ongoing research found within this volume is meant to continue support of the notion of educational reform.

Because the vision we hold becomes the reality we experience, it is imperative to consider the question—Why service-learning now?—as we adjust teacher preparation programs to promote engaging opportunities for today’s youth.



## Varied Perspectives on Play and Learning

Theory and Research on Early Years Education

Ole Fredrik Lillemyr, *Queen Maud University College*  
Sue Dockett, *Charles Sturt University*  
Bob Perry, *Charles Sturt University*

2013. Paperback 978-1-62396-415-3 \$45.99. Hardcover 978-1-62396-416-0 \$85.99. eBook 978-1-62396-417-7 \$50

This book brings together an international group of researchers reporting on their work about play and early childhood education across 13 countries –

Norway, Sweden, Denmark, England, Germany, Hong Kong, United States of America, India, The Maldives, Sri Lanka, Singapore, China and Australia. It contributes to growing international conversations about play and the role of play in early childhood education.

Each of the chapters in this anthology reflects different directions in research as well as a range of approaches to reconceptualising play. Each researcher questions assumptions underpinning young children's play and early childhood education and explores the implications of these questions for further research, practice and policy. Chapters report a wide range of innovative and transformative research, focusing on areas such as the play of infants and toddlers, the role of values in play, the complexity of connections between play and learning, motivation, the role and understandings of early childhood educators in promoting children's play, risky play and the impact of Westernised approaches to play in different contexts.

This book argues for the importance of children's play at a time when there is a great deal of pressure to increase the academic focus of early education and to eliminate play that could be deemed risky. Several authors note moves towards pedagogies of play and explore the potential links between play and learning in early education settings. The research reported in this book is a timely reminder of the value of play, for and of itself, as well as the learning potential of play. It provides a pathway into the debates about the role and value of play in early years education for students, researchers and policy-makers.



## WRITE ON! MATH

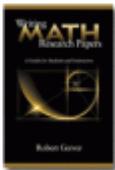
Taking Better Notes in Math Class

Robert Gerver

2013. Paperback 978-1-62396-406-1 \$29.99. Hardcover 978-1-62396-407-8 \$49.99. eBook 978-1-62396-408-5 \$50

Write On! Math is a program that offers specific strategies and projects designed to keep your students engaged during math class, strengthen their mathematics, and teach them technical writing skills. Write On! Math is a program that will teach students systematically how to take better notes in math class. Total concentration is a prerequisite to learning how to take better notes. Therefore, a by-product of taking better notes is staying focused in class.

Possibly, as a teacher, you at one time remarked to a colleague how you understood something better (or even for the first time!) when you had to teach it. There is no better way to ensure you know something well than to have to teach it to somebody else. The Write On! Math program requires students to do exactly that—that is why it improves their mathematics as well as teaches them a valuable writing technique not taught in English class. Write On! Math will improve the way you present material to your students in class and on your handouts.



## Writing Math Research Papers

A Guide for Students and Instructors

Robert Gerver

2013. Paperback 9781623962395 \$45.99. eBook 9781623962401 \$50

Mathematics research papers provide a forum for all mathematics enthusiasts to exercise their mathematical experience, expertise and excitement. The research paper process epitomizes the differentiation of instruction, as each student chooses their own topic and extends it as far as their desire takes them. The features and benefits of the research paper process offer a natural alignment with all eight Common Core State Standards for Mathematical Practice.

Writing Math Research Papers serves both as a text for students and as a resource for instructors and administrators. It systematically describes the steps involved in creating a mathematics research paper and an oral presentation. The chapters offer tips on technical writing, formatting, and preparing visual aids. For instructors and administrators, the book covers the logistics necessary in setting up a mathematics research program in a high school setting. This program received the 1997 Chevron Best Practices in Education Award as the premier high school mathematics course in the United States.

# BACK LIST

Title	Year	Hardcover	Paperback
<b>Academic Language In Second Language Learning</b> M. Beatriz Arias, Christian J. Faltis <i>Series: Research in Second Language Learning</i>	2013	\$45.99 9781623961145	\$85.99 9781623961152
<b>Anti-Racist School Leadership: Toward Equity in Education for America's Students Introduction</b> Jeffrey S. Brooks, Noelle Witherspoon-Arnold <i>Series: Educational Leadership for Social Justice</i>	2013	\$45.99 9781623962210	\$85.99 9781623962227
<b>Applications of Self-Regulated Learning across Diverse Disciplines: A Tribute to Barry J. Zimmerman</b> Hefer BembenuTTY, Timothy J. Cleary, Anastasia Kitsantas	2013	\$45.99 9781623961329	\$85.99 9781623961336
<b>Bernard Spodek: Early Childhood Education Scholar, Researcher, and Teacher</b> Olivia Saracho <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2013	\$45.99 9781623961534	\$85.99 9781623961541
<b>Beyond Academics: Supporting the Mental, Emotional, and Behavioral Health of Students in Catholic Schools</b> James M. Frabutt	2013	\$45.99 9781623962869	\$85.99 9781623962876
<b>Beyond the Campus: Building a Sustainable University - Community Partnership</b> Debra Harkins	2013	\$45.99 9781623962418	\$85.99 9781623962425
<b>The Brilliance of Black Children in Mathematics</b> Jacqueline Leonard, Danny B. Martin	2013	\$45.99 9781623960797	\$85.99 9781623960803
<b>Challenging Status Quo Retrenchment: New Directions in Critical Research</b> Tricia M. Kress, Curry Stephenson Malott, Brad J. Porfilio <i>Series: Critical Constructions: Studies on Education and Society</i>	2013	\$45.99 9781623960490	\$85.99 9781623960506
<b>Clinical Simulations for Teacher Development: A Companion Manual for Teachers</b> Benjamin H. Dotger	2013	\$19.99 9781623961985	\$29.99 9781623961992
<b>Common Planning Time in Middle Level Schools: Research Studies from the MLER SIG's National Project</b> Steven B. Mertens, Vincent A. Anfara, Micki M. Caskey, Nancy Flowers <i>Series: The Handbook of Research in Middle Level Education</i>	2013	\$45.99 9781623961022	\$85.99 9781623961039
<b>Communication and Language: Surmounting the Barriers to Cross-cultural Understanding</b> Alexander S. Yeung, Elinor L. Brown, Cynthia Lee <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i>	2013	\$45.99 978-1-61735-944-6	\$85.99 978-1-61735-945-3
<b>Comparative Studies in Educational Policy Analysis</b> Timothy Reagan <i>Series: Contemporary Research in Education</i>	2013	\$45.99 978-1-61735-816-6	\$85.99 978-1-61735-817-3
<b>Confronting Racism in Higher Education: Problems and Possibilities for Fighting Ignorance, Bigotry and Isolation</b> Jeffrey S. Brooks, Noelle Witherspoon-Arnold <i>Series: Educational Leadership for Social Justice</i>	2013	\$45.99 9781623961565	\$85.99 9781623961572
<b>Contemporary Uses of Technology in K-12 Physical Education: Policy, Practice, and Advocacy</b> Steve Sanders, Lisa Witherspoon <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2013	\$45.99 978-1-61735-959-0	\$85.99 978-1-61735-960-6
<b>Courageous Pedagogy: Enacting Critical Science Education</b> Andrew Gilbert <i>Series: Critical Constructions: Studies on Education and Society</i>	2013	\$45.99 9781623960674	\$85.99 9781623960681
<b>Crises Of Identifying: Negotiating And Mediating Race, Gender, And Disability Within Family And Schools</b> Dymaneke D. Mitchell <i>Series: Educational Leadership for Social Justice</i>	2013	\$45.99 9781623960919	\$85.99 9781623960926
<b>Cultural Competence in America's Schools: Leadership, Engagement and Understanding</b> Bruce Anthony Jones, Edwin J. Nichols <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2013	\$45.99 9781623961749	\$85.99 9781623961756
<b>Curriculum and Teaching Dialogue: Volume 14 numbers 1 &amp; 2</b> David J. Flinders, P. Bruce Uhrmacher <i>Series: Curriculum &amp; Teaching Dialogue</i>	2013	\$45.99 9781623960223	\$85.99 9781623960230
<b>A Curriculum of Imagination in an Era of Standardization: An Imaginative Dialogue with Maxine Greene and Paulo Freire</b> Robert Lake <i>Series: Landscapes of Education</i>	2013	\$45.99 9781623962654	\$85.99 9781623962661

<b>Dangerous Counterstories in The Corporate Academy:</b> Narrating for understanding, solidarity, resistance, and community in the age of Neoliberalism Emily A. Daniels, Brad J. Porfilio <i>Series: Critical Constructions: Studies on Education and Society</i>	2013	\$45.99 9781623961237	\$85.99 9781623961244
<b>Demystifying Career Paths after Graduate School:</b> A Guide for Second Language Professionals in Higher Education Ryuko Kubota, Yilin Sun <i>Series: Contemporary Language Education</i>	2013	\$45.99 9781623960346	\$85.99 9781623960353
<b>Distance Education:</b> Statewide, Institutional, and International Applications of Distance Education Michael Simonson <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2013	\$45.99 9781623962746	\$85.99 9781623962753
<b>Dystopia &amp; Education:</b> Insights into Theory, Praxis, and Policy in an Age of Utopia-Gone-Wrong Jessica A. Heybach, Eric C. Sheffield <i>Series: Studies in the Philosophy of Education</i>	2013	\$45.99 9781623962838	\$85.99 9781623962845
<b>The Economic Status of the Hispanic Population:</b> Selected Essays Marie T. Mora, Alberto Dávila <i>Series: The Hispanic Population in the United States</i>	2013	\$45.99 9781623961862	\$85.99 9781623961879
<b>Educating About Social Issues in the 20th and 21st Centuries Vol. 2:</b> A Critical Annotated Bibliography Samuel Totten, Jon Pedersen <i>Series: Research in Curriculum and Instruction</i>	2013	\$45.99 9781623961626	\$85.99 9781623961633
<b>Educating Asian Americans:</b> Achievement, Schooling, and Identities Russell Endo, Xue Lan Rong <i>Series: Research on the Education of Asian Pacific Americans</i>	2013	\$45.99 9781623962135	\$85.99 9781623962142
<b>Education Reform:</b> Confronting the Secular Ideal Craig S. Engelhardt	2013	\$45.99 9781623963224	\$85.99 9781623963231
<b>Educational Leadership:</b> Building Bridges Among Ideas, Schools, And Nations Christa Boske <i>Series: Educational Leadership for Social Justice</i>	2013	\$45.99 978-1-61735-989-7	\$85.99 978-1-61735-990-3
<b>Emerging Practices in International Development Evaluation</b> Stewart I. Donaldson, Tarek Azzam, Ross F. Conner <i>Series: Evaluation and Society</i>	2013	\$45.99 978-1-62396-183-1	\$85.99 978-1-62396-184-8
<b>Exploring the School Choice Universe:</b> Evidence and Recommendations Gary Miron, Kevin G. Welner, Patricia H. Hinchey, William J. Mathis <i>Series: The National Education Policy Center Series</i>	2013	\$39.99 9781623960438	\$85.99 9781623960445
<b>Going Back for Our Future:</b> Carrying Forward the Spirit of Pioneers of Science Education Jon Pedersen, Kevin D. Finson, Barbara S. Spector, Paul Jablon <i>Series: Pioneers of Science Education</i>	2013	\$45.99 9781623962531	\$85.99 9781623962548
<b>Great Leaders Equal Great Schools:</b> Alliances and Discourse for Educational Reform Autumn Cyrès <i>Series: Leaders, Schools, and Change</i>	2013	\$45.99 9781623960131	\$85.99 9781623960148
<b>Handbook of Educational Theories</b> Beverly Irby, Genevieve H. Brown, Rafael Lara-Aiecio, Dr. Shirley A. Jackson	2013	\$100 978-1-61735-865-4	\$200 978-1-61735-866-1
<b>History Education and the Construction of National Identities</b> Mario Carretero, Mikel Asensio, María Rodríguez-Moneo <i>Series: International Review of History Education</i>	2013	\$45.95 978-1-61735-935-4	\$85.95 978-1-61735-936-1
<b>I Had No Idea:</b> Clinical Simulations for Teacher Development Benjamin H. Dotger	2013	\$45.99 9781623961954	\$85.99 9781623961961
<b>Identifying and Recruiting Language Teachers:</b> A Research-Based Approach Peter B. Swanson <i>Series: Contemporary Language Education</i>	2013	\$45.99 978-1-61735-856-2	\$85.99 978-1-61735-857-9
<b>Improving Urban Schools:</b> Equity and Access in K-16 STEM Education Mary Margaret Capraro, Robert M. Capraro, Chance W. Lewis <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2013	\$45.99 9781623962302	\$85.99 9781623962319
<b>In Their Own Words:</b> A Journey to the Stewardship of the Practice in Education Jill Alexa Perry, David Lee Carlson	2013	\$45.99 9781623962562	\$85.99 9781623962579
<b>Indigenous Peoples:</b> Education and Equity Rhonda G. Craven, Gawaiian Bodkin-Andrews, Janet Mooney <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i>	2013	\$45.99 978-1-61735-962-0	\$85.99 978-1-61735-963-7
<b>Informing the Practice of Teaching Using Formative and Interim Assessment:</b> A Systems Approach Robert W. Lissitz <i>Series: The MARCES Book Series</i>	2013	\$45.99 9781623961114	\$85.99 9781623961121

<b>Integrative Strategies for the K-12 Social Studies Classroom</b> Timothy Lintner <i>Series: Teaching and Learning Social Studies</i>	2013	\$45.99 9781623960827	\$85.99 9781623960834
<b>The Interdependence of Teaching and Learning</b> Bryant Griffith, Douglas J. Loveless	2013	\$45.99 9781623961411	\$85.99 9781623961428
<b>Interplays Between Dialogical Learning and Dialogical Self</b> M. Beatrice Ligorio, Margarida César <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2013	\$45.99 9781623960643	\$85.99 9781623960650
<b>Intersection of Service and Learning: Research and Practice in the Second Language Classroom</b> Gregory Thompson	2013	\$45.99 978-1-61735-892-0	\$85.99 978-1-61735-893-7
<b>The Language of Peace: Communicating to Create Harmony</b> Rebecca L. Oxford <i>Series: Peace Education</i>	2013	\$45.99 9781623960940	\$85.99 9781623960957
<b>A Learner Centered Approach To Online Education</b> Lisa Harrell	2013	\$45.99 9781623962920	\$85.99 9781623962937
<b>Learning from the Boys: Looking Inside the Reading Lives of Three Adolescent Boys</b> Valarie G. Lee <i>Series: Literacy, Language and Learning</i>	2013	\$45.99 978-1-61735-977-4	\$85.99 978-1-61735-978-1
<b>Learning Throughout Life: An Intergenerational Perspective</b> Robert D. Strom, Paris S. Strom <i>Series: Lifespan Learning</i>	2013	\$45.99 9781623960469	\$85.99 9781623960476
<b>Learning to Learn with Integrative Learning Technologies (ILT): A Practical Guide for Academic Success (Chinese Edition)</b> Anastasia Kitsantas, Nada Dabbagh	2013	\$45.99 9781623962241	\$85.99 9781623962258
<b>The Left Handed Curriculum: Creative Experiences for Empowering Teachers</b> Morna M. McDermott	2013	\$45.99 9781623961770	\$85.99 9781623961787
<b>Making Sense of Infinite Uniqueness: The Emerging System of Idiographic Science</b> Sergio Salvatore, Alessandro Gennaro, Jaan Valsiner <i>Series: Yearbook of Idiographic Science</i>	2013	\$45.99 9781623960254	\$85.99 9781623960261
<b>Mathematics Teacher Education in the Public Interest: Equity and Social Justice</b> Laura J. Jacobsen, Jean Mistele, Bharath Sriraman <i>Series: Cognition, Equity &amp; Society: International Perspectives</i>	2013	\$45.99 9781617359682	\$85.99 9781617359699
<b>More than a Curriculum: Education for Peace and Development</b> Johan Galtung, S. P. Udayakumar <i>Series: Peace Education</i>	2013	\$45.99 978-1-61735-547-9	\$85.99 978-1-61735-548-6
<b>Navigating the Academic Career: Common Issues and Uncommon Strategies</b> Victor N. Shaw	2013	\$45.99 9781623961176	\$85.99 9781623961183
<b>New Directions in Social Education Research: The Influence of Technology and Globalization on the Lives of Students</b> Brad M. Maguth <i>Series: Research in Social Education</i>	2013	\$45.99 9781623960018	\$85.99 9781623960025
<b>On the Move: Mobile Learning for Development</b> Wanjira Kinuthia, Stewart Marshall <i>Series: Educational Design and Technology in the Knowledge Society</i>	2013	\$45.99 9781623963071	\$85.99 9781623963088
<b>Perspectives and Provocations in Early Childhood Education</b> Vivian Vasquez, Jeffrey Wood	2013	\$45.99 978-1-61735-965-1	\$85.99 978-1-61735-966-8
<b>Principal 2.0: Technology and Educational Leadership</b> Matthew Militello, Jennifer Friend	2013	\$45.99 9781623963019	\$85.99 9781623963026
<b>Promising Practices for Engaging Families in Literacy</b> Holly Kreider, Margaret Caspe, Diana Hiatt-Michael <i>Series: Family School Community Partnership Issues</i>	2013	\$45.99 9781623962982	\$85.99 9781623962999
<b>Promising Practices for Fathers' Involvement in Children's Education</b> Hsiu-Zu Ho, Diana Hiatt-Michael <i>Series: Family School Community Partnership Issues</i>	2013	\$45.99 978-1-61735-950-7	\$85.99 978-1-61735-951-4
<b>Queer South Rising: Voices of a Contested Place</b> Reta Ugena Whitlock <i>Series: Landscapes of Education</i>	2013	\$45.99 9781623961688	\$85.99 9781623961695
<b>Reflections From The Field: How Coaching Made Us Better Teachers</b> Eric J. DeMeulenaere, Colette N. Cann, James E. McDermott, Chad R. Malone	2013	\$24.99 9781623962685	\$49.99 9781623962692
<b>Research on Technology in English Education</b> Carl A. Young, Sara Kajder <i>Series: Research, Innovation and Methods in Educational Technology</i>	2013	\$45.99 9781623960858	\$85.99 9781623960865

<b>Situating Inquiry: Expanded Venues for Music Education Research</b> Linda K. Thompson, Mark Robin Campbell <i>Series: Advances in Music Education Research</i>	2013	\$45.99 978-1-61735-895-1	\$85.99 978-1-61735-896-8
<b>Structural Equation Modeling: A Second Course (2nd ed.)</b> Gregory R. Hancock, Ralph O. Mueller <i>Series: Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i>	2013	\$45.99 9781623962449	\$85.99 9781623962456
<b>Studies and Global Perspectives of Second Language Teaching and Learning</b> John W. Schwieter, PhD <i>Series: Research in Second Language Learning</i>	2013	\$45.99 9781623962104	\$85.99 9781623962111
<b>Sustainability, Growth, and Globalization: A Social Science Perspective</b> James E. Davis, Richard A. Diem <i>Series: International Social Studies Forum: The Series</i>	2013	\$45.99 9781623962470	\$85.99 9781623962487
<b>Teacher Education for Social Justice: Perspectives and Lessons Learned</b> Luciana C. de Oliveira	2013	\$45.99 9781623961084	\$85.99 9781623961091
<b>Timeless Teachers and Ethical Visions</b> K. K. Kuriakose	2013	\$45.99 9781623961299	\$85.99 9781623961305
<b>Visual Data and Their Use in Science Education</b> Kevin D. Finson, Jon Pedersen	2013	\$45.99 9781623962043	\$85.99 9781623962050
<b>Why Public Schools?: Voices from the U.S. and Canada</b> Jenice L. View, Daniel A. Laitsch, Penelope M. Earley	2013	\$45.99 9781623961053	\$85.99 9781623961060
<b>The 'Other' Students: Filipino Americans, Education, and Power</b> Dina C. Maramba, Rick Bonus	2012	\$45.99 9781623960735	\$85.99 9781623960742
<b>10 Great Curricula: Lived Conversations of Progressive, Democratic Curricula in School and Society</b> Thomas S. Poetter	2012	\$45.99 978-1-61735-611-7	\$85.99 978-1-61735-612-4
<b>The 21st Century Parent: Multicultural Parent Engagement Leadership Strategies Handbook</b> Mary Johnson	2012	\$45.99 978-1-61735-853-1	\$85.99 978-1-61735-854-8
<b>Advances in Special Education Research and Praxis in Selected Countries of Africa, Caribbean and the Middle East</b> Kagendo Mutua, Cynthia Szymanski Sunal <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i>	2012	\$45.99 978-1-61735-771-8	\$85.99 978-1-61735-772-5
<b>African American Males and Education: Researching the Convergence of Race and Identity</b> T. Elon Dancy II, M. Christopher Brown <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i>	2012	\$45.99 978-1-61735-941-5	\$85.99 978-1-61735-942-2
<b>American Educational History Journal: VOLUME 39, NUMBERS 1 &amp; 2 2012</b> Paul J. Ramsey <i>Series: American Educational History Journal</i>	2012	\$45.99 9781623960070	\$85.99 9781623960087
<b>Approaches to Studying the Enacted Mathematics Curriculum</b> Dan Heck, Kathryn Chval, Iris Weiss, Steven W. Ziebarth <i>Series: Research in Mathematics Education</i>	2012	\$45.99 978-1-61735-877-7	\$85.99 978-1-61735-878-4
<b>Autism Spectrum Disorders: Inclusive Community for the 21st Century</b> Julie A. Deisinger, Sandra Burkhardt, Timothy J. Wahlberg, Anthony F. Rotatori, Festus E. Obiakor <i>Series: Contemporary Perspectives in Special Education</i>	2012	\$45.99 978-1-61735-780-0	\$85.99 978-1-61735-781-7
<b>Best Practices of Online Education: A Guide for Christian Higher Education</b> Mark A. Maddix, James R. Estep, Mary E. Lowe	2012	\$29.99 978-1-61735-768-8	\$69.99 978-1-61735-769-5
<b>The Bilingual School in the United States: A Documentary History</b> Paul J. Ramsey <i>Series: Research in Bilingual Education</i>	2012	\$45.99 978-1-61735-798-5	\$85.99 978-1-61735-799-2
<b>Black Graduate Education at Historically Black Colleges and Universities</b> Robert T. Palmer, Adriel A. Hilton, Tiffany Patrice Fountaine	2012	\$45.99 978-1-61735-850-0	\$85.99 978-1-61735-851-7
<b>Black Males in Postsecondary Education: Examining their Experiences in Diverse Institutional Contexts</b> Adriel A. Hilton, J. Luke Wood, Chance W. Lewis <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2012	\$45.99 978-1-61735-932-3	\$85.99 978-1-61735-933-0
<b>The Brother Code: Manhood and Masculinity among African American Men in College</b> T. Elon Dancy II <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i>	2012	\$45.99 978-1-61735-760-2	\$85.99 978-1-61735-761-9
<b>Can Educators Make a Difference?: Experimenting with, and Experiencing, Democracy in Education</b> Paul R. Carr, David Zyngier, Marc Pruyin <i>Series: Critical Constructions: Studies on Education and Society</i>	2012	\$45.99 978-1-61735-813-5	\$85.99 978-1-61735-814-2

<b>Canaries Reflect on the Mine:</b> Dropouts' Stories of Schooling Jeanne Cameron <i>Series: Research for Social Justice: Personal~Passionate~Participatory</i>	2012	\$29.99 978-1-61735-998-9	\$59.99 978-1-61735-999-6
<b>Care &amp; Advocacy:</b> Narratives from a School for Immigrant Youth Jo Bennett <i>Series: Educational Leadership for Social Justice</i>	2012	\$45.99 978-1-61735-659-9	\$85.99 978-1-61735-660-5
<b>The Changing Nature of Instructional Leadership in the 21st Century</b> Alan R. Shoho, Bruce G. Barnett, Autumn K. Tooms <i>Series: International Research on School Leadership</i>	2012	\$45.99 978-1-61735-938-5	\$85.99 978-1-61735-939-2
<b>Classical Social Theory in Use:</b> Interpretation and Application for Educators and Other Non-Specialists Robert Bickel	2012	\$45.99 9781623960704	\$85.99 9781623960711
<b>Co-Teaching and Other Collaborative Practices in The EFL/ESL Classroom:</b> Rationale, Research, Reflections, And Recommendations Andrea Honigsfeld, Maria G. Dove	2012	\$45.99 978-1-61735-686-5	\$85.99 978-1-61735-687-2
<b>Computers and Their Impact on State Assessments:</b> Recent History and Predictions for the Future Robert W. Lissitz, Hong Jiao <i>Series: The MARCES Book Series</i>	2012	\$45.99 978-1-61735-725-1	\$85.99 978-1-61735-726-8
<b>Contemporary Challenges Confronting School Leaders</b> Michael DiPaola, Patrick B. Forsyth <i>Series: Research and Theory in Educational Administration</i>	2012	\$45.99 978-1-61735-927-9	\$85.99 978-1-61735-928-6
<b>Contemporary Perspectives on Research in Creativity in Early Childhood Education</b> Olivia Saracho <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2012	\$45.99 978-1-61735-740-4	\$85.99 978-1-61735-741-1
<b>Contemporary Science Teaching Approaches:</b> Promoting Conceptual Understanding in Science Dr. Funda Ornek, Dr. Issa M. Saleh	2012	\$45.99 978-1-61735-608-7	\$85.99 978-1-61735-609-4
<b>Contemporary Social Studies:</b> An Essential Reader William B. Russell III, Ph.D. <i>Series: Teaching and Learning Social Studies</i>	2012	\$45.99 978-1-61735-671-1	\$85.99 978-1-61735-672-8
<b>Contemporary Voices From The Margin:</b> African Educators on African and American Education Omiunota N. Ukpokodu, Peter Ukpokodu	2012	\$45.99 978-1-61735-795-4	\$85.99 978-1-61735-796-1
<b>Conversations about Adult Learning in Our Complex World</b> Carrie J. Boden McGill, Kathleen P. King <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2012	\$45.99 9781623960766	\$85.99 9781623960773
<b>Creating Socially Responsible Citizens:</b> Cases from the Asia-Pacific Region John J. Cogan, David L. Grossman <i>Series: Research in Social Education</i>	2012	\$45.99 978-1-61735-953-8	\$85.99 978-1-61735-954-5
<b>Critical Small Schools:</b> Beyond Privatization in New York City Urban Educational Reform Maria Hantzopoulos, Alia R. Tyner-Mullings	2012	\$45.99 978-1-61735-683-4	\$85.99 978-1-61735-684-1
<b>Crossroads in the History of Mathematics and Mathematics Education</b> Bharath Sriraman <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2012	\$45.99 978-1-61735-704-6	\$85.99 978-1-61735-705-3
<b>Curriculum and Teaching Dialogue Volume 13, 1 &amp; 2</b> David J. Flinders, P. Bruce Uhrmacher <i>Series: Curriculum &amp; Teaching Dialogue</i>	2012	\$45.99 978-1-61735-605-6	\$85.99 978-1-61735-606-3
<b>The Demography of the Hispanic Population:</b> Selected Essays Richard R. Verdugo <i>Series: The Hispanic Population in the United States</i>	2012	\$45.99 978-1-61735-680-3	\$85.99 978-1-61735-681-0
<b>Designing Problem-Driven Instruction with Online Social Media</b> Kay Kyeong-Ju Seo, Debra A. Pellegrino, Chalee Engelhard	2012	\$45.99 978-1-61735-644-5	\$85.99 978-1-61735-645-2
<b>Dialogue and Difference in a Teacher Education Program:</b> A 16-Year Sociocultural Study of a Professional Development School Marilyn Johnston-Parsons	2012	\$45.99 978-1-61735-765-7	\$85.99 978-1-61735-766-4
<b>Educated for Change?:</b> Muslim Refugee Women in the West Patricia Buck, Rachel Silver <i>Series: Education Policy in Practice: Critical Cultural Studies</i>	2012	\$45.99 978-1-61735-620-9	\$85.99 978-1-61735-621-6
<b>Educating About Social Issues in the 20th and 21st Centuries Vol 1:</b> A Critical Annotated Bibliography Samuel Totten, Jon Pedersen <i>Series: Research in Curriculum and Instruction</i>	2012	\$45.99 978-1-61735-572-1	\$85.99 978-1-61735-573-8
<b>The Education of the Hispanic Population:</b> Selected Essays	2012	\$45.99	\$85.99

Billie Gastic, Richard R. Verdugo <i>Series: The Hispanic Population in the United States</i>		978-1-61735-956-9	978-1-61735-957-6
<b>Education-Based Incarceration and Recidivism: The Ultimate Social Justice Crime Fighting Tool</b> Brian D. Fitch, Anthony H. Normore <i>Series: Educational Leadership for Social Justice</i>	2012	\$45.99 978-1-61735-710-7	\$85.99 978-1-61735-711-4
<b>Educational Leaders Encouraging the Intellectual and Professional Capacity of Others: A Social Justice Agenda</b> Elizabeth Murakami-Ramalho, Anita McCoskey Pankake <i>Series: Educational Leadership for Social Justice</i>	2012	\$45.99 978-1-61735-623-0	\$85.99 978-1-61735-624-7
<b>The Educator's Guide to Linguistics: A Textbook for Language Teachers</b> Tatiana Gordon	2012	\$45.99 978-1-61735-880-7	\$85.99 978-1-61735-881-4
<b>Encouraging a Continuing Personal Investment in Learning: Motivation as an Instructional Outcome</b> Martin L. Maehr	2012	\$45.99 978-1-61735-713-8	\$85.99 978-1-61735-714-5
<b>Encyclopedia of Sports &amp; Recreation for People with Visual Impairments</b> Andrew Leibs <i>Series: Critical Concerns in Blindness</i>	2012	\$45.99 9781623960407	\$85.99 9781623960414
<b>Esperanza School: A Grassroots Community School in Honduras</b> Eloisa Rodriguez <i>Series: Research for Social Justice: Personal~Passionate~Participatory</i>	2012	\$45.99 978-1-61735-689-6	\$85.99 978-1-61735-690-2
<b>Ethics and International Curriculum Work: The Challenges of Culture and Context</b> Terrence C. Mason, Robert J. Helfenbein	2012	\$45.99 978-1-61735-844-9	\$85.99 978-1-61735-845-6
<b>Excursions and Recursions: Through Power, Privilege, and Praxis</b> Brandon Sams, Jennifer Job, James C. Jupp <i>Series: Curriculum and Pedagogy</i>	2012	\$45.99 978-1-61735-980-4	\$85.99 978-1-61735-981-1
<b>Fostering Global Citizenship: Through Faculty-Led International Programs</b> Jo Beth Mullens, Pru Cuper	2012	\$45.99 978-1-61735-831-9	\$85.99 978-1-61735-832-6
<b>Higher Education in The Caribbean: Research, Challenges And Prospects</b> Austin Ezenne	2012	\$45.99 978-1-61735-556-1	
<b>History Wars and The Classroom: Global Perspectives</b> Tony Taylor, Robert Guyver <i>Series: Studies in the History of Education</i>	2012	\$45.99 978-1-61735-526-4	\$85.99 978-1-61735-527-1
<b>Human Resources Management In Education: Developing Countries Perspectives</b> Austin Ezenne	2012	\$45.99 978-1-61735-558-5	
<b>Ignoring Poverty in the U.S.: The Corporate Takeover of Public Education</b> P. L. Thomas	2012	\$45.99 978-1-61735-783-1	\$85.99 978-1-61735-784-8
<b>Images of Time: The Role of an Historical Consciousness of Time in Learning History</b> Arie Wilschut	2012	\$45.99 978-1-61735-906-4	\$85.99 978-1-61735-907-1
<b>Impacts of Teacher Evaluation and Professional Development on Student Outcomes</b> Edward Crowe, Rena F. Subotnik <i>Series: Levers of Change</i>	2012	\$45.99 978-1-61735-862-3	\$85.99 978-1-61735-863-0
<b>Instructional Strategies for Improving Students' Learning: Focus on Early Reading and Mathematics</b> Jerry Carlson, Joel R. Levin <i>Series: Psychological Perspectives on Contemporary Educational Issues</i>	2012	\$45.99 978-1-61735-629-2	\$85.99 978-1-61735-630-8
<b>Instructional Technology: The Definition and Domains of the Field</b> Barbara B. Seels, Rita C. Richey	2012	\$25.99 978-1-61735-904-0	
<b>International Perspectives on Teacher Stress</b> Christopher McCarthy, Richard Lambert, Annette Ullrich <i>Series: Research on Stress and Coping in Education</i>	2012	\$45.99 978-1-61735-915-6	\$85.99 978-1-61735-916-3
<b>John Dewey and the Dawn of Social Studies: Unraveling Conflicting Interpretations of the 1916 Report</b> C. Gregg Jorgensen <i>Series: Studies in the History of Education</i>	2012	\$45.99 978-1-61735-716-9	\$85.99 978-1-61735-717-6
<b>Juggling Flaming Chain Saws: Academics in Educational Leadership Try to Balance Work and Family</b> Joanne M. Marshall, Jeffrey S. Brooks, Kathleen M. Brown, Leslie Hazle Bussey, Bonnie Fusarelli, Mark A. Gooden, Catherine A. Lugg, Latish C. Reed, George Theoharis <i>Series: Work-Life Balance</i>	2012	\$45.99 978-1-61735-909-5	\$85.99 978-1-61735-910-1
<b>Leadership from the Ground Up: Effective Schooling in Traditionally Low Performing Schools</b> Michele A. Acker-Hocevar, Marta I. Cruz-Janzen, Cynthia L. Wilson <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i>	2012	\$45.99 978-1-61735-650-6	\$85.99 978-1-61735-651-3

<b>Learning From Media 2nd Ed.:</b> Arguments, Analysis, and Evidence Richard E. Clark <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2012	\$45.99 978-1-61735-810-4	\$85.99 978-1-61735-811-1
<b>Let the Music Play!:</b> Harnessing the Power of Music for History and Social Studies Classrooms Anthony M. Pellegrino, Christopher Dean Lee <i>Series: Teaching and Learning Social Studies</i>	2012	\$45.99 978-1-61735-792-3	\$85.99 978-1-61735-793-0
<b>Living Faithfully:</b> The Transformation of Washington School Frances Schoonmaker	2012	\$45.99 978-1-61735-707-7	\$85.99 978-1-61735-708-4
<b>Moving Images:</b> Effective Teaching with Film and Television in Management Jon Billsberry, Pauline Leonard	2012	\$45.99 978-1-61735-874-6	\$85.99 978-1-61735-875-3
<b>Musical Childhoods of Asia and the Pacific</b> Chee-Hoo Lum, Peter Whiteman <i>Series: Advances in Music Education Research</i>	2012	\$45.99 978-1-61735-774-9	\$85.99 978-1-61735-775-6
<b>Operation Pied Piper:</b> The Wartime Evacuation of Schoolchildren from London and Berlin 1938-46 Niko Gärtner	2012	\$19.99 978-1-61735-901-9	\$30 978-1-61735-902-6
<b>Participatory Evaluation Up Close:</b> An Integration of Research-Based Knowledge J. Bradley Cousins, Jill Anne Chouinard <i>Series: Evaluation and Society</i>	2012	\$45.99 978-1-61735-801-2	\$85.99 978-1-61735-802-9
<b>Pathways to Transformation:</b> Learning in Relationship Carrie J. Boden McGill, Sola M. Kippers <i>Series: Innovative Perspectives of Higher Education: Research, Theory and Practice</i>	2012	\$45.99 978-1-61735-837-1	\$85.99 978-1-61735-838-8
<b>Pedagogies of Deveiling:</b> Muslim Girls and the Hijab Discourse Manal Hamzeh <i>Series: Critical Constructions: Studies on Education and Society</i>	2012	\$45.99 978-1-61735-722-0	\$85.99 978-1-61735-723-7
<b>Peer Relationships and Adjustment at School</b> Allison M. Ryan, Gary W. Ladd <i>Series: Adolescence and Education</i>	2012	\$45.99 978-1-61735-807-4	\$85.99 978-1-61735-808-1
<b>Placing Practitioner Knowledge at the Center of Teacher Education:</b> Rethinking the Policies and Practices of the Education Doctorate Margaret Macintyre Latta, Susan Wunder <i>Series: Education Policy in Practice: Critical Cultural Studies</i>	2012	\$45.99 978-1-61735-737-4	\$85.99 978-1-61735-738-1
<b>Pressing Forward:</b> Increasing and Expanding Rigor and Relevance in America's High Schools Becky Smerdon, Kathryn M. Borman <i>Series: Research on High School and Beyond</i>	2012	\$45.99 978-1-61735-596-7	\$85.99 978-1-61735-597-4
<b>Putting it into Practice:</b> Developing Student Critical Thinking Skills in Teacher Education – the Models, Methods, Experiences and Results Paula Jones, Debbie Haydon	2012	\$45.99 978-1-61735-674-2	\$85.99 978-1-61735-675-9
<b>Reforming Legal Education:</b> Law Schools at the Crossroads David M. Moss, Debra Moss Curtis	2012	\$45.99 978-1-61735-859-3	\$85.99 978-1-61735-860-9
<b>Reframing Financial Literacy:</b> Exploring the Value of Social Currency Thomas A. Lucey, James D. Laney	2012	\$45.99 978-1-61735-719-0	\$85.99 978-1-61735-720-6
<b>Refugee and Immigrant Students:</b> Achieving Equity in Education Florence E. McCarthy, Margaret H. Vickers <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i>	2012	\$45.99 978-1-61735-840-1	\$85.99 978-1-61735-841-8
<b>Researching and Teaching Social Issues:</b> The Personal Stories and Pedagogical Efforts of Professors of Education Samuel Totten, Jon Pedersen	2012	\$45.99 978-1-61735-746-6	
<b>The Skinny on Teaching:</b> What You Don't Learn in Graduate School J. M. Anderson, Ph.D.	2012	\$29.99 978-1-61735-602-5	\$49.99 978-1-61735-603-2
<b>Snapshots of School Leadership in the 21st Century:</b> Perils and Promises of Leading for Social Justice, School Improvement, and Democratic Community Michele A. Acker-Hocevar, Julia Ballenger, Ph.D., A. William Place, Ph.D., Gary Ivory, Ed.D. <i>Series: UCEA Leadership Series</i>	2012	\$45.99 978-1-61735-898-2	\$85.99 978-1-61735-899-9
<b>Social Justice Leadership for a Global World</b> Cynthia Gerstl-Pepin, Judith A. Aiken <i>Series: Educational Leadership for Social Justice</i>	2012	\$45.99 978-1-61735-924-8	\$85.99 978-1-61735-925-5
<b>Striving for Balance, Steadfast in Faith:</b> The Notre Dame Study of U.S. Catholic Elementary School Principals Ronald J. Nuzzi, Anthony C. Holter, James M. Frabutt	2012	\$29.99 9781623960889	\$39.99 9781623960896
<b>Struggling for Inclusion:</b> Educational Leadership in a Neo-Liberal World James Ryan <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i>	2012	\$45.99 978-1-61735-626-1	\$85.99 978-1-61735-627-8

<b>Student Engagement in Urban Schools: Beyond Neoliberal Discourses</b> Brenda J. McMahon, John P. Portelli <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i>	2012	\$45.99 978-1-61735-731-2	\$85.99 978-1-61735-732-9
<b>Supplemental Readings for Educators</b> Tom Scheft	2012	\$19.99 978-1-61735-930-9	
<b>Taking on a Learning Disability: At the Crossroads of Special Education and Adolescent Literacy Learning</b> Erin McCloskey	2012	\$45.99 978-1-61735-786-2	\$85.99 978-1-61735-787-9
<b>Taking Your Course Online: An Interdisciplinary Journey</b> Kathleen M. Torrens, José A. Amador	2012	\$45.99 978-1-61735-593-6	\$85.99 978-1-61735-594-3
<b>Teacher Certification and the Professional Status of Teaching in North America: The New Battleground for Public Education</b> Peter P. Grimmert, Jon C. Young, Claude Lessard	2012	\$45.99 978-1-61735-575-2	\$85.99 978-1-61735-576-9
<b>Teachers Sourcebook for Extensive Reading</b> George Jacobs, Thomas S.C. Farrell	2012	\$45.99 978-1-61735-777-0	\$85.99 978-1-61735-778-7
<b>Teachers' Roles in Second Language Learning: Classroom Applications of Sociocultural Theory</b> Bogum Yoon, Hoe Kyeung Kim <i>Series: Research in Second Language Learning</i>	2012	\$45.99 978-1-61735-847-0	\$85.99 978-1-61735-848-7
<b>Teaching Again: A Professor's Tale of Returning to a Ninth Grade Classroom</b> Thomas S. Poetter	2012	\$45.99 978-1-61735-871-5	\$85.99 978-1-61735-872-2
<b>Technology-Based Assessments for 21st Century Skills: Theoretical and Practical Implications from Modern Research</b> Michael C. Mayrath, Jody Clarke-Midura, Daniel H. Robinson, Gregory Schraw <i>Series: Current Perspectives on Cognition, Learning and Instruction</i>	2012	\$45.99 978-1-61735-632-2	\$85.99 978-1-61735-633-9
<b>Transcendental Learning: The Educational Legacy of Alcott, Emerson, Fuller, Peabody and Thoreau</b> John P. Miller	2012	\$30 978-1-61735-584-4	\$55 978-1-61735-585-1
<b>Trends and Issues in Distance Education 2nd Edition: International Perspectives</b> Lya Visser, Yusra Laila Visser, Ray Amirault, Michael Simonson <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2012	\$45.99 978-1-61735-828-9	\$85.99 978-1-61735-829-6
<b>Understanding Service-Learning and Community Engagement: Crossing Boundaries through Research</b> Julie A. Hatcher, Robert G. Bringle <i>Series: Advances in Service-Learning Research</i>	2012	\$39.99 978-1-61735-656-8	\$85.99 978-1-61735-657-5
<b>Young Children and the Arts: Nurturing Imagination and Creativity</b> Carol Korn-Bursztyn	2012	\$45.99 978-1-61735-743-5	\$85.99 978-1-61735-744-2
<b>Adult Learning and Relationships</b> Paris S. Strom, Robert D. Strom <i>Series: Lifespan Learning</i>	2011	\$45.99 978-1-61735-387-1	\$85.99 978-1-61735-388-8
<b>American Educational History Journal: VOLUME 38, NUMBER 1 &amp; 2 2011</b> J. Wesley Null <i>Series: American Educational History Journal</i>	2011	\$45.99 978-1-61735-511-0	\$85.99 978-1-61735-512-7
<b>Asian American Education: Identities, Racial Issues, and Languages</b> Xue Lan Rong, Russell Endo <i>Series: Research on the Education of Asian Pacific Americans</i>	2011	\$45.99 978-1-61735-461-8	\$85.99 978-1-61735-462-5
<b>Assessing Students in the Margin: Challenges, Strategies, and Techniques</b> Michael Russell, Maureen Kavanaugh	2011	\$45.99 978-1-61735-314-7	\$85.99 978-1-61735-315-4
<b>Assessment of Higher Order Thinking Skills</b> Gregory Schraw, Daniel H. Robinson <i>Series: Current Perspectives on Cognition, Learning and Instruction</i>	2011	\$45.99 978-1-61735-505-9	\$85.99 978-1-61735-506-6
<b>At a Crossroads: The Educational Leadership Professoriate in the 21st Century</b> Donald G. Hackmann, Martha M. McCarthy <i>Series: UCEA Leadership Series</i>	2011	\$45.99 978-1-61735-478-6	\$85.99 978-1-61735-479-3
<b>Attitude Research in Science Education: Classic and Contemporary Measurements</b> Dr. Issa M. Saleh, Dr. Myint Swe Khine	2011	\$45.99 978-1-61735-324-6	\$85.99 978-1-61735-325-3
<b>Beyond Ethics to Post-Ethics: A Preface to a New Theory of Morality and Immorality</b> Peter Baofu	2011	\$45.99 978-1-61735-311-6	\$85.99 978-1-61735-312-3
<b>Building a Peaceful Society: Creative Integration of Peace Education</b> Laura Finley <i>Series: Peace Education</i>	2011	\$45.99 978-1-61735-456-4	\$85.99 978-1-61735-457-1
<b>Career Development in Higher Education</b> Jeff L. Samide, Grafton T. Eliason, John Patrick	2011	\$45.99 978-1-61735-508-0	\$85.99 978-1-61735-509-7

Series: *Issues in Career Development*

<b>A Century of Leadership:</b> Biographies of Kappa Delta Pi Presidents O. L. Davis, Mindy Spearman Series: <i>Research in Curriculum and Instruction</i>	2011	\$45.99 978-1-61735-647-6	\$85.99 978-1-61735-648-3
<b>CLASH!:</b> Superheroic Yet Sensible Strategies for Teaching the New Literacies Despite the Status Quo Sandra Vavra, Sharon L. Spencer	2011	\$45.99 978-1-61735-517-2	\$85.99 978-1-61735-518-9
<b>Clinical Teacher Education:</b> Reflections From an Urban Professional Development School Network Chara Haeussler Bohan, Joyce E. Many Series: <i>Readings in Educational Thought</i>	2011	\$45.99 978-1-61735-423-6	\$85.99 978-1-61735-424-3
<b>Computer Games and Instruction</b> Sigmund Tobias, J. D. Fletcher	2011	\$45.99 978-1-61735-408-3	\$85.99 978-1-61735-409-0
<b>Constructing Patriotism:</b> Teaching History and Memories in Global Worlds Mario Carretero Series: <i>Advances in Cultural Psychology: Constructing Human Development</i>	2011	\$45.99 978-1-61735-339-0	\$85.99 978-1-61735-340-6
<b>The Cost-Effectiveness of 22 Approaches for Raising Student Achievement</b> Stuart S. Yeh	2011	\$45.99 978-1-61735-402-1	\$85.99 978-1-61735-403-8
<b>Creating Connections in Teaching and Learning</b> Lindy Abawi, Joan Conway, Robyn Henderson Series: <i>Research on Teaching and Learning</i>	2011	\$45.99 978-1-61735-550-9	\$85.99 978-1-61735-551-6
<b>Critical Pedagogy in the Twenty-First Century:</b> A New Generation of Scholars Curry Stephenson Malott, Brad J. Porfilio Series: <i>Critical Constructions: Studies on Education and Society</i>	2011	\$45.99 978-1-61735-330-7	\$85.99 978-1-61735-331-4
<b>Critical Qualitative Research in Second Language Studies:</b> Agency and Advocacy Kathryn A. Davis Series: <i>Contemporary Language Education</i>	2011	\$45.99 978-1-61735-384-0	\$85.99 978-1-61735-385-7
<b>Critical Times in Curriculum Thought:</b> People, Politics, and Perspectives Marcella L. Kysilka Series: <i>Studies in the History of Education</i>	2011	\$45.99 978-1-61735-227-0	\$85.99 978-1-61735-228-7
<b>Critical-Service Learning as a Revolutionary Pedagogy:</b> An International Project of Student Agency in Action Brad J. Porfilio, Heather Hickman Series: <i>Critical Constructions: Studies on Education and Society</i>	2011	\$45.99 978-1-61735-432-8	\$85.99 978-1-61735-433-5
<b>The Education of Children in Geographically Remote Regions Through Distance Education</b> Elaine Lopes, Tom O'Donoghue, Marnie O'Neill	2011	\$45.99 978-1-61735-453-3	\$85.99 978-1-61735-454-0
<b>Ekirch Festschrift</b> Kevin M. Shanley, Charles F. Howlett	2011	\$45.99 9781617354670	
<b>Epistemologies of Ignorance in Education</b> Erik Malewski, Nathalia Jaramillo	2011	\$45.99 978-1-61735-345-1	\$85.99 978-1-61735-346-8
<b>Ethnicity and Race:</b> Creating Educational Opportunities Around the Globe Elinor L. Brown, Pamela E. Gibbons Series: <i>International Advances in Education: Global Initiatives for Equity and Social Justice</i>	2011	\$45.99 978-1-61735-566-0	\$85.99 978-1-61735-567-7
<b>Examining the Assistant Principalsip:</b> New Puzzles and Perennial Challenges for the 21st Century Alan R. Shoho, Bruce G. Barnett, Autumn K. Tooms Series: <i>International Research on School Leadership</i>	2011	\$45.99 978-1-61735-617-9	\$85.99 978-1-61735-618-6
<b>Exploring Cultural Dynamics and Tensions Within Service-Learning</b> Trae Stewart, Nicole Webster	2011	\$45.99 978-1-61735-464-9	\$85.99 978-1-61735-465-6
<b>Filling in The Blanks:</b> Standardized Testing and the Black-White Achievement Gap Keena Arbuthnot Series: <i>Contemporary Perspectives in Race and Ethnic Relations</i>	2011	\$45.99 978-1-61735-441-0	\$85.99 978-1-61735-442-7
<b>Gender and Early Learning Environments</b> Beverly Irby, Genevieve H. Brown Series: <i>Research on Women and Education</i>	2011	\$45.99 978-1-61735-327-7	\$85.99 978-1-61735-328-4
<b>Getting It in Writing:</b> The Quest to Become Outstanding and Effective Teachers of Writing Deborah M. Stankevich	2011	\$45.99 978-1-61735-481-6	\$85.99 978-1-61735-482-3
<b>Globalization on the Margins:</b> Education and Post-Socialist Transformations in Central Asia Iveta Silova	2011	\$45.99 978-1-61735-200-3	\$85.99 978-1-61735-201-0
<b>Handbook on Family and Community Engagement</b> Sam Redding, Marilyn Murphy, Pam Sheley	2011	\$45.99 978-1-61735-668-1	\$85.99 978-1-61735-669-8
<b>Higher Education in Development:</b> Lessons from Sub Saharan Africa	2011	\$45.99	\$85.99

Kate Ashcroft, Philip Rayner		978-1-61735-541-7	978-1-61735-542-4
<b>Including Families and Communities in Urban Education</b> Catherine Hands, Lea Hubbard <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i>	2011	\$45.99 978-1-61735-399-4	\$85.99 978-1-61735-400-7
<b>Internationalisation in Secondary Education in Europe: A European and International Orientation in Schools Policies, Theories and Research</b> Henk Oonk, Ralf Maslowski, Greetje van der Werf	2011	\$45.99 978-1-61735-484-7	\$85.99 978-1-61735-485-4
<b>Investigating University-School Partnerships</b> Janice L. Nath, Irma N. Guadarrama, John Ramsey	2011	\$45.99 978-1-61735-372-7	\$85.99 978-1-61735-373-4
<b>John Dewey's Great Debates - Reconstructed</b> Shane Ralston	2011	\$45.99 978-1-61735-535-6	\$85.99 978-1-61735-536-3
<b>Knowing and Writing School History: The Language of Students' Expository Writing and Teachers' Expectations</b> Luciana C. de Oliveira	2011	\$45.99 978-1-61735-336-9	\$85.99 978-1-61735-337-6
<b>Latinos/as and Mathematics Education: Research on Learning and Teaching in Classrooms and Communities</b> Kip Téllez, Judit N. Moschkovich, Marta Civil <i>Series: Research in Educational Diversity and Excellence</i>	2011	\$45.99 978-1-61735-420-5	\$85.99 978-1-61735-421-2
<b>Leading Research in Educational Administration: A Festschrift for Wayne K. Hoy</b> Michael DiPaola, Patrick B. Forsyth <i>Series: Research and Theory in Educational Administration</i>	2011	\$45.99 978-1-61735-444-1	\$85.99 978-1-61735-445-8
<b>The Legacy of Middle School Leaders: In Their Own Words</b> Tracy W. Smith, C. Kenneth McEwin <i>Series: The Handbook of Resources in Middle Level Education</i>	2011	\$45.99 978-1-61735-472-4	\$85.99 978-1-61735-473-1
<b>Listening to and Learning from Students: Possibilities for Teaching, Learning, and Curriculum</b> Brian D. Schultz <i>Series: Landscapes of Education</i>	2011	\$45.99 978-1-61735-171-6	\$85.99 978-1-61735-172-3
<b>Lost in Transition: Redefining Students and Universities in the Contemporary Kyrgyz Republic</b> Alan J. DeYoung <i>Series: International Perspectives on Educational Policy, Research and Practice</i>	2011	\$45.99 978-1-61735-230-0	\$85.99 978-1-61735-231-7
<b>Me-Search and Re-Search: A Guide for Writing Scholarly Personal Narrative Manuscripts</b> Robert Nash, DeMethra LaSha Bradley	2011	\$45.99 978-1-61735-393-2	\$85.99 978-1-61735-394-9
<b>Messengers of Music: The Legacy of Julia E. Crane</b> Caron L. Collins	2011	\$45.99 978-1-61735-563-9	\$85.99 978-1-61735-564-6
<b>Multiliteracies: Beyond Text and the Written Word</b> Eugene F. Provenzo, Jr, Amanda Goodwin, Miriam Lipsky, Sheree Sharpe <i>Series: Landscapes of Education</i>	2011	\$45.99 978-1-61735-342-0	\$85.99 978-1-61735-343-7
<b>Our Stories, Ourselves: The Embodiment of Women's Learning in Literacy</b> Mev Miller, Kathleen P. King <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2011	\$39.99 978-1-61735-638-4	\$85.99 978-1-61735-639-1
<b>Personality, Stress, and Coping: Implications for Education</b> Gretchen M. Reeve, Erica Frydenberg <i>Series: Research on Stress and Coping in Education</i>	2011	\$45.99 978-1-61735-523-3	\$85.99 978-1-61735-524-0
<b>The Phenomenon of Obama and the Agenda for Education: Can Hope Audaciously Trump Neoliberalism?</b> Paul R. Carr, Brad J. Porfilio <i>Series: Critical Constructions: Studies on Education and Society</i>	2011	\$39.99 978-1-61735-450-2	\$85.99 978-1-61735-451-9
<b>Power, Resistance, and Literacy: Writing for Social Justice</b> Julie A. Gorlewski <i>Series: Critical Constructions: Studies on Education and Society</i>	2011	\$45.99 978-1-61735-405-2	\$85.99 978-1-61735-406-9
<b>Practical Strategies for Teaching K-12 Social Studies in Inclusive Classrooms</b> Timothy Lintner, Windy Schweder <i>Series: International Social Studies Forum: The Series</i>	2011	\$45.99 978-1-61735-587-5	\$85.99 978-1-61735-588-2
<b>Preserving History: The Construction of History in the K-16 Classroom</b> Scott Monroe Waring	2011	\$34.99 978-1-61735-381-9	\$69.99 978-1-61735-382-6
<b>The Professor's Guide to Taming Technology: Leveraging Digital Media, Web 2.0 and More for Learning</b> Kathleen P. King, Thomas D. Cox <i>Series: Innovative Perspectives of Higher Education: Research, Theory and Practice</i>	2011	\$45.99 978-1-61735-333-8	\$85.99 978-1-61735-334-5
<b>Promising Practices for Family Engagement in Out-of-School Time</b> Holly Kreider, Helen Westmoreland <i>Series: Family School Community Partnership Issues</i>	2011	\$45.99 978-1-61735-447-2	\$85.99 978-1-61735-448-9
<b>Reflections on Teaching Literacy: Selected Speeches of Margaret J. Early</b>	2011	\$45.99	\$85.99

Willa Wolcott		978-1-61735-544-8	978-1-61735-545-5
<b>Relearning Mathematics: A Challenge for Prospective Elementary School Teachers</b> Rina Zazkis	2011	\$45.99 978-1-61735-487-8	\$85.99 978-1-61735-488-5
<b>Religious Diversity and Children's Literature</b> Connie R. Green, Sandra Brennehan Oldendorf <i>Series: International Social Studies Forum: The Series</i>	2011	\$45.99 978-1-61735-396-3	\$85.99 978-1-61735-397-0
<b>Research Informing Practice - Practice Informing Research: Innovative Teaching Methodologies for World Language Teachers</b> David Schwarzer, Mary Petrón, Christopher Luke <i>Series: Research in Second Language Learning</i>	2011	\$45.99 978-1-61735-390-1	\$85.99 978-1-61735-391-8
<b>The Role of Public Policy in K-12 Science Education</b> George E. DeBoer <i>Series: Research in Science Education</i>	2011	\$85.99 978-1-61735-224-9	\$85.99 978-1-61735-225-6
<b>Schools as Radical Sanctuaries: Decolonizing Urban Education through the Eyes of Youth of Color</b> René Antrop-González <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i>	2011	\$45.99 978-1-61735-590-5	\$85.99 978-1-61735-591-2
<b>Six Degrees of School Improvement: Empowering a New Profession of Teaching</b> Ted Purinton	2011	\$45.99 978-1-61735-366-6	\$85.99 978-1-61735-367-3
<b>Sociocultural Theories of Learning and Motivation: Looking Back, Looking Forward</b> Dennis M. McInerney, Richard A. Walker, Gregory Arief D. Liem <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2011	\$45.99 978-1-61735-438-0	\$85.99 978-1-61735-439-7
<b>Staff Governance and Institutional Policy Formation</b> John W. Murray, Michael T. Miller <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2011	\$45.99 978-1-61735-599-8	\$85.99 978-1-61735-600-1
<b>Students as Designers of Their Own Life Curricula: The Reconstruction of Experience in Education</b> Vincent Izuegbu	2011	\$45.99 978-1-61735-348-2	\$85.99 978-1-61735-349-9
<b>Teaching and Studying Social Issues: Major Programs and Approaches</b> Samuel Totten, Jon Pedersen <i>Series: Research in Curriculum and Instruction</i>	2011	\$45.99 978-1-61735-044-3	\$85.99 978-1-61735-045-0
<b>Teaching for Global Community: Overcoming the Divide and Conquer Strategies</b> César Augusto Rossatto	2011	\$45.99 978-1-61735-357-4	\$85.99 978-1-61735-358-1
<b>Telling Stories in Two Languages: Multiple Approaches to Understanding English-Japanese Bilingual Children's Narratives</b> Masahiko Minami	2011	\$45.99 978-1-61735-354-3	\$85.99 978-1-61735-355-0
<b>Text Relevance and Learning from Text</b> Matthew T. McCrudden, Joseph P. Magliano, Gregory Schraw	2011	\$45.99 978-1-61735-529-5	\$85.99 978-1-61735-530-1
<b>Think, Care, Act: Teaching for a Peaceful Future</b> Susan Gelber Cannon <i>Series: Peace Education</i>	2011	\$45.99 978-1-61735-426-7	\$85.99 978-1-61735-427-4
<b>Transformative Eco-Education for Human and Planetary Survival</b> Jing Lin, Rebecca L. Oxford <i>Series: Transforming Education for the Future</i>	2011	\$45.99 978-1-61735-502-8	\$85.99 978-1-61735-503-5
<b>Two Nobodies Speak Out: Our 150 Year Journey and Perspectives on Education</b> Sheldon Marcus, Philip D. Vairo	2011	\$45.99 978-1-61735-532-5	\$85.99 978-1-61735-533-2
<b>Ubiquitous Learning: Strategies for Pedagogy, Course Design and Technology</b> Terry T. Kidd, Irene Chen	2011	\$45.99 978-1-61735-435-9	\$85.99 978-1-61735-436-6
<b>Yes We Can!: Improving Urban Schools through Innovative Educational Reform</b> Leanne L. Howell, Ph.D., Chance W. Lewis, Norvella Carter, Ph.D. <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2011	\$45.99 978-1-61735-635-3	\$85.99 978-1-61735-636-0
<b>American Educational History: Volume 37, #1&amp;2 - 2010</b> J. Wesley Null <i>Series: American Educational History Journal</i>	2010	\$45.99 978-1-61735-101-3	\$85.99 978-1-61735-102-0
<b>Analyzing School Contexts: Influences of Principals and Teachers in the Service of Students</b> Wayne K. Hoy, Michael DiPaola <i>Series: Research and Theory in Educational Administration</i>	2010	\$45.99 978-1-61735-014-6	\$85.99 978-1-61735-015-3
<b>An Awkward Echo: Matthew Arnold and John Dewey</b> Mark David Dietz <i>Series: Research in Curriculum and Instruction</i>	2010	\$45.99 978-1-60752-398-7	\$85.99 978-1-60752-399-4
<b>Blurring The Lines: Charter, Public, Private and Religious Schools Come Together</b> Janet D. Mulvey, Bruce S. Cooper, Arthur T. Maloney <i>Series: Politics of Education Book Series</i>	2010	\$45.99 978-1-61735-144-0	\$85.99 978-1-61735-145-7

<b>Books, Not Bombs:</b> Teaching Peace Since the Dawn of the Republic Charles F. Howlett, Ian Harris <i>Series: Peace Education</i>	2010	\$45.99 978-1-61735-156-3	\$85.99 978-1-61735-157-0
<b>Bridge Leadership:</b> Connecting Educational Leadership and Social Justice to Improve Schools Autumn K. Tooms, Christa Boske <i>Series: Educational Leadership for Social Justice</i>	2010	\$45.99 978-1-60752-349-9	\$85.99 978-1-60752-350-5
<b>Case Studies and Activities in Adult Education and Human Resource Development</b> Steven W. Schmidt, Kathleen P. King <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2010	\$45.99 978-1-61735-073-3	\$85.99 978-1-61735-074-0
<b>Cases 'n' Places:</b> Global Cases in Educational and Performance Technology Stewart Marshall, Wanjira Kinuthia <i>Series: Educational Design and Technology in the Knowledge Society</i>	2010	\$45.99 978-1-60752-314-7	\$85.99 978-1-60752-315-4
<b>The Challenges for New Principals in the 21st Century</b> Alan R. Shoho, Bruce G. Barnett, Autumn K. Tooms <i>Series: International Research on School Leadership</i>	2010	\$45.99 978-1-61735-092-4	\$85.99 978-1-61735-093-1
<b>Citizenship Education and Social Development in Zambia</b> Ali A. Abdi, Edward Shizha, Lee Ellis	2010	\$45.99 978-1-60752-392-5	\$85.99 978-1-60752-393-2
<b>Civic Learning through Agricultural Improvement:</b> Bringing the Loom and the Anvil into Proximity with the Plow Glenn P. Lauzon <i>Series: Studies in the History of Education</i>	2010	\$45.99 978-1-61735-147-1	\$85.99 978-1-61735-148-8
<b>Completing a Professional Practice Dissertation:</b> A Guide for Doctoral Students and Faculty Jerry W. Willis, Deborah Inman, Ron Valenti	2010	\$45.99 978-1-60752-439-7	\$85.99 978-1-60752-440-3
<b>The Comprehensive Handbook of Constructivist Teaching:</b> From Theory to Practice James Pelech	2010	\$45.99 978-1-60752-374-1	\$85.99 978-1-60752-375-8
<b>Conflict and Resolution:</b> Progressive Educators and the Question of Religion Jared R. Stallones <i>Series: Studies in the History of Education</i>	2010	\$45.99 978-1-61735-150-1	\$85.99 978-1-61735-151-8
<b>Contemporary Perspective on Capital in Educational Contexts</b> RoSusan D. Bartee <i>Series: Contemporary Perspectives on Capital in Educational Contexts</i>	2010	\$45.99 978-1-61735-363-5	\$85.99 978-1-61735-364-2
<b>Contemporary Perspectives on Language and Cultural Diversity in Early Childhood Education</b> Olivia Saracho, Bernard Spodek <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2010	\$45.99 978-1-60752-416-8	\$85.99 978-1-60752-417-5
<b>Contemporary Public Debates Over History Education</b> Irene Nakou, Isabel Barca <i>Series: International Review of History Education</i>	2010	\$45.99 978-1-61735-107-5	\$85.99 978-1-61735-108-2
<b>Critical Global Perspectives:</b> Rethinking Knowledge about Global Societies Binaya Subedi <i>Series: Research in Social Education</i>	2010	\$45.99 978-1-60752-386-4	\$85.99 978-1-60752-387-1
<b>Curriculum and Teaching Dialogue Volume 12 numbers 1 &amp; 2</b> David J. Flinders <i>Series: Curriculum &amp; Teaching Dialogue</i>	2010	\$45.99 978-1-61735-135-8	\$85.99 978-1-61735-136-5
<b>Deepening Literacy Learning:</b> Art and Literature Engagements in K-8 Classrooms Mary Ann Reilly, Jane M. Gangi, Rob Cohen <i>Series: Teaching&lt;-&gt;Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights</i>	2010	\$45.99 978-1-60752-457-1	\$85.99 978-1-60752-458-8
<b>Democracy and Multicultural Education</b> Farideh Salili, Rumjahn Hoosain <i>Series: Research in Multicultural Education and International Perspectives</i>	2010	\$45.99 978-1-60752-422-9	\$85.99 978-1-60752-423-6
<b>Dewey and Eros:</b> Wisdom and Desire in the Art of Teaching Jim Garrison	2010	\$45.99 978-1-61735-052-8	
<b>Discrete Mathematics For Teachers</b> Ed Wheeler, Jim Brawner	2010	\$50 978-1-61735-026-9	
<b>Education Redux:</b> How to Make Schools Relevant to Our Children and Our Future Eli Fishman	2010	\$19.99 978-1-60752-404-5	\$49.99 978-1-60752-405-2
<b>Educational Technology in Practice:</b> Research and Practical Case Studies from the Field Wanjira Kinuthia, Stewart Marshall <i>Series: Educational Design and Technology in the Knowledge Society</i>	2010	\$45.99 978-1-60752-451-9	\$85.99 978-1-60752-452-6
<b>Embodied Wisdom:</b> Meditations on Memoir and Education Alison Pryer	2010	\$45.99 978-1-61735-221-8	\$85.99 978-1-61735-222-5
<b>The Emperor Has No Clothes:</b> Teaching About Race And Racism To People Who Don't Want To	2010	\$45.99	\$85.99

Know Tema Okun <i>Series: Educational Leadership for Social Justice</i>		978-1-61735-104-4	978-1-61735-105-1
<b>The Equitable Cultural Tourism Handbook</b> Dr. Alf H. Walle	2010	\$45.99 978-1-60752-358-1	\$85.99 978-1-60752-359-8
<b>ESL, EFL and Bilingual Education: Exploring Historical, Sociocultural, Linguistic, and Instructional Foundations</b> Lynn W. Zimmerman <i>Series: Research in Bilingual Education</i>	2010	\$45.99 978-1-61735-031-3	\$85.99 978-1-61735-032-0
<b>Evaluating Technology in Teacher Education: Lessons From the Preparing Tomorrow's Teachers for Technology (PT3) Program</b> Walt Heinecke, Pete Adamy <i>Series: Research, Innovation and Methods in Educational Technology</i>	2010	\$45.99 978-1-60752-134-1	\$85.99 978-1-60752-135-8
<b>Evaluating with Validity</b> Ernest R. House	2010	\$34.99 978-1-61735-131-0	
<b>The Field Trip Book: Study Travel Experiences in Social Studies</b> Ronald V. Morris	2010	\$45.99 978-1-61735-076-4	\$85.99 978-1-61735-077-1
<b>The First Sourcebook on Nordic Research in Mathematics Education: Norway, Sweden, Iceland, Denmark and contributions from Finland</b> Bharath Sriraman, Christer Bergsten, Simon Goodchild, Gudbjorg Palsdottir, Bettina Dahl Søndergaard, Lenni Haapasalo <i>Series: International Sourcebooks in Mathematics and Science Education</i>	2010	\$299.99 978-1-61735-098-6	\$399.99 978-1-61735-099-3
<b>A Five-Year Study of the First Edition of the Core-Plus Mathematics Curriculum</b> Harold Schoen, Steven W. Ziebarth, Christian R. Hirsch, Allison BrckaLorenz <i>Series: Research in Mathematics Education</i>	2010	\$45.99 978-1-60752-413-7	\$85.99 978-1-60752-414-4
<b>Fluency In Distance Learning</b> Celeste Fenton, Brenda Watkins	2010	\$45.99 978-1-61735-000-9	\$85.99 978-1-61735-001-6
<b>Future Curricular Trends in School Algebra And Geometry: Proceedings of A Conference</b> Zalman Usiskin, Kathleen Andersen, Nicole Zotto <i>Series: Research in Mathematics Education</i>	2010	\$45.99 978-1-61735-006-1	\$85.99 978-1-61735-007-8
<b>Getting Ready for College Begins in Third Grade: Working Toward an Independent Future for Your Blind/Visually Impaired Child</b> Carol Castellano <i>Series: Critical Concerns in Blindness</i>	2010	\$24.99 978-1-61735-070-2	\$85.99 978-1-61735-071-9
<b>Handbook on Developing Curriculum Materials for Teachers: Lessons From Museum Education Partnerships</b> Gerald Bailey, Tara Baillargeon, Cara D. Barragree, Ann Elliott, Raymond Doswell	2010	\$45.99 978-1-60752-323-9	\$85.99 978-1-60752-324-6
<b>Handbook on International Studies in Education</b> Donald K. Sharpes	2010	\$45.99 978-1-60752-383-3	\$85.99 978-1-60752-384-0
<b>High-Tech Tots: Childhood in a Digital World</b> Ilene R. Berson, Michael J. Berson <i>Series: Research in Global Child Advocacy</i>	2010	\$45.99 978-1-61735-009-2	\$85.99 978-1-61735-010-8
<b>Hybrid-Context Instructional Model: The Internet and the Classrooms: The Way Teachers Experience It</b> Udeme T. Ndon	2010	\$45.99 978-1-60752-419-9	\$85.99 978-1-60752-420-5
<b>Improving Student Learning: Action Principles for Families, Schools, Districts and States</b> Herbert J. Walberg	2010	\$45.99 978-1-61735-212-6	\$85.99 978-1-61735-213-3
<b>Improving Writing and Thinking Through Assessment</b> Teresa L. Flateby	2010	\$45.99 978-1-60752-407-6	\$85.99 978-1-60752-408-3
<b>Interdisciplinarity for the 21st Century: Proceedings of the 3rd International Symposium on Mathematics and its connections to the Arts and Sciences, Moncton 2009</b> Bharath Sriraman, Viktor Freiman <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2010	\$45.99 978-1-61735-218-8	\$85.99 978-1-61735-219-5
<b>International Perspectives on Bilingual Education: Policy, Practice, and Controversy</b> John E. Petrovic <i>Series: International Perspectives on Educational Policy, Research and Practice</i>	2010	\$45.99 978-1-60752-329-1	\$85.99 978-1-60752-330-7
<b>International Perspectives on Gender and Mathematics Education</b> Helen J. Forgasz, Joanne Rossi Becker, Kyeonghwa Lee, Olof Steinhorsdottir <i>Series: Cognition, Equity &amp; Society: International Perspectives</i>	2010	\$45.99 978-1-61735-041-2	\$85.99 978-1-61735-042-9
<b>Issues of Identity in Music Education: Narratives and Practices</b> Linda K. Thompson, Mark Robin Campbell <i>Series: Advances in Music Education Research</i>	2010	\$45.99 978-1-61735-017-7	\$85.99 978-1-61735-018-4
<b>Language and Mathematics Education: Multiple Perspectives and Directions for Research</b>	2010	\$45.99	\$85.99

Judit N. Moschkovich <i>Series: Research in Mathematics Education</i>		978-1-61735-159-4	978-1-61735-160-0
<b>Leadership for School Improvement in the Caribbean</b> Austin Ezenne	2010	\$45.99 978-1-60752-370-3	
<b>Leading Schools of Excellence and Equity: Closing Achievement Gaps Via Academic Optimism</b> Kathleen M. Brown, Jennifer L. Benkovitz, Anthony J. Muttillio, Thad Urban	2010	\$45.99 978-1-61735-119-8	\$85.99 978-1-61735-120-4
<b>Learning at the Back Door: Reflections on Non-Traditional Learning in the Lifespan</b> Charles A. Wedemeyer	2010	\$45.99 978-1-60752-372-7	
<b>Learning for Economic Self-Sufficiency: Constructing Pedagogies of Hope Among Low-Income, Low-Literate Adults</b> Mary V. Alfred <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2010	\$45.99 978-1-61735-110-5	\$85.99 978-1-61735-111-2
<b>Learning on Other People's Kids: Becoming a Teach For America Teacher</b> Barbara Torre Veltri, Ed. D	2010	\$29.99 978-1-60752-442-7	\$69.99 978-1-60752-443-4
<b>Learning Solutions: What To Do If Your Child Has Trouble With Schoolwork</b> Nathan Naparstek	2010	\$45.99 978-1-60752-320-8	\$85.99 978-1-60752-321-5
<b>Learning to Learn with Integrative Learning Technologies (ILT): A Practical Guide for Academic Success</b> Anastasia Kitsantas, Nada Dabbagh	2010	\$45.99 978-1-60752-302-4	\$85.99 978-1-60752-303-1
<b>Linguistic Perspectives on English Grammar: A Guide for EFL Teachers</b> Martin J. Endley	2010	\$45.99 978-1-61735-168-6	\$85.99 978-1-61735-169-3
<b>Literature Reviews Made Easy: A Quick Guide to Success</b> Paula Dawidowicz	2010	\$45.99 978-1-61735-191-4	\$85.99 978-1-61735-192-1
<b>Love, Justice, and Education: John Dewey and the Utopians</b> William H. Schubert <i>Series: Landscapes of Education</i>	2010	\$45.99 978-1-607522386	\$85.99 978-1-607522393
<b>Marginalized Literacies: Critical Literacy in the Language Arts Classroom</b> Cara M Mulcahy <i>Series: Contemporary Research in Education</i>	2010	\$45.99 978-1-60752-454-0	\$85.99 978-1-60752-455-7
<b>Mentoring Magic: Pick The Card For Your Success</b> Shellie Hipsky, Claudia Armani-Bavaro	2010	\$25.99 978-1-61735-174-7	\$49.99 978-1-61735-175-4
<b>The Obama Education Blueprint: Researchers Examine the Evidence</b> William J. Mathis, Kevin G. Welner <i>Series: The National Education Policy Center Series</i>	2010	\$19.99 978-1-61735-183-9	\$35.99 978-1-61735-184-6
<b>Online Conferences: Professional Development for a Networked Era</b> Lynn Anderson, Terry Anderson	2010	\$45.99 978-1-61735-138-9	\$85.99 978-1-61735-139-6
<b>Parental Choice?: A Critical Reconsideration of Choice and the Debate about Choice</b> P. L. Thomas <i>Series: Critical Constructions: Studies on Education and Society</i>	2010	\$45.99 978-1-61735-089-4	\$85.99 978-1-61735-090-0
<b>Parenting Young Children: Exploring the Internet, Television, Play, and Reading</b> Paris S. Strom, Robert D. Strom <i>Series: Lifespan Learning</i>	2010	\$45.99 978-1-60752-326-0	\$85.99 978-1-60752-327-7
<b>The Power of Learning from Inquiry: Teacher Research as a Professional Development Tool in Multilingual Schools</b> Aida A Nevárez-La Torre <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2010	\$45.99 978-1-60752-280-5	\$85.99 978-1-60752-281-2
<b>The Power of We: The Ohio Study Group Experience</b> Julie K. Biddle, Barbara White	2010	\$45.99 978-1-61735-028-3	\$85.99 978-1-61735-029-0
<b>Prairie Power: Voices of 1960s Midwestern Student Protest</b> Robbie Lieberman	2010	\$45.99 978-1-61735-056-6	
<b>Problematising Service-Learning: Critical Reflections for Development and Action</b> Trae Stewart, Nicole Webster	2010	\$45.99 978-1-61735-209-6	\$85.99 978-1-61735-210-2
<b>Promising Practices to Support Family Involvement in Schools</b> Diana Hiatt-Michael <i>Series: Family School Community Partnership Issues</i>	2010	\$45.99 978-1-61735-023-8	\$85.99 978-1-61735-024-5
<b>Publish Don't Perish: 100 Tips that Improve Your Ability to get Published</b> Robert N. Lussier	2010	\$29.99 978-1-61735-113-6	\$49.99 978-1-61735-114-3
<b>Readings in Writing Courses: Re-placing Literature in Composition</b> Richard C. Raymond	2010	\$45.99 978-1-61735-141-9	\$85.99 978-1-61735-142-6
<b>Reel Character Education: A Cinematic Approach to Character Development</b> William B. Russell III, Ph.D., Stewart Waters	2010	\$45.99 978-1-61735-125-9	\$85.99 978-1-61735-126-6

<b>Religion and Spirituality</b> Martin Dowson, Stuart Devenish <i>Series: International Advances in Education: Global Initiatives for Equity and Social Justice</i>	2010	\$45.99 978-1-60752-448-9	\$85.99 978-1-60752-449-6
<b>Religiosity, Cultural Capital, and Parochial Schooling: Psychological Empirical Research</b> Chang-Ho C. Ji <i>Series: Research on Religion and Education</i>	2010	\$45.99 978-1-60752-380-2	\$85.99 978-1-60752-381-9
<b>Research for What?: Making Engaged Scholarship Matter</b> Jeff Keshen, Barbara E. Moely, Barbara A. Holland <i>Series: Advances in Service-Learning Research</i>	2010	\$45.99 978-1-61735-165-5	\$85.99 978-1-61735-166-2
<b>Research in Urban Educational Settings: Lessons Learned and Implications for Future Practice</b> Kimberly A. Scott, Wanda J. Blanchett	2010	\$45.99 978-1-61735-206-5	\$85.99 978-1-61735-207-2
<b>Research on Urban Teacher Learning: Examining Contextual Factors Over Time</b> Andrea J. Stairs, Kelly A. Donnell	2010	\$45.99 978-1-60752-401-4	\$85.99 978-1-60752-402-1
<b>Research Supporting Middle Grades Practice</b> David L. Hough	2010	\$45.99 978-1-61735-079-5	\$85.99 978-1-61735-080-1
<b>The Role of Mathematics Discourse in Producing Leaders of Discourse</b> Libby Knott <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2010	\$45.99 978-1-60752-282-9	\$85.99 978-1-60752-283-6
<b>The Secure Child: Timeless Lessons in Parenting</b> Richard Volpe	2010	\$45.99 978-1-60752-389-5	\$85.99 978-1-60752-390-1
<b>Spirituality, Religion, and Peace Education</b> Edward J. Brantmeier, Jing Lin, John P. Miller <i>Series: Peace Education</i>	2010	\$45.99 978-1-61735-058-0	\$85.99 978-1-61735-059-7
<b>Storied Inquiries in International Landscapes: An Anthology of Educational Research</b> Tonya Huber-Warring <i>Series: Teaching&lt;-&gt;Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights</i>	2010	\$69.99 978-1-60752-395-6	\$99.99 978-1-60752-396-3
<b>The Strangest Dream: Communism, Anti-Communism, and the U.S. Peace Movement, 1945-1963</b> Robbie Lieberman	2010	\$45.99 978-1-61735-054-2	
<b>The Teacher's Book of Days: Inspirational Passages for Every Day of the Year</b> Susan Clark Studer	2010	\$34.99 978-1-61735-133-4	
<b>Teaching and Learning Chinese: Issues and Perspectives</b> Jianguo Chen, Chuang Wang, Jinfa Cai <i>Series: Chinese American Educational Research and Development Association Book Series</i>	2010	\$45.99 978-1-61735-064-1	\$85.99 978-1-61735-065-8
<b>Teaching Inclusively in Higher Education</b> Maira A. Fallon, Susan C. Brown	2010	\$45.99 978-1-60752-445-8	\$85.99 978-1-60752-446-5
<b>Teaching Science with Hispanic ELLs in K-16 Classrooms</b> Dennis W. Sunal, Cynthia Szymanski Sunal, Emmett L. Wright <i>Series: Research in Science Education</i>	2010	\$45.99 978-1-61735-047-4	\$85.99 978-1-61735-048-1
<b>Technology in Retrospect: Social Studies in the Information Age, 1984-2009</b> Richard A. Diem, Michael J. Berson <i>Series: International Social Studies Forum: The Series</i>	2010	\$45.99 978-1-61735-038-2	\$85.99 978-1-61735-039-9
<b>Think Tank Research Quality: Lessons for Policy Makers, the Media, and the Public</b> Kevin G. Welner, Patricia H. Hinchey, Alex Molnar, Don Weitzman	2010	\$45.99 978-1-61735-020-7	\$85.99 978-1-61735-021-4
<b>Topics in Mathematics for Elementary Teachers: A Technology-Enhanced Experiential Approach</b> Sergei Abramovich	2010	\$45.99 978-1-60752-460-1	\$85.99 978-1-60752-461-8
<b>Unpacking Pedagogy: New Perspectives for Mathematics</b> Margaret Walshaw <i>Series: Cognition, Equity &amp; Society: International Perspectives</i>	2010	\$45.99 978-1-60752-427-4	\$85.99 978-1-60752-428-1
<b>Using and Developing Measurement Instruments in Science Education: A Rasch Modeling Approach</b> Xiufeng Liu <i>Series: Science &amp; Engineering Education Sources</i>	2010	\$45.99 978-1-61735-003-0	\$85.99 978-1-61735-004-7
<b>Utilize Motivation to Fulfill Potentials: Tips for Teaching and Learning</b> Dennis M. McInerney, Rebecca Wing-yi Cheng, Miranda Po-yin Lai	2010	\$19.99 978-1-60752-425-0	
<b>Variability is the Rule: A Companion Analysis of K-8 State Mathematics Standards</b> John P. Smith III <i>Series: Research in Mathematics Education</i>	2010	\$45.99 978-1-61735-197-6	\$85.99 978-1-61735-198-3
<b>Voices from the Middle: Narrative Inquiry By, For and About the Middle Level Community</b> Kathleen F. Malu <i>Series: The Handbook of Research in Middle Level Education</i>	2010	\$45.99 978-1-61735-177-8	\$85.99 978-1-61735-178-5

<b>What About Us?:</b> Standards-Based Education and the Dilemma of Student Subjectivity Edgar D. Johnson III	2010	\$45.99 978-1-61735-188-4	\$85.99 978-1-61735-189-1
<b>World Language Teacher Education:</b> Transitions and Challenges in the 21st Century Jacqueline F. Davis <i>Series: Contemporary Language Education</i>	2010	\$45.99 978-1-60752-463-2	\$85.99 978-1-60752-464-9
<b>The X Factor:</b> Personality Traits of Exceptional Science Teachers Clair T. Berube	2010	\$45.99 978-1-61735-035-1	\$85.99 978-1-61735-036-8
<b>Adolescents in the Internet Age</b> Paris S. Strom, Robert D. Strom <i>Series: Lifespan Learning</i>	2009	\$45.99 978-1-60752-118-1	\$85.99 978-1-60752-119-8
<b>American Educational History Journal:</b> VOLUME 36, NUMBER 1 & 2 2009 J. Wesley Null <i>Series: American Educational History Journal</i>	2009	\$45.99 978-1-60752-225-6	\$85.99 978-1-60752-226-3
<b>Bridging the Knowledge Divide:</b> Educational Technology for Development Stewart Marshall, Wanjira Kinuthia, Wallace Taylor <i>Series: Educational Design and Technology in the Knowledge Society</i>	2009	\$45.99 978-1-60752-109-9	\$85.99 978-1-60752-110-5
<b>Catholic Higher Education in the 1960s:</b> Issues of Identity, Issues of Governance Anthony J. Dosen <i>Series: Research on Religion and Education</i>	2009	\$45.99 1-931576-30-0	\$85.99 1-931576-31-9
<b>Changing Problem Behavior in Schools</b> Alex Molnar, Barbara Lindquist	2009	\$45.99 978-1-60752-113-6	
<b>College Student-Athletes:</b> Challenges, Opportunities, and Policy Implications Daniel B. Kissinger, Michael T. Miller <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2009	\$45.99 978-1-60752-140-2	\$85.99 978-1-60752-141-9
<b>College Teaching and the Development of Reasoning</b> Robert G. Fuller, Thomas C. Campbell, Dewey I. Dykstra, Jr., Scott M. Stevens <i>Series: Science &amp; Engineering Education Sources</i>	2009	\$45.99 978-1607522362	\$85.99 978-1607522379
<b>Conflicts, Disputes, and Tensions Between Identity Groups:</b> What Modern School Leaders Should Know Josué M. González	2009	\$45.99 978-1-60752-242-3	\$85.99 978-1-60752-243-0
<b>Connected Minds, Emerging Cultures:</b> Cybercultures in Online Learning Steve Wheeler <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2009	\$45.99 978-1-60752-015-3	\$85.99 978-1-60752-016-0
<b>Constructivist Instructional Design (C-ID):</b> Foundations, Models, and Examples Jerry W. Willis <i>Series: Research, Innovation and Methods in Educational Technology</i>	2009	\$45.99 978-1-930608-60-3	\$85.99 978-1-930608-61-0
<b>Creating Our Identities in Service-Learning and Community Engagement</b> Barbara E. Moely, Shelley H. Billig, Barbara A. Holland <i>Series: Advances in Service-Learning Research</i>	2009	\$45.99 978-1-60752-288-1	\$85.99 978-1-60752-289-8
<b>Critical Issues in Mathematics Education</b> Paul Ernest, Brian Greer, Bharath Sriraman <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2009	\$45.99 978-1-60752-039-9	\$85.99 978-1-60752-040-5
<b>Cross-National Information and Communication Technology Policies and Practices in Education:</b> (Revised Second Edition) Tjeerd Plomp, Ronald E. Anderson, Nancy Law, Andreas Quale <i>Series: Research in Educational Policy: Local, National, and Global Perspectives</i>	2009	\$45.99 978-1-60752-043-6	\$85.99 978-1-60752-044-3
<b>Crossing Languages and Research Methods:</b> Analyses of Adult Foreign Language Reading Cindy Brantmeier <i>Series: Research in Second Language Learning</i>	2009	\$45.99 978-1-60752-285-0	\$85.99 978-1-60752-286-7
<b>Curriculum and Teaching Dialogue Volume 11 Issues 1&amp;2</b> Barbara Slater Stern <i>Series: Curriculum &amp; Teaching Dialogue</i>	2009	\$45.99 978-1-60752-295-9	\$85.99 978-1-60752-296-6
<b>Distance Education 3rd Edition:</b> Definition and Glossary of Terms Lee Ayers Schlosser, Michael Simonson	2009	\$45.99 978-1-60752-138-9	\$85.99 978-1-60752-139-6
<b>Dreams Deferred:</b> Dropping Out and Struggling Forward Chris Liska Carger <i>Series: Research for Social Justice: Personal-Passionate-Participatory</i>	2009	\$45.99 978-1-60752-132-7	\$85.99 978-1-60752-133-4
<b>Education of Students with an Intellectual Disability:</b> Research and Practice Phil Foreman	2009	\$45.99 978-1-60752-214-0	\$85.99 978-1-60752-215-7
<b>Empowering Women Through Literacy:</b> Views from Experience Mev Miller, Kathleen P. King <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2009	\$45.99 978-1-60752-083-2	\$85.99 978-1-60752-084-9
<b>English Language Learners and Math:</b> Discourse, Participation, and Community in Reform-	2009	\$45.99	\$85.99

Oriented, Middle School Mathematics Classes Holly Hansen-Thomas		978-1-60752-148-8	978-1-60752-149-5
<b>Evaluating Electronic Portfolios in Teacher Education</b> Pete Adamy, Natalie B. Milman <i>Series: Research, Innovation and Methods in Educational Technology</i>	2009	\$45.99 978-1-60752-031-3	\$85.99 978-1-60752-032-0
<b>Finding Meaning in Civically Engaged Scholarship: Personal Journeys, Professional Experiences</b> Marissa L. Diener, Hank Liese	2009	\$45.99 978-1-60752-111-2	\$85.99 978-1-60752-112-9
<b>For the People: A Documentary History of The Struggle for Peace and Justice in the United States</b> Charles F. Howlett, Robbie Lieberman <i>Series: Peace Education</i>	2009	\$45.99 978-1-60752-305-5	\$85.99 978-1-60752-306-2
<b>Getting Closer to God</b> William Jeynes	2009	\$45.99 978-1-60752-146-4	\$85.99 978-1-60752-147-1
<b>The Handbook of the Evolving Research of Transformative Learning: Based on the Learning Activities Survey (10th Anniversary Edition)</b> Kathleen P. King <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2009	\$45.99 978-1-60752-085-6	\$85.99 978-1-60752-086-3
<b>High Stakes Accountability: Implications for Resources and Capacity</b> Jennifer King Rice, Christopher Roellke <i>Series: Research in Education Fiscal Policy and Practice</i>	2009	\$45.99 978-1-59311-690-3	\$85.99 978-1-59311-691-0
<b>Hopes in Friction: Schooling, Health and Everyday Life in Uganda</b> Lotte Meinert <i>Series: Education Policy in Practice: Critical Cultural Studies</i>	2009	\$45.99 978-1-60752-004-7	\$85.99 978-1-60752-005-4
<b>ICT for Education, Development, and Social Justice</b> Charalambos Vrasidas, Michalinos Zembylas, Gene V Glass <i>Series: Current Perspectives on Applied Information Technologies</i>	2009	\$45.99 978-1-60752-021-4	\$85.99 978-1-60752-022-1
<b>Innovative Strategy Making in Higher Education</b> Mario Martinez, Mimi Wolverton	2009	\$45.99 978-1-60752-049-8	\$85.99 978-1-60752-050-4
<b>Inspiring Student Writers: Strategies and Examples for Teachers</b> Tom Scheft <i>Series: Literacy, Language and Learning</i>	2009	\$45.99 978-1-60752-037-5	\$85.99 978-1-60752-038-2
<b>Interdisciplinarity, Creativity, and Learning: Mathematics with Literature, Paradoxes, History, Technology, and Modeling</b> Bharath Sriraman, Viktor Freiman, Nicole Lirette-Pitre <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2009	\$45.99 978-1-60752-101-3	\$85.99 978-1-60752-102-0
<b>An International Look at Educating Young Adolescents</b> Steven B. Mertens, Vincent A. Anfara, Kathleen Roney <i>Series: The Handbook of Research in Middle Level Education</i>	2009	\$45.99 978-1-60752-041-2	\$85.99 978-1-60752-042-9
<b>Language Matters: Reflections on Educational Linguistics</b> Timothy Reagan <i>Series: Contemporary Language Education</i>	2009	\$45.99 978-1-60752-060-3	\$85.99 978-1-60752-061-0
<b>Leadership and Intercultural Dynamics</b> John Collard, Anthony H. Normore	2009	\$45.99 978-1-60752-006-1	\$85.99 978-1-60752-007-8
<b>Leadership and Learning: Matters of Social Justice</b> Marlene Morrison <i>Series: International Perspectives on Curriculum</i>	2009	\$45.99 978-1-60752-128-0	\$85.99 978-1-60752-129-7
<b>Mathematical Representation at the Interface of Body and Culture</b> Wolff-Michael Roth <i>Series: Cognition, Equity &amp; Society: International Perspectives</i>	2009	\$45.99 978-1-60752-130-3	\$85.99 978-1-60752-131-0
<b>Middle Grades Research: Exemplary Studies Linking Theory to Practice</b> David L. Hough	2009	\$45.99 978-1-60752-244-7	\$85.99 978-1-60752-245-4
<b>Multicultural Families, Home Literacies, and Mainstream Schooling</b> Guofang Li <i>Series: Literacy, Language and Learning</i>	2009	\$45.99 978-1-60752-035-1	\$85.99 978-1-60752-036-8
<b>Narrowing the Achievement Gap in a (Re) Segregated Urban School District: Research, Policy and Practice</b> Vivian W. Ikpa, C. Kent McGuire <i>Series: The Achievement Gap, Research, Practice, and Policy</i>	2009	\$45.99 978-1-60752-221-8	\$85.99 978-1-60752-222-5
<b>National History Standards: The Problem of the Canon and the Future of Teaching History</b> Linda Symcox, Arie Wilschut <i>Series: International Review of History Education</i>	2009	\$45.99 978-1-59311-668-2	\$85.99 978-1-59311-669-9
<b>New Perspectives on Asian American Parents, Students and Teacher Recruitment</b>	2009	\$45.99	\$85.99

Clara C. Park, Russell Endo, Xue Lan Rong <i>Series: Research on the Education of Asian Pacific Americans</i>		978-1-60752-091-7	978-1-60752-092-4
<b>The New Social Studies: People, Projects and Perspectives</b> Barbara Slater Stern <i>Series: Studies in the History of Education</i>	2009	\$45.99 978-1-60752-219-5	\$85.99 978-1-60752-220-1
<b>The Paradoxes of High Stakes Testing: How They Affect Students, Their Parents, Teachers, Principals, Schools, and Society</b> George Madaus, Michael Russell, Jennifer Higgins	2009	\$24.99 978-1-60752-027-6	\$85.99 978-1-60752-028-3
<b>Partnering for Progress: Boston University, the Chelsea Public Schools, and Twenty Years of Urban Education Reform</b> Cara Stillings Candal <i>Series: Research in Educational Policy: Local, National, and Global Perspectives</i>	2009	\$45.99 978-1-60752-122-8	\$85.99 978-1-60752-123-5
<b>Pathways: Between Eastern and Western Education</b> John P. W. Hudson	2009	\$45.99 978-1-60752-126-6	\$85.99 978-1-60752-127-3
<b>The Perfect Norm: How to Teach Differentially, Assess Effectively, and Manage a Classroom Ethically in Ways That Are</b> Sharon L. Spencer, Sandra Vavra <i>Series: Literacy, Language and Learning</i>	2009	\$45.99 978-1-60752-033-7	\$85.99 978-1-60752-034-4
<b>The Perfect Online Course: Best Practices for Designing and Teaching</b> Anymir Orellana, Terry L. Hudgins, Michael Simonson <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2009	\$45.99 978-1-60752-120-4	\$82.5 978-1-60752-121-1
<b>The Principal's Challenge: Learning from Gay and Lesbian Students</b> Nicholas J. Pace	2009	\$45.99 978-1-60752-291-1	\$85.99 978-1-60752-292-8
<b>Promising Practices for Family and Community Involvement during High School</b> Lee Shumow <i>Series: Family School Community Partnership Issues</i>	2009	\$45.99 978-1-60752-124-2	\$85.99 978-1-60752-125-9
<b>Reforming Teaching Globally</b> Maria Teresa Tatto	2009	\$45.99 978-1-60752-262-1	
<b>Relatively and Philosophically E<sup>3</sup>rne<sup>3</sup>st: Festschrift in honor of Paul Ernest's 65th Birthday</b> Bharath Sriraman, Simon Goodchild <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2009	\$45.99 978-1-60752-240-9	\$85.99 978-1-60752-241-6
<b>Research on Technology in Social Studies Education</b> John Lee, Adam M. Friedman <i>Series: Research, Innovation and Methods in Educational Technology</i>	2009	\$45.99 978-1-60752-278-2	\$85.99 978-1-60752-279-9
<b>Research Perspectives: Thought and Practice in Music Education</b> Linda K. Thompson, Mark Robin Campbell <i>Series: Advances in Music Education Research</i>	2009	\$45.99 978-1-60752-089-4	\$85.99 978-1-60752-090-0
<b>Service-Learning for Diverse Communities: Critical Pedagogy and Mentoring English Language Learners</b> Kerry L. Purmensky	2009	\$45.99 978-1-60752-054-2	\$85.99 978-1-60752-055-9
<b>Social Issues and Service at the Middle Level</b> Samuel Totten, Jon Pedersen	2009	\$45.99 978-1-60752-098-6	
<b>Spark the Brain, Ignite the Pen (SECOND EDITION): Quick Writes for Kindergarten Through High School Teachers and Beyond</b> Samuel Totten, Helen Eaton, Shelley Dirst, Clare Lesieur	2009	\$45.99 978-1-60752-087-0	\$85.99 978-1-60752-088-7
<b>Student Perspectives on Assessment: What Students Can Tell Us About Assessment for Learning</b> Dennis M. McInerney, Gavin T. L. Brown, Gregory Arief D. Liem <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2009	\$45.99 978-1-60752-352-9	\$85.99 978-1-60752-353-6
<b>Studies in School Improvement</b> Wayne K. Hoy, Michael DiPaola <i>Series: Research and Theory in Educational Administration</i>	2009	\$45.99 978-1-60752-093-1	\$85.99 978-1-60752-094-8
<b>Taking Play Seriously: Children and Play in Early Childhood Education – an Exciting Challenge</b> Ole Fredrik Lillemyr	2009	\$45.99 978-1-60752-114-3	\$85.99 978-1-60752-115-0
<b>Teaching Adolescents Religious Literacy in a Post-9/11 World</b> Robert Nash, Penny A. Bishop	2009	\$45.99 978-1-60752-311-6	\$85.99 978-1-60752-312-3
<b>Teaching and Studying the Holocaust</b> Samuel Totten, Stephen Feinberg	2009	\$45.99 978-1-60752-300-0	
<b>Teaching Social Issues with Film</b> William B. Russell III, Ph.D.	2009	\$45.99 978-1-60752-116-7	\$85.99 978-1-60752-117-4
<b>Towards a Brighter Tomorrow: The College Barriers, Hopes and Plans of Black, Latino/a and Asian American Students in California</b> Walter R. Allen, Erin Kimura-Walsh, Kimberly A. Griffin	2009	\$45.99 978-1-60752-142-6	\$85.99 978-1-60752-143-3

Series: *Research on African American Education*

<b>Tradition and Culture in the Millennium:</b> Tribal Colleges and Universities Linda Sue Warner, Gerald E. Gipp Series: <i>Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2009	\$45.99 978-1-60752-000-9	\$85.99 978-1-60752-001-6
<b>War or Common Cause?:</b> A Critical Ethnography of Language Education Policy, Race, and Cultural Citizenship Kimberly Anderson Series: <i>Education Policy in Practice: Critical Cultural Studies</i>	2009	\$45.99 978-1-59311-985-0	\$85.99 978-1-59311-986-7
<b>Wired for Learning:</b> An Educators Guide to Web 2.0 Terry T. Kidd, Irene Chen	2009	\$45.99 978-1-60752-096-2	\$85.99 978-1-60752-097-9
<b>Writing for Educators:</b> Personal Essays and Practical Advice Karen Bromley	2009	\$45.99 978-1-60752-103-7	\$85.99 978-1-60752-104-4
<b>Advancing Democracy Through Education?:</b> U.S. Influence Abroad and Domestic Practices Doyle Stevick, Bradley A. U. Levinson Series: <i>Education Policy in Practice: Critical Cultural Studies</i>	2008	\$45.99 978-1-59311-654-5	\$85.99 978-1-59311-655-2
<b>American Educational History Journal:</b> Volume 35 Numbers 1 & 2 2008 J. Wesley Null Series: <i>American Educational History Journal</i>	2008	\$45.99 978-1-59311-948-5	\$85.99 978-1-59311-949-2
<b>Bhutan:</b> Ways of Knowing Frank Rennie, Robin Mason	2008	\$45.99 978-1-59311-734-4	\$85.99 978-1-59311-735-1
<b>The Broken Cisterns of African American Education:</b> Academic Performance and Achievement in the Post-Brown Era M. Christopher Brown, RoSusan D. Bartee Series: <i>Research on African American Education</i>	2008	\$45.99 1-59311-042-1	\$85.99 1-59311-043-X
<b>Building the Successful Online Course</b> Ken Haley, Karen Heise	2008	\$25.99 978-1-59311-932-4	\$59.99 978-1-59311-933-1
<b>Building Workforce Competencies in Career and Technical Education</b> Victor C.X. Wang, Kathleen P. King Series: <i>Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2008	\$45.99 978-1-60752-029-0	\$85.99 978-1-60752-030-6
<b>Career Development in the Schools</b> Grafton T. Eliason, John Patrick Series: <i>Issues in Career Development</i>	2008	\$45.99 978-1-59311-533-3	\$85.99 978-1-59311-534-0
<b>The Challenge of School Reform:</b> Implementation, Impact, and Sustainability Lewis C. Solmon, Kimberly Firetag Agam, Citadelle Priagula Series: <i>The Milken Family Foundation Series on Education Policy</i>	2008	\$45.99 1-59311-519-9	\$85.99 1-59311-520-2
<b>Civil Sociality:</b> Children, Sport, and Cultural Policy in Denmark Sally Anderson Series: <i>Education Policy in Practice: Critical Cultural Studies</i>	2008	\$45.99 978-1-59311-876-1	\$85.99 978-1-59311-877-8
<b>The Classification of Quadrilaterals:</b> A Study in Definition Zalman Usiskin Series: <i>Research in Mathematics Education</i>	2008	\$45.99 978-1-59311-694-1	\$85.99 978-1-59311-695-8
<b>Communities of Practice - Vol. 1:</b> Creating Learning Environments for Educators Chris Kimble, Paul Hildreth	2008	\$45.99 978-1-59311-862-4	
<b>Communities of Practice - Vol. 2:</b> Creating Learning Environments for Educators Chris Kimble, Paul Hildreth	2008	978-1-59311-864-8	
<b>Communities of Practice - Volumes 1&amp;2:</b> Creating Learning Environments for Educators Chris Kimble, Paul Hildreth, Isabelle Bourdon	2008	\$79.98 978-1-59311-866-2	\$147.98 978-1-59311-867-9
<b>Contemporary Perspectives on Mathematics in Early Childhood Education</b> Olivia Saracho, Bernard Spodek Series: <i>Contemporary Perspectives in Early Childhood Education</i>	2008	\$45.99 978-1-59311-637-8	\$85.99 978-1-59311-638-5
<b>Contemporary Perspectives on Science and Technology in Early Childhood Education</b> Olivia Saracho, Bernard Spodek Series: <i>Contemporary Perspectives in Early Childhood Education</i>	2008	\$45.99 978-1-59311-635-4	\$85.99 978-1-59311-636-1
<b>Creativity, Giftedness, and Talent Development in Mathematics</b> Bharath Sriraman Series: <i>The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2008	\$45.99 978-1-59311-977-5	\$85.99 978-1-59311-978-2
<b>Current Issues in Educational Policy and the Law</b> Kevin G. Welner, Wendy C. Chi Series: <i>Educational Policy and Law</i>	2008	\$25.99 978-1-59311-656-9	\$59.99 978-1-59311-657-6
<b>Curriculum and Teaching Dialogue Volume 10 Issues 1&amp;2</b> Barbara Slater Stern Series: <i>Curriculum &amp; Teaching Dialogue</i>	2008	\$45.99 978-1-59311-989-8	\$85.99 978-1-59311-990-4

<b>A Decade of Middle School Mathematics Curriculum Implementation:</b> Lessons Learned from the Show-Me Project Margaret R. Meyer, Cynthia W. Langrall <i>Series: Research in Mathematics Education</i>	2008	\$45.99 978-1-60752-012-2	\$85.99 978-1-60752-013-9
<b>Deep Listening:</b> Hidden Meanings in Everyday Conversation Robert E. Haskell, Ph.D.	2008	\$45.99 978-1-59311-917-1	
<b>Design and Analysis of Time-Series Experiments</b> Gene V Glass, Victor L. Willson, John M. Gottman	2008	\$45.99 978-1-59311-980-5	
<b>Digital Geography:</b> Geospatial Technologies in the Social Studies Classroom Andrew J. Milson, Marsha Alibrandi <i>Series: International Social Studies Forum: The Series</i>	2008	\$45.99 978-1-59311-672-9	\$85.99 978-1-59311-673-6
<b>Diverse Methodologies in the Study of Music Teaching and Learning</b> Linda K. Thompson, Mark Robin Campbell <i>Series: Advances in Music Education Research</i>	2008	\$45.99 978-1-59311-629-3	\$85.99 978-1-59311-630-9
<b>Education Reform in the American States</b> Jerry McBeath, Maria Elena Reyes, Mary Ehrlander	2008	\$45.99 978-1-59311-775-7	\$85.99 978-1-59311-776-4
<b>Educational Research, The National Agenda, and Educational Reform:</b> A History Erwin V. Johanningsmeier, Theresa R. Richardson <i>Series: Studies in the History of Education</i>	2008	\$45.99 978-1-59311-730-6	\$85.99 978-1-59311-731-3
<b>Encyclopedia of Peace Education</b> Monisha Bajaj <i>Series: Peace Education</i>	2008	\$45.99 978-1-59311-898-3	\$85.99 978-1-59311-899-0
<b>Exile from Argentina:</b> A Jewish Family and the Military Dictatorship (1976-1983) Eduardo D. Faingold	2008	\$45.99 978-1-59311-994-2	
<b>Exploring Values Through Literature, Multimedia, and Literacy Events:</b> Making Connections Patricia Ruggiano Schmidt, Ann Watts Pailliotet	2008	\$45.99 978-1-59311-945-4	
<b>Faith Formation of the Laity in Catholic Schools:</b> The Influence of Virtue and Spirituality Seminars Sister Patricia Helene Earl I.H.M. <i>Series: Research on Religion and Education</i>	2008	\$45.99 978-1-59311-714-6	\$85.99 978-1-59311-715-3
<b>Fertilizers, Pills &amp; Magnetic Strips:</b> The Fate of Public Education in America Gene V Glass	2008	\$24.99 978-1-59311-892-1	\$85.99 978-1-59311-893-8
<b>Framing Research on Technology and Student Learning in the Content Areas:</b> Implications for Educators Lynn Bell, Lynne Schrum, Ann D. Thompson <i>Series: Research, Innovation and Methods in Educational Technology</i>	2008	\$45.99 978-1-59311-706-1	\$85.99 978-1-59311-707-8
<b>From Experience to Relationships:</b> Reconstructing Ourselves in Education and Healthcare Jasna K. Schwind, Gail M. Lindsay	2008	\$25.99 978-1-59311-894-5	\$59.99 978-1-59311-895-2
<b>Fundamentals of Human Performance and Training</b> Victor C.X. Wang, Kathleen P. King <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2008	\$45.99 978-1-59311-992-8	\$85.99 978-1-59311-993-5
<b>God, Money, and Politics:</b> English Attitudes to Blindness and Touch, from the Enlightenment to Integration Simon Hayhoe	2008	\$45.99 978-1-59311-913-3	\$85.99 978-1-59311-914-0
<b>Growing a Soul for Social Change:</b> Building the Knowledge Base for Social Justice Tonya Huber-Warring <i>Series: Teaching&lt;-&gt;Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights</i>	2008	\$45.99 978-1-59311-887-7	\$85.99 978-1-59311-888-4
<b>Handbook on Statewide Systems of Support</b> Sam Redding, Herbert J. Walberg	2008	\$45.99 978-1-59311-882-2	\$85.99 978-1-59311-883-9
<b>History Education 101:</b> The Past, Present, and Future of Teacher Preparation Wilson J. Warren, D. Antonio Cantu	2008	\$45.99 978-1-59311-860-0	\$85.99 978-1-59311-861-7
<b>The History of the Geometry Curriculum in the United States</b> Nathalie Sinclair <i>Series: Research in Mathematics Education</i>	2008	\$45.99 978-1-59311-696-5	\$85.99 978-1-59311-697-2
<b>Human Performance Models Revealed in the Global Context</b> Victor C.X. Wang, Kathleen P. King <i>Series: Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2008	\$45.99 978-1-60752-010-8	\$85.99 978-1-60752-011-5
<b>The Impact of the Laboratory and Technology on Learning and Teaching Science K-16</b> Dennis W. Sunal, Emmett L. Wright, Cheryl Sundberg <i>Series: Research in Science Education</i>	2008	\$45.99 978-1-59311-744-3	\$85.99 978-1-59311-745-0
<b>Improving Schools:</b> Studies in Leadership and Culture Wayne K. Hoy, Michael DiPaola	2008	\$45.99 978-1-59311-911-9	\$85.99 978-1-59311-912-6

Series: *Research and Theory in Educational Administration*

<b>In View of Academic Careers and Career-Making Scholars:</b> Innovative Ideas for Institutional Reform Victor N. Shaw	2008	\$45.99 978-1-59311-885-3	\$85.99 978-1-59311-886-0
<b>Interdisciplinary Educational Research In Mathematics and Its Connections to The Arts and Sciences</b> Bharath Sriraman, Claus Michelsen, Astrid Beckmann, Viktor Freiman Series: <i>The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2008	\$45.99 978-1-59311-983-6	\$85.99 978-1-59311-984-3
<b>Leadership for Social Justice:</b> Promoting Equity and Excellence Through Inquiry and Reflective Practice Anthony H. Normore Series: <i>Educational Leadership for Social Justice</i>	2008	\$45.99 978-1-59311-997-3	\$85.99 978-1-59311-998-0
<b>Let's Grandparent:</b> Activity Guide for Young Grandchildren JoAn Vaughan	2008	\$19.99 978-1-60752-025-2	\$49.99 978-1-60752-026-9
<b>Mathematics Curriculum in Pacific Rim Countries - China, Japan, Korea, and Singapore:</b> Proceedings of a Conference Zalman Usiskin, Edwin Willmore Series: <i>Research in Mathematics Education</i>	2008	\$45.99 978-1-59311-953-9	\$85.99 978-1-59311-954-6
<b>Mathematics Education and the Legacy of Zoltan Paul Dienes</b> Bharath Sriraman Series: <i>The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2008	\$45.99 978-1-59311-896-9	\$85.99 978-1-59311-897-6
<b>Model Minority Myth Revisited:</b> An Interdisciplinary Approach to Demystifying Asian American Educational Experiences Guofang Li, Lihshing Wang Series: <i>Chinese American Educational Research and Development Association Book Series</i>	2008	\$45.99 978-1-59311-950-8	\$85.99 978-1-59311-951-5
<b>Multilevel Modeling of Educational Data</b> Ann A. O'Connell, D. Betsy McCoach Series: <i>Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i>	2008	\$45.99 978-1-59311-684-2	\$85.99 978-1-59311-685-9
<b>The Ones We Remember:</b> Scholars Reflect on Teachers Who Made a Difference Frank Pajares, Tim Urdan Series: <i>Adolescence and Education</i>	2008	\$19.99 978-1-59311-943-0	\$59.99 978-1-59311-944-7
<b>Paradigm and Ideology in Educational Research:</b> Social Functions of the Intellectual Tom Popkewitz	2008	\$45.99 9781593119522	
<b>Peace Education:</b> Exploring Ethical and Philosophical Foundations James Page Series: <i>Peace Education</i>	2008	\$45.99 9781593118891	\$85.99 9781593118907
<b>Personal ~ Passionate ~ Participatory:</b> Inquiry into Social Justice in Education Ming Fang He, JoAnn Phillion Series: <i>Research for Social Justice: Personal~Passionate~Participatory</i>	2008	\$45.99 978-1-59311-975-1	\$85.99 978-1-59311-976-8
<b>A Place For Teacher Renewal:</b> Challenging the Intellect, Creating Educational Reform Anthony G. Rud Jr., Walter P. Oldendorf	2008	\$45.99 978-1-59311-902-7	
<b>Podcasting for Teachers Revised 2nd Edition:</b> Using a New Technology to Revolutionize Teaching and Learning Kathleen P. King, Mark Gura Series: <i>Emerging Technologies for Evolving Learners</i>	2008	\$45.99 978-1-60752-023-8	\$85.99 978-1-60752-024-5
<b>Policy, Leadership, and Student Achievement:</b> Implications for Urban Communities C. Kent McGuire, Vivian W. Ikpa Series: <i>The Achievement Gap, Research, Practice, and Policy</i>	2008	\$45.99 978-1-59311-973-7	\$85.99 978-1-59311-974-4
<b>Qualitative Research Methods in Education and Educational Technology</b> Jerry W. Willis Series: <i>Research, Innovation and Methods in Educational Technology</i>	2008	\$45.99 1-930608-54-3	\$85.99 1-930608-55-1
<b>Reading the Signs:</b> Using Case Studies to Discuss Student Life Issues at Catholic Colleges and Universities in the United States Sandra M. Estanek, Robert S. Meyer, Laura A. Wankel, Edward P. Wright	2008	\$45.99 978-1-59311-918-8	\$85.99 978-1-59311-919-5
<b>Recent Innovations in Educational Technology that Facilitate Student Learning</b> Daniel H. Robinson, Gregory Schraw Series: <i>Current Perspectives on Cognition, Learning and Instruction</i>	2008	\$45.99 978-1-59311-652-1	\$85.99 978-1-59311-653-8
<b>Relational Discipline:</b> Strategies for In-Your-Face Kids (Revised 2nd Edition) William N. Bender	2008	\$45.99 978-1-59311-859-4	
<b>Scholarship for Sustaining Service-Learning and Civic Engagement</b> Melody A. Bowdon, Shelley H. Billig, Barbara A. Holland Series: <i>Advances in Service-Learning Research</i>	2008	\$45.99 978-1-60752-002-3	\$85.99 978-1-60752-003-0

<b>Service-eLearning: Educating for Citizenship</b> Amber Dailey-Hebert, Emily Donnelly Saltee, Laurie N. DiPadova-Stocks	2008	\$45.99 978-1-59311-920-1	\$85.99 978-1-59311-921-8
<b>Statistical Theories of Mental Test Scores</b> Frederic M. Lord, Melvin R. Novick	2008	\$59.99 978-1-59311-934-8	
<b>Success for All: A Comprehensive Educational Reform for Improving At-Risk Students in an Urban School in China</b> Yanyu Zhou	2008	\$45.99 978-1-59311-939-3	\$85.99 978-1-59311-940-9
<b>Teacher Education in the English-Speaking World</b> Tom O'Donoghue, Clive Whitehead	2008	\$45.99 978-1-59311-900-3	\$85.99 978-1-59311-901-0
<b>Teaching and Learning: International Best Practice</b> Dennis M. McInerney, Gregory Arief D. Liem <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2008	\$45.99 978-1-59311-937-9	\$85.99 978-1-59311-938-6
<b>Teaching, Curriculum, and Community Involvement</b> Diana Hiatt-Michael	2008	\$45.99 978-1-60752-019-1	\$85.99 978-1-60752-020-7
<b>Third Place Learning: Reflective Inquiry into Intercultural and Global Case Painting</b> Glyn M. Rimmington, Mara Alagic <i>Series: Teaching&lt;-&gt;Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights</i>	2008	\$45.99 978-1-59311-926-3	\$85.99 978-1-59311-927-0
<b>Transforming Education for Peace</b> Jing Lin, Edward J. Brantmeier, Christa Bruhn <i>Series: Peace Education</i>	2008	\$45.99 978-1-59311-905-8	\$85.99 978-1-59311-906-5
<b>Turning Research Into Results: A Guide to Selecting the Right Performance Solutions</b> Richard E. Clark, Fred Estes	2008	\$45.99 978-1-59311-991-1	
<b>Undertaking Educational Challenges in the 21st Century: Research from the Field</b> Cynthia Szymanski Sunal, Kagendo Mutua <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i>	2008	\$45.99 978-1-59311-969-0	\$85.99 978-1-59311-970-6
<b>The Unfinished Quest: The Plight of Progressive Science Education</b> Clair T. Berube	2008	\$45.99 978-1-59311-928-7	\$85.99 978-1-59311-929-4
<b>University and School Connections: Research Studies in Professional Development Schools</b> Irma N. Guadarrama, John Ramsey, Janice L. Nath <i>Series: Research in Professional Development Schools</i>	2008	\$45.99 978-1-59311-700-9	\$85.99 978-1-59311-701-6
<b>Unsettling Beliefs: Teaching Theory To Teachers</b> Josh Diem, Robert J. Helfenbein <i>Series: International Social Studies Forum: The Series</i>	2008	\$45.99 978-1-59311-670-5	\$85.99 978-1-59311-671-2
<b>Volume 1: Research Syntheses</b> M. Kathleen Heid, Glendon W. Blume <i>Series: Research on Technology and the Teaching and Learning of Mathematics: Syntheses, Cases, and Perspectives</i>	2008	\$45.99 978-1-931576-18-5	\$85.99 978-1-931576-19-2
<b>Volume 2: Cases and Perspectives</b> M. Kathleen Heid, Glendon W. Blume <i>Series: Research on Technology and the Teaching and Learning of Mathematics: Syntheses, Cases, and Perspectives</i>	2008	\$45.99 978-1-931576-20-8	\$85.99 978-1-931576-21-5
<b>Western Structures Meet Native Traditions: The Interfaces of Educational Cultures</b> Cheryl Woolsey Des Jarlais	2008	\$45.99 978-1-59311-930-0	\$85.99 978-1-59311-931-7
<b>What the West Can Learn From the East: Asian Perspectives on the Psychology of Learning and Motivation</b> Oon Seng Tan, Dennis M. McInerney, Gregory Arief D. Liem, Ai-Girl Tan <i>Series: Research in Multicultural Education and International Perspectives</i>	2008	\$45.99 978-1-59311-987-4	\$85.99 978-1-59311-988-1
<b>What Works in Distance Learning: Sample Lessons Based on Guidelines</b> Harold F. O'Neil	2008	\$45.99 978-1-59311-884-6	
<b>Who does This Language Belong To?: Personal Narratives of Language Claim and Identity</b> Avital Feuer	2008	\$45.99 978-1-59311-837-2	\$85.99 978-1-59311-838-9
<b>Accessible Education for Blind Learners: Kindergarten through Post-Secondary</b> Shelley Kinash, Ania Paszuk <i>Series: Critical Concerns in Blindness</i>	2007	\$25 978-1-59311-649-1	
<b>Accountability Frankenstein: Understanding and Taming the Monster</b> Sherman Dorn	2007	\$45.99 978-1-59311-623-1	\$85.99 978-1-59311-624-8
<b>Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field</b> Samuel Totten, Jon Pedersen <i>Series: Research in Curriculum and Instruction</i>	2007	\$45.99 978-1-59311-566-1	\$85.99 978-1-59311-567-8
<b>Advances in Latent Variable Mixture Models</b> Gregory R. Hancock, Karen M. Samuelson	2007	\$45.99 978-1-59311-847-1	\$85.99 978-1-59311-848-8

<b>African-American Middle-Income Parents: How Are They Involved in Their Children's Literacy Development?</b> Ethel Swindell Robinson <i>Series: Literacy, Language and Learning</i>	2007	\$45.99 978-1-59311-829-7	\$85.99 978-1-59311-830-3
<b>American Educational History Journal: VOLUME 34, NUMBER 1 &amp; 2</b> J. Wesley Null <i>Series: American Educational History Journal</i>	2007	\$45.99 978-1-59311-767-2	\$85.99 978-1-59311-768-9
<b>Asian American Education: Acculturation, Literacy Development, and Learning</b> Clara C. Park, Russell Endo, Stacey J. Lee, Xue Lan Rong <i>Series: Research on the Education of Asian Pacific Americans</i>	2007	\$45.99 978-1-59311-722-1	\$85.99 978-1-59311-723-8
<b>Beliefs and Mathematics: Festschrift in honor of Guenter Toerner's 60th Birthday</b> Bharath Sriraman <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2007	\$45.99 978-1-59311-868-6	\$85.99 978-1-59311-869-3
<b>The Blind Need Not Apply: A History of Overcoming Prejudice in the Orientation and Mobility Profession</b> Ronald J. Ferguson <i>Series: Critical Concerns in Blindness</i>	2007	\$45.99 978-1-59311-574-6	\$85.99 978-1-59311-575-3
<b>Christianity, Education and Modern Society</b> William Jeynes, Enequina Martinez	2007	\$45.99 978-1-59311-736-8	\$85.99 978-1-59311-737-5
<b>Classroom Robotics: Case Stories of 21st Century Instruction for Millennial Students</b> Kathleen P. King, Mark Gura <i>Series: Instructional Innovations in Teaching and Learning</i>	2007	\$45.99 978-1-59311-601-9	\$85.99 978-1-59311-602-6
<b>Closing the Gap: English Educators Address the Tensions Between Teacher Preparation and Teaching Writing in Secondary Schools</b> Karen Keaton Jackson, Sandra Vavra <i>Series: Literacy, Language and Learning</i>	2007	\$45.99 978-1-59311-781-8	\$85.99 978-1-59311-782-5
<b>Contemporary Perspectives on Social Learning in Early Childhood Education</b> Olivia Saracho, Bernard Spodek <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2007	\$45.99 978-1-59311-742-9	\$85.99 978-159311-743-6
<b>Contemporary Perspectives on Socialization and Social Development in Early Childhood Education</b> Olivia Saracho, Bernard Spodek <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2007	\$45.99 978-1-59311-633-0	\$85.99 978-1-59311-634-7
<b>Culture, Motivation and Learning: A Multicultural Perspective</b> Farideh Salili, Rumjahn Hoosain <i>Series: Research in Multicultural Education and International Perspectives</i>	2007	\$45.99 978-1-59311-698-9	\$85.99 978-1-59311-699-6
<b>Curriculum and Teaching Dialogue Volume 9 1&amp;2</b> Barbara Slater Stern <i>Series: Curriculum &amp; Teaching Dialogue</i>	2007	\$45.99 978-1-59311-625-5	\$85.99 978-1-59311-626-2
<b>Dispositions in Teacher Education</b> Mary Diez, James Rath <i>Series: Advances in Teacher Education</i>	2007	\$45.99 978-1-59311-631-6	\$85.99 978-1-59311-632-3
<b>Educating the Evolved Mind: Conceptual Foundations for an Evolutionary Educational Psychology</b> Jerry Carlson, Joel R. Levin <i>Series: Psychological Perspectives on Contemporary Educational Issues</i>	2007	\$45.99 978-1-59311-611-8	\$85.99 978-1-59311-612-5
<b>Emerging Thought and Research on Student, Teacher, and Administrator Stress and Coping</b> Gordon S. Gates, Mimi Wolverson, Walter H. Gmelch <i>Series: Research on Stress and Coping in Education</i>	2007	\$45.99 978-1-59311-718-4	\$85.99 978-1-59311-719-1
<b>The Enterprise of Education</b> Kagendo Mutua, Cynthia Szymanski Sunal <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i>	2007	\$45.99 978-1-59311-710-8	\$85.99 978-1-59311-711-5
<b>Essential Ideas For The Reform of American Schools</b> Wayne K. Hoy, Michael DiPaola <i>Series: Research and Theory in Educational Administration</i>	2007	\$45.99 978-1-59311-686-6	\$85.99 978-1-59311-687-3
<b>Faculty Development by Design: Integrating Technology in Higher Education</b> Punya Mishra, Matthew J. Koehler, Yong Zhao <i>Series: Research, Innovation and Methods in Educational Technology</i>	2007	\$45.99 978-1-59311-582-1	\$85.99 978-1-59311-583-8
<b>Faculty Mentoring: The Power of Students in Developing Technology Expertise</b> Ann D. Thompson, Hsueh-Hua Chuang, Ismail Sahin <i>Series: Research, Innovation and Methods in Educational Technology</i>	2007	\$45.99 978-1-59311-570-8	\$85.99 978-1-59311-571-5
<b>From Passion to Objectivity: International and Cross-Disciplinary Perspectives on Service-Learning Research</b>	2007	\$45.99 978-1-59311-845-7	\$85.99 978-1-59311-846-4

Sherril B. Gelmon, Shelley H. Billig  
 Series: *Advances in Service-Learning Research*

<b>Handbook on Restructuring and Substantial School Improvement</b> Herbert J. Walberg	2007	\$45.99 978-1-59311-763-4	\$85.99 978-1-59311-764-1
<b>Handbook on Teaching Social Issues:</b> NCSS Bulletin No. 93 Ronald W. Evans, David W. Saxe	2007	\$45.99 0-87986-071-5	
<b>How Stakeholders Can Support Teacher Quality</b> Lewis C. Solmon, Kimberly Firetag Agam, Citadelle Priagula Series: <i>The Milken Family Foundation Series on Education Policy</i>	2007	\$45.99 978-1-59311-674-3	\$85.99 978-1-59311-675-0
<b>Independent Movement and Travel in Blind Children:</b> A Promotion Model Joseph Cutter Series: <i>Critical Concerns in Blindness</i>	2007	\$45.99 978-1-59311-603-3	\$85.99 978-1-59311-604-0
<b>Innovations in Career and Technical Education:</b> Strategic Approaches towards Workforce Competencies around the Globe Victor C.X. Wang, Kathleen P. King Series: <i>Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning</i>	2007	\$45.99 978-1-59311-839-6	\$85.99 978-1-59311-840-2
<b>Inquiry in the Classroom:</b> Realities and Opportunities Eleanor Abrams, Sherry Southerland, Peggy Silva Series: <i>Contemporary Research in Education</i>	2007	\$45.99 978-1-59311-834-1	\$85.99 978-1-59311-835-8
<b>International Perspectives on Social Justice in Mathematics Education</b> Bharath Sriraman Series: <i>The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2007	\$45.99 978-1-59311-880-8	\$85.99 978-1-59311-881-5
<b>Language of the Land:</b> Policy, Politics, Identity Katherine Schuster, David Witkosky Series: <i>Studies in the History of Education</i>	2007	\$45.99 978-1-59311-617-0	\$85.99 978-1-59311-618-7
<b>Negotiating Social Contexts:</b> Identities of Biracial College Women Andra M. Basu Series: <i>Research in Bilingual Education</i>	2007	\$45.99 978-1-59311-596-8	
<b>Online Learning Communities</b> Rocci Luppicini Series: <i>Perspectives in Instructional Technology and Distance Education</i>	2007	\$45.99 978-1-59311-678-1	\$85.99 978-1-59311-679-8
<b>Podcasting for Teachers:</b> Using a New Technology to Revolutionize Teaching and Learning Kathleen P. King, Mark Gura Series: <i>Emerging Technologies for Evolving Learners</i>	2007	\$45.99 978-1-59311-658-3	\$85.99 978-1-59311-659-0
<b>Promising Practices for Teachers to Engage with Families of English Language Learners</b> Diana Hiatt-Michael Series: <i>Family School Community Partnership Issues</i>	2007	\$45.99 978-1-59311-660-6	\$85.99 978-1-59311-661-3
<b>Pruning The Ivy:</b> The Overdue Reformation of Higher Education Milton Leontiades	2007	\$45.99 978-1-59311-740-5	\$85.99 978-1-59311-741-2
<b>Reading:</b> Policy, Politics, and Processes Mengli Song, Tamara V. Young	2007	\$45.99 978-1-59311-853-2	\$85.99 978-1-59311-854-9
<b>Reading Across International Boundaries:</b> History, Policy and Politics Roger Openshaw, Janet Soler Series: <i>International Perspectives on Curriculum</i>	2007	\$45.99 978-1-59311-664-4	\$85.99 978-1-59311-665-1
<b>Real Data Analysis</b> Shlomo S. Sawilowsky Series: <i>Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i>	2007	\$45.99 978-1-59311-564-7	\$85.99 978-1-59311-565-4
<b>A Recipe For Success:</b> What YOU can Learn About Coping in a Food-Bombarded World From People With Prader-Willi Syndrome, an Extreme Eating Disorder Shelley Kinash	2007	\$45.99 978-1-59311-843-3	\$85.99 978-1-59311-844-0
<b>Regression to the Mean:</b> A Novel of Evaluation Politics Ernest R. House	2007	\$45.99 978-1-59311-849-5	\$85.99 978-1-59311-850-1
<b>Religious Charter Schools:</b> Legalities and Practicalities Lawrence D. Weinberg	2007	\$45.99 978-1-59311-758-0	\$85.99 978-1-59311-759-7
<b>Resiliency Reconsidered:</b> Policy Implications of the Resiliency Movement Donna M. Davis Series: <i>Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2007	\$45.99 978-1-59311-754-2	\$85.99 978-1-59311-755-9
<b>Second Handbook of Research on Mathematics Teaching and Learning:</b> A Project of the National Council of Teachers of Mathematics Frank K. Lester	2007	\$250 978-1-59311-176-2	\$350 978-1-59311-177-9
<b>Social Education in Asia:</b> Critical Issues and Multiple Perspectives David L. Grossman, Joe Tin-Yau Lo	2007	\$45.99 978-1-59311-702-3	\$85.99 978-1-59311-703-0

Series: *Research in Social Education*

<b>Spirituality, Social Justice and Language Learning</b> David I. Smith, Terry Osborn Series: <i>Contemporary Language Education</i>	2007	\$45.99 978-1-59311-599-9	\$85.99 978-1-59311-600-2
<b>Standards in Education</b> Dennis M. McInerney, Shawn Van Etten, Martin Dowson Series: <i>Research on Sociocultural Influences on Motivation and Learning</i>	2007	\$45.99 978-1-59311-779-5	\$85.99 978-1-59311-780-1
<b>Success Stories From a Failing School: Teachers Living Under the Shadow of NCLB</b> Marilyn Johnston-Parsons, Melissa Wilson, Jeff Bernardi, Martha Bowling, Marilyn Karl, Elizabeth Lloyd, Melanie McCualsky, Gerrie McManamon, Andrew Nash, Robert Owens, Steve Schack	2007	\$45.99 978-1-59311-777-1	\$85.99 978-1-59311-778-8
<b>Talent Knows No Color: The History of an Arts Magnet High School</b> Elaine Clift Gore Series: <i>Research in Curriculum and Instruction</i>	2007	\$45.99 978-1-59311-761-0	\$85.99 978-1-59311-762-7
<b>The Testing Gap: Scientific Trials of Test-Driven School Accountability Systems for Excellence and Equity</b> Jaekyung Lee Series: <i>Research in Educational Policy: Local, National, and Global Perspectives</i>	2007	\$45.99 978-1-59311-748-1	\$85.99 978-1-59311-749-8
<b>This Happened in America: Harold Rugg and the Censure of Social Studies</b> Ronald W. Evans Series: <i>Studies in the History of Education</i>	2007	\$45.99 978-1-59311-765-8	\$85.99 978-1-59311-766-5
<b>Throwing Voices: Five Autoethnographies on Postradical Education and Fine Art of Misdirection</b> Guy B. Senese	2007	\$45.99 978-1-59311-827-3	\$85.99 978-1-59311-828-0
<b>Training Higher Education Policy Makers and Leaders: A Graduate Program Perspective</b> Diane Wright, Michael T. Miller Series: <i>Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2007	\$45.99 978-1-59311-756-6	\$85.99 978-1-59311-757-3
<b>War, Nation, Memory: International Perspectives on World War II in School History Textbooks</b> Keith A. Crawford, Stuart J. Foster Series: <i>Research in Curriculum and Instruction</i>	2007	\$45.99 978-1-59311-851-8	\$85.99 978-1-59311-852-5
<b>The Young Adolescent and the Middle School</b> Steven B. Mertens, Vincent A. Anfara, Micki M. Caskey Series: <i>The Handbook of Research in Middle Level Education</i>	2007	\$45.99 978-1-59311-662-0	\$85.99 978-1-59311-663-7
<b>ABC's of Cultural Understanding and Communication: National and International Adaptations</b> Patricia Ruggiano Schmidt, Claudia Finkbeiner Series: <i>Literacy, Language and Learning</i>	2006	\$45.99 978-1-59311-463-3	\$85.99 978-1-59311-464-0
<b>Adult Education in Academia Revised 2nd Edition</b> Bahaudin G. Mujtaba, Robert C. Preziosi	2006	\$45.99 1-59311-475-3	\$85.99 1-59311-476-1
<b>Advancing Education Productivity: Policy Implications from National Databases</b> Herbert J. Walberg Series: <i>Research in Educational Productivity</i>	2006	\$45.99 1-59311-112-6	\$85.99 1-59311-113-4
<b>American Evangelicals and Religious Diversity: Subcultural Education, Theological Boundaries, and the Relativization of Tradition</b> Kevin M. Taylor Series: <i>Research on Religion and Education</i>	2006	\$45.99 1-59311-517-2	\$85.99 1-59311-518-0
<b>Avoiding School Facility Issues: A Consultant's Guidance to School Superintendents</b> G. Kent Stewart	2006	\$45.99 978-1-59311-592-0	\$85.99 978-1-59311-593-7
<b>The Blindness Revolution: Jernigan in His Own Words</b> James H. Omvig Series: <i>Critical Concerns in Blindness</i>	2006	\$45.99 1-59311-330-7	\$85.99 1-59311-331-5
<b>Breaking Out of the Box: Interdisciplinary Collaboration and Faculty Work</b> Marilyn J. Amey, Dennis F. Brown	2006	\$45.99 1-59311-132-0	\$85.99 1-59311-133-9
<b>Can Unlike Students Learn Together?</b> Herbert J. Walberg, Arthur J. Reynolds, Margaret C. Wang Series: <i>Research in Educational Productivity</i>	2006	\$45.99 1-59311-114-2	\$85.99 1-59311-115-0
<b>The Case of the No Child Left Behind Legislation: Educational Research and Federal Funding</b> Jerry Carlson, Joel R. Levin Series: <i>Psychological Perspectives on Contemporary Educational Issues</i>	2006	\$45.99 1-59311-187-8	\$85.99 1-59311-188-6
<b>Celluloid Blackboard: Teaching History with Film</b> Alan S. Marcus Series: <i>Contemporary Research in Education</i>	2006	\$45.99 978-1-59311-572-2	\$85.99 978-1-59311-573-9
<b>The Challenges of Education in Central Asia</b> Stephen P. Heyneman, Alan J. De Young Series: <i>International Perspectives on Educational Policy, Research and Practice</i>	2006	\$45.99 1-931576-48-3	\$85.99 1-931576-49-1
<b>Challenging Perspectives on Mathematics Classroom Communication</b>	2006	\$45.99	\$85.99

Anna Chronaki, Iben Maj Christiansen <i>Series: Cognition, Equity &amp; Society: International Perspectives</i>		1-59311-151-7	1-59311-152-5
<b>Challenging the System?: A Dramatic Tale of Neoliberal Reform in an Australian High School</b> Martin Forsey <i>Series: Education Policy in Practice: Critical Cultural Studies</i>	2006	\$45.99 978-1-59311-578-4	\$85.99 978-1-59311-579-1
<b>Childhood in South Asia</b> Jyotsna Pattnaik <i>Series: Research in Global Child Advocacy</i>	2006	\$45.99 1-59311-020-0	\$85.99 1-59311-021-9
<b>Communication and Metacommunication in Human Development</b> Jaan Valsiner, Angela Uchoa Branco	2006	\$45.99 1-59311-254-8	\$85.99 1-59311-256-4
<b>Contemporary Issues in Educational Policy and School Outcomes</b> Wayne K. Hoy, Cecil Miskel <i>Series: Research and Theory in Educational Administration</i>	2006	\$45.99 1-59311-477-X	\$85.99 1-59311-478-8
<b>Contemporary Perspectives on Families, Communities and Schools for Young Children</b> Olivia Saracho, Bernard Spodek <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2006	\$45.99 1-59311-185-1	\$85.99 1-59311-186-X
<b>Contemporary Perspectives on Language Policy and Literacy Instruction in Early Childhood Education</b> Olivia Saracho, Bernard Spodek <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2006	\$45.99 1-59311-120-7	\$85.99 1-59311-121-5
<b>Critical Issues in Social Studies Teacher Education</b> Susan Adler <i>Series: Research in Social Education</i>	2006	\$45.99 1-59311-094-4	\$85.99 1-59311-095-2
<b>Crosscurrents and Crosscutting Themes</b> Kagendo Mutua, Cynthia Szymanski Sunal <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i>	2006	\$45.99 1-59311-467-2	\$85.99 1-59311-468-0
<b>Culture and Learning: Access and Opportunity in the Classroom</b> Mark Olssen <i>Series: International Perspectives on Curriculum</i>	2006	\$45.99 1-59311-178-9	\$85.99 1-59311-179-7
<b>Curriculum and Teaching Dialogue volume 8 1&amp;2</b> Barbara Slater Stern <i>Series: Curriculum &amp; Teaching Dialogue</i>	2006	\$45.99 978-1-59311-576-0	\$85.99 978-1-59311-577-7
<b>Death and Delusion: A Freudian Analysis of Mortal Terror</b> Jerry S. Piven	2006	\$25.99 1-59311-124-X	\$42.99 1-59311-249-1
<b>Democratic Education for Social Studies: An Issues-Centered Decision Making Curriculum</b> Anna S. Ochoa-Becker <i>Series: International Social Studies Forum: The Series</i>	2006	\$45.99 978-1-59311-590-6	\$85.99 978-1-59311-591-3
<b>Distance Education: Definition and Glossary of Terms (Second Edition)</b> Charles Schlosser, Michael Simonson	2006	\$45.99 1-59311-515-6	\$85.99 1-59311-516-4
<b>Early Language Learning: A Model for Success</b> Carol M. Saunders Semonsky, Marcia A. Spielberger <i>Series: Contemporary Language Education</i>	2006	\$45.99 1-59311-082-0	\$85.99 1-59311-083-9
<b>Educating Adolescents: Challenges and Strategies</b> Tim Urdan, Frank Pajares <i>Series: Adolescence and Education</i>	2006	\$45.99 1-59311-153-3	\$85.99 1-59311-154-1
<b>Educating Toward a Culture of Peace</b> Yaacov Iram <i>Series: Peace Education</i>	2006	\$45.99 9781593114831	\$85.99 9781593114848
<b>Educational Leadership and Reform</b> Wayne K. Hoy, Cecil Miskel <i>Series: Research and Theory in Educational Administration</i>	2006	\$45.99 1-59311-320-X	\$85.99 1-59311-321-8
<b>Educational Resiliency: Student, Teacher, and School Perspectives</b> Hersch C. Waxman, Yolanda N. Padron, Jon P. Gray <i>Series: Research in Educational Diversity and Excellence</i>	2006	\$45.99 1-931576-08-4	\$85.99 1-931576-09-2
<b>Educational Restructuring: International Perspectives on Traveling Policies</b> Sverker Lindblad, Tom Popkewitz <i>Series: International Perspectives on Educational Policy, Research and Practice</i>	2006	\$45.99 1-59311-180-0	\$85.99 1-59311-181-9
<b>Effective Schools</b> Dennis M. McInerney, Martin Dowson, Shawn Van Etten <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2006	\$45.99 1-59311-491-5	\$85.99 1-59311-492-3
<b>Exposing a Culture of Neglect: Herschek T. Manuel and Mexican American Schooling</b> Matthew D. Davis <i>Series: Research in Curriculum and Instruction</i>	2006	\$45.99 1-59311-314-5	\$85.99 1-59311-315-3

<b>Forgotten Heroes of American Education: The Great Tradition of Teaching Teachers</b> J. Wesley Null, Diane Ravitch <i>Series: Readings in Educational Thought</i>	2006	\$45.99 1-59311-447-8	\$85.99 1-59311-448-6
<b>From Sites of Occupation to Symbols of Multiculturalism: Re-Conceptualizing Minority Education in Post-Soviet Latvia</b> Iveta Silova <i>Series: Research in Multicultural Education and International Perspectives</i>	2006	\$45.99 1-59311-461-3	\$85.99 1-59311-462-1
<b>Handbook of Research on Mathematics Teaching and Learning: (A Project of the National Council of Teachers of Mathematics)</b> Douglas Grouws	2006	\$75 978-1-59311-598-2	
<b>Helping Kids Achieve Their Best: Understanding and Using Motivation in the Classroom</b> (revised edition) Dennis M. McInerney	2006	\$45.99 1-59311-340-4	
<b>Home Schooling In Full View: A Reader</b> Bruce S. Cooper	2006	\$45.99 1-59311-338-2	\$85.99 1-59311-339-0
<b>Identity and Second Language Learning: Culture, Inquiry, and Dialogic Activity in Educational Contexts</b> Miguel Mantero <i>Series: Contemporary Language Education</i>	2006	\$45.99 978-1-59311-539-5	\$85.99 978-1-59311-540-1
<b>The Impact of State and National Standards on K-12 Science Teaching</b> Dennis W. Sunal, Emmett L. Wright <i>Series: Research in Science Education</i>	2006	\$45.99 1-59311-364-1	\$85.99 1-59311-365-X
<b>Improving Student Achievement: Reforms that Work</b> Lewis C. Solmon, Kimberly Firetag Agam, Tamara W. Schiff <i>Series: The Milken Family Foundation Series on Education Policy</i>	2006	\$45.99 1-59311-352-8	\$85.99 1-59311-353-6
<b>Inclusion in Urban Educational Environments: Addressing Issues of Diversity, Equity, and Social Justice</b> Denise E. Armstrong, Brenda J. McMahon <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i>	2006	\$45.99 1-59311-493-1	\$85.99 1-59311-494-X
<b>The Intended Mathematics Curriculum as Represented in State-Level Curriculum Standards: Consensus or Confusion?</b> Barbara Reys <i>Series: Research in Mathematics Education</i>	2006	\$45.99 1-930608-52-7	\$85.99 1-930608-53-5
<b>The Last Silver Bullet?: Technology for America's Schools</b> Lewis C. Solmon	2006	\$45.99 1-59311-246-7	
<b>The Legacy of June Pallot: Public Sector Financial Management Reform</b> Susan Newberry <i>Series: Research in Public Management</i>	2006	\$45.99 978-1-59311-535-7	\$85.99 978-1-59311-536-4
<b>Making a Difference: Action Research in Middle Level Education</b> Micki M. Caskey <i>Series: The Handbook of Research in Middle Level Education</i>	2006	\$45.99 1-59311-356-0	\$85.99 1-59311-357-9
<b>Making It Work: Educating the Blind/Visually Impaired Student in the Regular School</b> Carol Castellano <i>Series: Critical Concerns in Blindness</i>	2006	\$45.99 1-59311-418-4	\$85.99 1-59311-423-0
<b>Managing School System Change: Charting a Course for Renewal</b> Serbrenia J. Sims	2006	\$45.99 1-59311-078-2	\$85.99 1-59311-079-0
<b>Measuring History: Cases of State-Level Testing Across the United States</b> S. G. Grant <i>Series: Research in Curriculum and Instruction</i>	2006	\$45.99 1-59311-479-6	\$85.99 1-59311-480-X
<b>Moral Education in America's Schools: The Continuing Challenge</b> Thomas C. Hunt, Monalisa McCurry-Mullins, Ph.D.	2006	\$45.99 1-59311-197-5	\$85.99 1-59311-198-3
<b>Multilingualism from Infancy to Adolescence</b> Eduardo D. Faingold	2006	\$45.99 1-59311-090-1	\$85.99 1-59311-091-X
<b>Naturally Small: Teaching and Learning in the Last One-Room Schools</b> Stephen A. Swidler	2006	\$45.99 1-59311-122-3	\$85.99 1-59311-123-1
<b>New Frontiers for Self Research</b> Herbert Marsh, Rhonda G. Craven, Dennis M. McInerney <i>Series: International Advances in Self Research</i>	2006	\$45.99 1-59311-155-X	\$85.99 1-59311-156-8
<b>New Perspectives in Service Learning: Research to Advance the Field</b> Andrew Furco, Shelley H. Billig <i>Series: Advances in Service-Learning Research</i>	2006	\$45.99 1-59311-157-6	\$85.99 1-59311-158-4
<b>Nordic Childhoods and Early Education: Philosophy, Research, Policy and Practice in Denmark, Finland, Iceland, Norway, and Sweden</b>	2006	\$45.99 1-59311-350-1	\$85.99 1-59311-351-X

Johanna Einarsdottir, John A. Wagner <i>Series: International Perspectives on Educational Policy, Research and Practice</i>			
<b>Okoboji: A Twenty Year Review of Leadership - 1955-1974</b> L. Cochran	2006	\$45.99 1-59311-144-4	
<b>Online Professional Development for Teachers</b> Charalambos Vrasidas, Gene V Glass <i>Series: Current Perspectives on Applied Information Technologies</i>	2006	\$45.99 1-59311-203-3	\$85.99 1-59311-159-2
<b>Optimizing Student Success in School with the Other Three Rs: Reasoning, Resilience, and Responsibility</b> Robert J. Sternberg, Rena F. Subotnik <i>Series: Research in Educational Productivity</i>	2006	\$45.99 1-59311-430-3	\$85.99 1-59311-431-1
<b>Overcoming AIDS: Lessons Learned from Uganda</b> Donald E. Morisky, W. James Jacob, Yusuf K. Nsubuga, Steven J. Hite <i>Series: Research in Global Child Advocacy</i>	2006	\$45.99 1-59311-471-0	\$85.99 1-59311-472-9
<b>Policy and University Faculty Governance</b> Julie A. Caplow, Michael T. Miller <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2006	\$45.99 1-59311-072-3	\$85.99 1-59311-073-1
<b>The Politics of Leadership: Superintendents and School Boards in Changing Times</b> George J. Petersen, Lance Fusarelli <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i>	2006	\$45.99 1-59311-168-1	\$85.99 1-59311-169-X
<b>Preparing Educators to Communicate and Connect with Families and Communities</b> Patricia Ruggiano Schmidt <i>Series: Literacy, Language and Learning</i>	2006	\$45.99 1-59311-324-2	\$85.99 1-59311-325-0
<b>Private Higher Education: An International Bibliography</b> Alma Maldonado-Maldonado, Yingxia Cao, Hong Zhu, Daniel C. Levy, Philip G. Altbach	2006	\$45.99 1-59311-206-8	\$85.99 1-59311-211-4
<b>Project-Based Second and Foreign Language Education: Past, Present, and Future</b> Gulbahar H. Beckett, Paul Chamness Miller <i>Series: Research in Second Language Learning</i>	2006	\$45.99 1-59311-505-9	\$85.99 1-59311-506-7
<b>The Pursuit of Curriculum: Schooling and the Public Interest</b> William A. Reid, J. Wesley Null <i>Series: Research in Curriculum and Instruction</i>	2006	\$45.99 1-59311-507-5	\$85.99 1-59311-508-3
<b>Re-Envisioning Education and Democracy</b> Ruthanne Kurth-Schai, Charles R. Green	2006	\$45.99 978-1-59311-562-3	\$85.99 978-1-59311-563-0
<b>Recapturing the Personal: Essays on Education and Embodied Knowledge in Comparative Perspective</b> Irving Epstein	2006	\$45.99 978-1-59311-584-5	\$85.99 978-1-59311-585-2
<b>Reform in Undergraduate Science Teaching for the 21st Century</b> Dennis W. Sunal, Emmett L. Wright, Jeanelle Bland <i>Series: Research in Science Education</i>	2006	\$45.99 1-930608-84-5	\$85.99 1-930608-85-3
<b>Religion in Multicultural Education</b> Farideh Salili, Rumjahn Hoosain <i>Series: Research in Multicultural Education and International Perspectives</i>	2006	\$45.99 1-59311-489-3	\$85.99 1-59311-490-7
<b>Research and Reflection: Teachers Take Action for Literacy Development</b> Andrea Izzo <i>Series: Literacy, Language and Learning</i>	2006	\$45.99 978-1-59311-537-1	\$85.99 978-1-59311-538-8
<b>Research as a Tool for Empowerment: Theory Informing Practice</b> David Schwarzer, Melanie Bloom, Sarah Shono <i>Series: Research in Second Language Learning</i>	2006	\$45.99 1-59311-348-X	\$85.99 1-59311-349-8
<b>Research on Enhancing the Interactivity of Online Learning</b> Vivian H. Wright, Elizabeth K. Wilson, Cynthia Szymanski Sunal <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2006	\$45.99 1-59311-362-5	\$85.99 1-59311-363-3
<b>Schooled for the Future?: Educational Policy and Everyday Life among Urban Squatters in Nepal</b> Karen Valentin <i>Series: Education Policy in Practice: Critical Cultural Studies</i>	2006	\$45.99 1-59311-426-5	\$85.99 1-59311-427-3
<b>The Scientific Basis of Education Productivity</b> Rena F. Subotnik, Herbert J. Walberg <i>Series: Research in Educational Productivity</i>	2006	\$45.99 1-59311-449-4	\$85.99 1-59311-450-8
<b>Seeing Beyond Blindness</b> Shelley Kinash, Ronald J. Ferguson <i>Series: Critical Concerns in Blindness</i>	2006	\$45.99 1-59311-521-0	\$85.99 1-59311-522-9
<b>Self-Efficacy Beliefs of Adolescents</b> Tim Urdan, Frank Pajares	2006	\$45.99 1-59311-366-8	\$85.99 1-59311-367-6

Series: *Adolescence and Education*

<p><b>Social Justice in These Times</b> James O'Donnell, Marc Pruyn, Rudolfo Chavez Chavez Series: <i>International Social Studies Forum: The Series</i></p>	2006	\$45.99 1-59311-218-1	\$85.99 1-59311-219-X
<p><b>Social Reconstruction: People, Politics, Perspectives</b> Karen L. Riley Series: <i>Studies in the History of Education</i></p>	2006	\$45.99 1-59311-214-9	\$85.99 1-59311-215-7
<p><b>Social Studies and the Press: Keeping the Beast at Bay?</b> Margaret Smith Crocco Series: <i>International Social Studies Forum: The Series</i></p>	2006	\$45.99 1-59311-336-6	\$85.99 1-59311-337-4
<p><b>Space, Curriculum and Learning</b> David Scott Series: <i>International Perspectives on Curriculum</i></p>	2006	\$45.99 1-59311-092-8	\$85.99 1-59311-093-6
<p><b>Spark the Brain, Ignite the Pen (FIRST EDITION): Quick Writes for Kindergarten Through High School Teachers and Beyond</b> Samuel Totten, Helen Eaton, Shelley Dirst, Clare Lesieur</p>	2006	\$25.99 1-59311-465-6	\$59.99 1-59311-466-4
<p><b>Structural Equation Modeling: A Second Course</b> Gregory R. Hancock, Ralph O. Mueller Series: <i>Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i></p>	2006	\$45.99 1-59311-014-6	\$85.99 1-59311-015-4
<p><b>Student Governance and Institutional Policy: Formation and Implementation</b> Michael T. Miller, Daniel P. Nadler Series: <i>Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i></p>	2006	\$45.99 1-59311-503-2	\$85.99 1-59311-504-0
<p><b>Surviving the Transition? Case Studies of Schools and Schooling in the Kyrgyz Republic</b> Alan J. De Young, Madeleine Reeves, Galina K. Valyayeva Series: <i>International Perspectives on Educational Policy, Research and Practice</i></p>	2006	\$45.99 1-59311-511-3	\$85.99 1-59311-512-1
<p><b>System-wide Efforts to Improve Student Achievement</b> Kenneth K. Wong, Stacey Rutledge Series: <i>Research in Educational Policy: Local, National, and Global Perspectives</i></p>	2006	\$45.99 1-59311-224-6	\$85.99 1-59311-225-4
<p><b>Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades Pre K-2</b> Stephanie Z. Smith, Marvin E. Smith Series: <i>Teachers Engaged in Research</i></p>	2006	\$45.99 1-59311-495-8	\$85.99 1-59311-496-6
<p><b>Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades 3-5</b> Cynthia W. Langrall Series: <i>Teachers Engaged in Research</i></p>	2006	\$45.99 1-59311-497-4	\$85.99 1-59311-498-2
<p><b>Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades 6-8</b> Joanna O. Masingila Series: <i>Teachers Engaged in Research</i></p>	2006	\$45.99 1-59311-499-0	\$85.99 1-59311-500-8
<p><b>Teachers Engaged in Research: Inquiry into Mathematics Classrooms, Grades 9-12</b> Laura R. Van Zoest Series: <i>Teachers Engaged in Research</i></p>	2006	\$45.99 1-59311-501-6	\$85.99 1-59311-502-4
<p><b>Teachers' Voices: Storytelling and Possibility</b> Freema Elbaz Luwisch Series: <i>Issues in Curriculum Theory, Policy and Research</i></p>	2006	\$45.99 1-59311-183-5	\$85.99 1-59311-184-3
<p><b>Teaching about Genocide: Issues, Approaches, and Resources</b> Samuel Totten</p>	2006	\$45.99 1-59311-074-X	\$85.99 1-59311-075-8
<p><b>Teaching Language and Content to Linguistically and Culturally Diverse Students: Principles, Ideas, and Materials</b> Yu Ren Dong Series: <i>Contemporary Language Education</i></p>	2006	\$45.99 1-59311-088-X	\$85.99 1-59311-089-8
<p><b>Teaching with Emotion: A Postmodern Enactment</b> Michalinos Zembylas</p>	2006	\$45.99 1-59311-328-5	\$85.99 1-59311-329-3
<p><b>Teaching Writing Genres Across the Curriculum: Strategies for Middle School Teachers</b> Susan Lee Pasquarelli Series: <i>Contemporary Language Education</i></p>	2006	\$45.99 1-59311-421-4	\$85.99 1-59311-422-2
<p><b>Technology and Assessment: The Tale of Two Interpretations</b> Michael Russell Series: <i>Research, Innovation and Methods in Educational Technology</i></p>	2006	\$45.99 1-59311-038-3	\$85.99 1-59311-039-1
<p><b>Technology-Based Education: Bringing Researchers and Practitioners Together</b> Lisa M. PytlikZillig, Mary Bodvarsson, Roger Bruning Series: <i>Nebraska Symposium on Information Technology in Education</i></p>	2006	\$45.99 1-59311-220-3	\$85.99 1-59311-221-1
<p><b>Tend the Olive, Water the Vine: Globalization and the Negotiation of Early Childhood in Palestine</b></p>	2006	\$45.99 1-59311-166-5	\$85.99 1-59311-167-3

Rachel Christina <i>Series: Education Policy in Practice: Critical Cultural Studies</i>			
<b>The Thoughts of Youth: An International Perspective on Adolescents' Ideal Persons</b> Judith L. Gibbons, Deborah A. Stiles	2006	\$45.99 1-59311-100-2	\$85.99 1-59311-101-0
<b>Thriving, Surviving or Going Under: Coping with Everyday Lives</b> Erica Frydenberg <i>Series: Research on Stress and Coping in Education</i>	2006	\$45.99 1-59311-195-9	\$85.99 1-59311-196-7
<b>Transfer of Learning from a Modern Multidisciplinary Perspective</b> Jose P. Mestre <i>Series: Current Perspectives on Cognition, Learning and Instruction</i>	2006	\$45.99 1-59311-164-9	\$85.99 1-59311-165-7
<b>Understanding Teacher Stress in an Age of Accountability</b> Richard Lambert, Christopher McCarthy <i>Series: Research on Stress and Coping in Education</i>	2006	\$45.99 1-59311-473-7	\$85.99 1-59311-474-5
<b>What Shall We Tell the Children?: International Perspectives on School History Textbooks</b> Stuart J. Foster, Keith A. Crawford <i>Series: Research in Curriculum and Instruction</i>	2006	\$45.99 1-59311-509-1	\$85.99 1-59311-510-5
<b>Working with Multiracial Students: Critical Perspectives on Research and Practice</b> Kendra R. Wallace	2006	\$45.99 1-59311-250-5	\$85.99 1-59311-127-4
<b>Addressing The Achievement Gap</b> Ronald D. Taylor <i>Series: Research in Educational Productivity</i>	2005	\$45.99 1-59311-451-6	\$85.99 1-59311-452-4
<b>An Administrator's Guide to Online Education</b> Kaye Shelton, George Saltsman <i>Series: The USDLA Book Series on Distance Learning</i>	2005	\$45.99 1-59311-424-9	\$85.99 1-59311-425-7
<b>Advances in Community Thought and Research</b> Irma N. Guadarrama, John Ramsey, Janice L. Nath <i>Series: Research in Professional Development Schools</i>	2005	\$45.99 1-59311-032-4	\$85.99 1-59311-033-2
<b>Asian and Pacific American Education: Learning, Socialization, and Identity</b> Clara C. Park, Russell Endo, A. Lin Goodwin <i>Series: Research on the Education of Asian Pacific Americans</i>	2005	\$45.99 1-59311-010-3	\$85.99 1-59311-011-1
<b>Critical Questions, Critical Perspectives: Language and the Second Language Educator</b> Timothy Reagan <i>Series: Contemporary Language Education</i>	2005	\$45.99 1-59311-334-X	\$85.99 1-59311-335-8
<b>Critical Reflection and the Foreign Language Classroom</b> Terry Osborn <i>Series: Contemporary Language Education</i>	2005	\$45.99 1-59311-313-7	
<b>Curriculum and Teaching Dialogue volume 7 1&amp;2</b> Barbara Slater Stern <i>Series: Curriculum &amp; Teaching Dialogue</i>	2005		\$85.99 1-59311-460-5
<b>Deep Change: Cases and Commentary on Schools and Programs of Successful Reform in High Stakes States</b> Gerald Ponder, David Strahan <i>Series: Research in Curriculum and Instruction</i>	2005	\$45.99 1-59311-189-4	\$85.99 1-59311-190-8
<b>Education and Rehabilitation for Empowerment</b> Ed Vaughan, James H. Omvig <i>Series: Critical Concerns in Blindness</i>	2005	\$45.99 1-59311-006-5	\$85.99 1-59311-007-3
<b>The Encyclopedia of Middle Grades Education</b> Vincent A. Anfara, Gayle Andrews, Steven B. Mertens	2005	\$100 1-59311-172-X	\$150 1-59311-173-8
<b>Explorations in Curriculum History</b> Sherry L. Field <i>Series: Research in Curriculum and Instruction</i>	2005	\$45.99 1-930608-42-X	\$85.99 1-930608-43-8
<b>Focus on Curriculum</b> Dennis M. McInerney, Shawn Van Etten <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2005	\$45.99 1-59311-207-6	\$85.99 1-59311-208-4
<b>Forefronts in Research</b> Kagendo Mutua, Cynthia Szymanski Sunal <i>Series: Research on Education in Africa, the Caribbean, and the Middle East</i>	2005	\$45.99 1-59311-326-9	\$85.99 1-59311-327-7
<b>Gender and Schooling in the Early Years</b> Janice Koch, Beverly Irby <i>Series: Research on Women and Education</i>	2005	\$45.99 1-59311-255-6	\$85.99 1-59311-440-0
<b>A Hand Not Shortened</b> William Jeynes	2005	\$45.99 1-59311-455-9	\$85.99 1-59311-456-7
<b>Improving Service-Learning Practice: Research on Models to Enhance Impacts</b>	2005	\$45.99	\$85.99

Susan Root, Jane Callahan, Shelley H. Billig <i>Series: Advances in Service-Learning Research</i>		1-59311-457-5	1-59311-458-3
<b>International Perspectives on Research in Early Childhood Education</b> Olivia Saracho, Bernard Spodek <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2005	\$45.99 1-931576-66-1	\$85.99 1-931576-67-X
<b>Language in Multicultural Education</b> Farideh Salili, Rumjahn Hoosain <i>Series: Research in Multicultural Education and International Perspectives</i>	2005	\$45.99 1-59311-251-3	\$85.99 1-59311-252-1
<b>Preparing Teachers to Teach with Technology</b> Charalambos Vrasidas, Gene V Glass <i>Series: Current Perspectives on Applied Information Technologies</i>	2005	\$45.99 1-59311-160-6	\$85.99 1-59311-161-4
<b>Promising Practices for Family Involvement in Schooling Across the Continents</b> Diana Hiatt-Michael <i>Series: Family School Community Partnership Issues</i>	2005	\$45.99 1-59311-222-X	\$85.99 1-59311-223-8
<b>Public Relations For Schools: A Resource Guide for Principals</b> Sally S. Lundblad, G. Kent Stewart	2005	\$45.99 1-59311-257-2	\$85.99 1-59311-258-0
<b>Research in Technology and Second Language Learning: Developments and Directions</b> Yong Zhao <i>Series: Research in Second Language Learning</i>	2005	\$45.99 1-59311-191-6	\$85.99 1-59311-192-4
<b>The Role of Culture and Cultural Context in Evaluation: A Mandate for Inclusion, the Discovery of Truth and Understanding</b> Stafford Hood, Henry Frierson, Rodney Hopson <i>Series: Evaluation and Society</i>	2005	\$45.99 1-59311-358-7	\$85.99 1-59311-359-5
<b>Trends and Issues in Distance Education: International Perspectives</b> Yusra Laila Visser, Lya Visser, Michael Simonson, Ray Amirault <i>Series: Perspectives in Instructional Technology and Distance Education</i>	2005	\$45.99 1-59311-212-2	\$85.99 1-59311-213-0
<b>What Counts as Knowledge in Teacher Education (Volume 5)</b> James Rath <i>Series: Advances in Teacher Education</i>	2005	\$45.99 1-56750-425-6	\$85.99 1-57650-424-8
<b>What Works in Distance Learning: Guidelines</b> Harold F. O'Neil	2005	\$45.99 1-59311-260-2	\$85.99 1-59311-261-0
<b>Wise Social Studies in an Age of High-Stakes Testing: Essays on Classroom Practices and Possibilities</b> Elizabeth Anne Yeager, O. L. Davis <i>Series: Research in Curriculum and Instruction</i>	2005	\$45.99 1-59311-372-2	\$85.99 1-59311-373-0
<b>Big Theories Revisited</b> Dennis M. McInerney, Shawn Van Etten <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2004	\$45.99 1-59311-052-9	\$85.99 1-59311-053-7
<b>Civil Society or Shadow State?: State/NGO Relations in Education</b> Margaret Sutton, Robert F. Arnove <i>Series: Education Policy in Practice: Critical Cultural Studies</i>	2004	\$45.99 1-59311-201-7	\$85.99 1-59311-202-5
<b>The Connecticon: Learning for the Connected Generation</b> Frank Rennie, Robin Mason	2004	\$45.99 1-59311-209-2	\$85.99 1-59311-210-6
<b>Cultural Capital and Black Education: African American Communities and the Funding of Black V.P. Franklin</b> <i>Series: Research on African American Education</i>	2004	\$45.99 1-59311-040-5	\$85.99 1-59311-041-3
<b>Educational Administration, Policy, and Reform: Research and Measurement</b> Wayne K. Hoy, Cecil Miskel <i>Series: Research and Theory in Educational Administration</i>	2004	\$45.99 1-59311-134-7	\$85.99 1-59311-135-5
<b>The Evolution of American Educational Technology</b> Paul Saettler	2004	\$45.99 1-59311-139-8	
<b>Extending Education through Technology: Selected Writings by James D. Finn on Instructional Technology</b> Ronald McBeth	2004	\$45.99 1-59311-138-X	
<b>Instructor Competencies: Standards for Face-to-Face, Online, and Blended Settings</b> James D. Klein, J. Michael Spector, Barbara L. Grabowski, Ileana de la Teja	2004	\$45.99 1-59311-236-X	\$85.99 1-59311-237-8
<b>Internationalizing Your Campus: Fifteen Steps and Fifty Federal Grants to Success</b> Pat LeMay Burr <i>Series: Contemporary Issues in Grants and Institutional Advancement</i>	2004	\$45.99 1-59311-147-9	\$85.99 1-59311-148-7
<b>Learning from Television: What the Research Says</b> G. Chu, W. Schramm	2004	\$45.99 1-59311-141-X	
<b>Mathematics Education within the Postmodern</b> Margaret Walshaw	2004	\$45.99 1-59311-130-4	\$85.99 1-59311-131-2

Series: *Cognition, Equity & Society: International Perspectives*

<b>Parallel Paths to Constructivism:</b> Jean Piaget and Lev Vygotsky Susan Pass	2004	\$45.99 1-59311-145-2	\$85.99 1-59311-146-0
<b>Promising Practices Connecting Schools to Families of Children with Special Needs</b> Diana Hiatt-Michael Series: <i>Family School Community Partnership Issues</i>	2004	\$45.99 1-930608-98-5	\$85.99 1-930608-99-3
<b>Radical Reformers:</b> The Influence of the Left in American Education Maurice R. Berube	2004	\$45.99 1-59311-136-3	\$85.99 1-59311-137-1
<b>Reading and Writing Ourselves into Being:</b> The Literacy of Certain 19th Century Young Women Claire White Putala Series: <i>Literacy, Language and Learning</i>	2004	\$45.99 1-59311-108-8	\$85.99 1-59311-109-6
<b>Readings in American Educational Thought:</b> From Puritanism to Progressivism Andrew J. Milson, Chara Haeussler Bohan, Perry L. Glanzer, J. Wesley Null Series: <i>Readings in Educational Thought</i>	2004	\$45.99 1-59311-253-X	\$85.99 1-59311-259-9
<b>Reforming Middle Level Education:</b> Considerations for Policymakers Sue C. Thompson, Vincent A. Anfara Series: <i>The Handbook of Research in Middle Level Education</i>	2004	\$45.99 1-59311-118-5	\$85.99 1-59311-119-3
<b>Talented Teachers:</b> The Essential Force for Improving Student Achievement Lewis C. Solmon, Tamara W. Schiff Series: <i>The Milken Family Foundation Series on Education Policy</i>	2004	\$45.99 1-59311-116-9	\$85.99 1-59311-117-7
<b>Trends in Programmed Instruction:</b> Papers from the First Annual Convention of the National Society for Programmed Instruction G. Ofiesh, W. Meierhenry	2004	\$45.99 1-59311-143-6	
<b>Uses of Intertextuality in Classroom and Educational Research</b> Nora Shuart-Faris, David Bloome	2004	\$45.99 1-59311-149-5	\$85.99 1-59311-150-9
<b>Advocating for Children and Families in an Emerging Democracy:</b> The Post Soviet Exp. In Lith. Judy W. Kugelmass, Dennis J. Ritchie Series: <i>Research in Global Child Advocacy</i>	2003	\$45.99 1-930608-46-2	\$85.99 1-930608-47-0
<b>Asian American Identities, Families, &amp; Schooling</b> Clara C. Park, A. Lin Goodwin, Stacey J. Lee Series: <i>Research on the Education of Asian Pacific Americans</i>	2003	\$45.99 1-59311-056-1	\$85.99 1-59311-057-X
<b>Contemporary Perspectives on Play in Early Childhood Education</b> Olivia Saracho, Bernard Spodek Series: <i>Contemporary Perspectives in Early Childhood Education</i>	2003	\$45.99 1-930608-30-6	\$85.99 1-930608-31-4
<b>Critical Race Theory Perspectives on the Social Studies:</b> The Profession, Policies, and Curriculum Gloria Ladson-Billings Series: <i>Research in Social Education</i>	2003	\$45.99 1-59311-034-0	\$85.99 1-59311-035-9
<b>Cross-national Information and Communication:</b> Technology Policy and Practices in Education Tjeerd Plomp, Ronald E. Anderson, Nancy Law, Andreas Quale Series: <i>Research in Educational Policy: Local, National, and Global Perspectives</i>	2003	\$45.99 1-59311-018-9	\$85.99 1-59311-019-7
<b>Culture as the Core:</b> Perspective on Culture in Second Language Education Dale L. Lange Series: <i>Research in Second Language Learning</i>	2003	\$45.99 1-931576-22-X	\$85.99 1-931576-23-8
<b>Deconstructing Service-Learning:</b> Research Exploring Context, Participation, and Impacts Janet Eyler, Shelley H. Billig Series: <i>Advances in Service-Learning Research</i>	2003	\$45.99 1-59311-070-7	\$85.99 1-59311-071-5
<b>Electronic Learning Communities Issues and Practices</b> Sorel Reisman Series: <i>The USDLA Book Series on Distance Learning</i>	2003	\$45.99 1-931576-96-3	\$85.99 1-931576-97-1
<b>Evaluating Educational Reforms:</b> Scandinavian Perspectives Peder Haug, Thomas A. Schwandt Series: <i>Evaluation and Society</i>	2003	\$45.99 1-931576-90-4	\$85.99 1-931576-91-2
<b>Handbook of Research on Catholic Higher Education</b> Kendall Hunt, Ellis A. Joseph, Ronald J. Nuzzi, John O. Geiger	2003	\$45.99 1-59311-058-8	\$85.99 1-59311-059-6
<b>Leaders for a Movement:</b> Professional Preparation and Development of Middle Level Teachers and Administrators Vincent A. Anfara, Gayle Andrews Series: <i>The Handbook of Research in Middle Level Education</i>	2003	\$45.99 1-59311-086-3	\$85.99 1-59311-087-1
<b>Mathematical Cognition</b> James M. Royer	2003	\$45.99 1-930608-34-9	\$85.99 1-930608-35-7

Series: *Current Perspectives on Cognition, Learning and Instruction*

<b>Narrative Inquiries of School Reform: Storied Lives, Storied Landscapes, Storied Metaphors</b> Cheryl J. Craig Series: <i>Research in Curriculum and Instruction</i>	2003	\$45.99 1-59311-016-2	\$85.99 1-59311-017-0
<b>Promising Practices to Connect Schools with the Community</b> Diana Hiatt-Michael Series: <i>Family School Community Partnership Issues</i>	2003	\$45.99 1-930608-96-9	\$85.99 1-930608-97-7
<b>Race, Ethnicity and Education: What is Taught in Schools</b> David Scott Series: <i>International Perspectives on Curriculum</i>	2003	\$45.99 1-59311-080-4	\$85.99 1-59311-081-2
<b>Religion, Education and Academic Success</b> William Jeynes Series: <i>Research on Religion and Education</i>	2003	\$45.99 1-931576-52-1	\$85.99 1-931576-53-X
<b>A River Forever Flowing: Cross-Cultural Lives and Identities in the Multicultural Landscape</b> Ming Fang He	2003	\$45.99 1-59311-076-6	\$85.99 1-59311-077-4
<b>Saving America's School Infrastructure</b> Faith E. Crampton, David C. Thompson Series: <i>Research in Education Fiscal Policy and Practice</i>	2003	\$45.99 1-931576-16-5	\$85.99 1-931576-17-3
<b>Sociocultural Influences and Teacher Education Programs</b> Dennis M. McInerney, Shawn Van Etten Series: <i>Research on Sociocultural Influences on Motivation and Learning</i>	2003	\$45.99 1-59311-050-2	\$85.99 1-59311-051-0
<b>Studies in Leading and Organizing Schools</b> Cecil Miskel, Wayne K. Hoy Series: <i>Research and Theory in Educational Administration</i>	2003	\$45.99 1-931576-98-X	\$85.99 1-931576-99-8
<b>Studying Teachers in Early Childhood Settings</b> Bernard Spodek, Olivia Saracho Series: <i>Contemporary Perspectives in Early Childhood Education</i>	2003	\$45.99 1-931576-86-6	\$85.99 1-931576-87-4
<b>Surmounting all Odds - Vol. 1&amp;2: Equalizing Education Opportunities in the New Millennium (Vol 1 &amp; 2)</b> Carol Camp Yeakey, Ronald D. Henderson Series: <i>Research on African American Education</i>	2003	\$79.99 9781623962166	\$159.99 9781623962173
<b>Teacher Beliefs and Classroom Performance: The Impact of Teacher Education</b> James Rath, Amy C. McAninch Series: <i>Advances in Teacher Education</i>	2003	\$45.99 1-59311-068-5	\$85.99 1-59311-069-3
<b>Teaching, Learning, and Motivation in a Multicultural Context</b> Farideh Salili, Rumjahn Hoosain Series: <i>Research in Multicultural Education and International Perspectives</i>	2003	\$45.99 1-931576-94-7	\$85.99 1-931576-95-5
<b>Toward Wellness: Prevention, Coping, and Stress</b> Gordon S. Gates, Mimi Wolverton Series: <i>Research on Stress and Coping in Education</i>	2003	\$45.99 1-931576-34-3	\$85.99 1-931576-35-1
<b>Towards the Virtual University: International On-line Learning Perspectives</b> Nicolae Nistor, Lyn English, Steve Wheeler Series: <i>Perspectives in Instructional Technology and Distance Education</i>	2003	\$45.99 1-931576-92-0	\$85.99 1-931576-93-9
<b>Web Based Learning: What do we know? Where do we go?</b> Roger Bruning, Peter Hom, Lisa M. PytlakZillig	2003	\$45.99 1-59311-002-2	\$85.99 1-59311-003-0
<b>What Should Teachers Know about Technology: Perspectives and Practices</b> Yong Zhao Series: <i>Research, Innovation and Methods in Educational Technology</i>	2003	\$45.99 1-59311-036-7	\$85.99 1-59311-037-5
<b>Academic Motivation of Adolescents</b> Tim Urdan, Frank Pajares Series: <i>Adolescence and Education</i>	2002	\$45.99 1-931576-62-9	\$85.99 1-931576-63-7
<b>Adolescence and Education: General Issues in the Education of Adolescents</b> Tim Urdan, Frank Pajares Series: <i>Adolescence and Education</i>	2002	\$45.99 1-931576-44-0	\$85.99 1-931576-45-9
<b>Contemporary Perspectives on Early Childhood Curriculum</b> Olivia Saracho, Bernard Spodek Series: <i>Contemporary Perspectives in Early Childhood Education</i>	2002	\$45.99 1-930608-26-8	\$85.99 1-930608-27-6
<b>Contemporary Perspectives on Literacy in Early Childhood Education</b> Olivia Saracho, Bernard Spodek Series: <i>Contemporary Perspectives in Early Childhood Education</i>	2002	\$45.99 1-930608-28-4	\$85.99 1-930608-29-2
<b>Defining and Redefining Gender Equity in Education</b> Janice Koch, Beverly Irby Series: <i>Research on Women and Education</i>	2002	\$45.99 1-931576-42-4	\$85.99 1-931576-43-2

<b>Distance Education and Distributed Learning</b> Gene V Glass, Charalambos Vrasidas <i>Series: Current Perspectives on Applied Information Technologies</i>	2002	\$45.99 1-931576-88-2	\$85.99 1-931576-89-0
<b>Education for Democracy: Contexts, Curricula, Assessments</b> Walter C. Parker <i>Series: Research in Social Education</i>	2002	\$45.99 1-931576-24-6	\$85.99 1-931576-25-4
<b>Efficiency, Accountability, and Equity: Issues in Title 1 School Wide Program Implementation</b> Margaret C. Wang, Kenneth K. Wong <i>Series: Research in Educational Productivity</i>	2002	\$45.99 1-931576-10-6	\$85.99 1-931576-11-4
<b>Exploring Evaluator Role Identity</b> Katherine E. Ryan, Thomas A. Schwandt <i>Series: Evaluation and Society</i>	2002	\$45.99 1-931576-84-X	\$85.99 1-931576-85-8
<b>Fiscal Policy in Urban Education</b> Christopher Roellke, Jennifer King Rice <i>Series: Research in Education Fiscal Policy and Practice</i>	2002	\$45.99 1-931576-14-9	\$85.99 1-931576-15-7
<b>Forging Alliances in Community and Thought</b> Irma N. Guadarrama <i>Series: Research in Professional Development Schools</i>	2002	\$45.99 1-930608-82-9	\$85.99 1-930608-83-7
<b>Instructional Design: Systems Strategies</b> Bruce R. Ledford, Phillip J. Sleeman	2002	\$45.99 1-931576-82-3	\$85.99 1-931576-83-1
<b>Literacy and the Second Language Learner</b> JoAnn Hammadou Sullivan <i>Series: Research in Second Language Learning</i>	2002	\$45.99 1-930608-86-1	\$85.99 1-930608-87-X
<b>Middle School Curriculum, Instruction, and Assessment</b> Vincent A. Anfara, Sandra L. Stacki <i>Series: The Handbook of Research in Middle Level Education</i>	2002	\$45.99 1-931576-76-9	\$85.99 1-931576-77-7
<b>Multiple Competencies and Self-regulated Learning: Implications for Multicultural Education</b> Farideh Salili, Ying-yi Hong, Chi-yue Chiu <i>Series: Research in Multicultural Education and International Perspectives</i>	2002	\$45.99 1-930608-92-6	\$85.99 1-930608-93-4
<b>Research on Sociocultural Influences on Motivation and Learning - 2nd Volume</b> Dennis M. McInerney, Shawn Van Etten <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2002	\$45.99 1-931576-32-7	\$85.99 1-931576-33-5
<b>Research on the Education of Asian Pacific Americans Vol. 1</b> Clara C. Park, A. Lin Goodwin, Stacey J. Lee <i>Series: Research on the Education of Asian Pacific Americans</i>	2002	\$45.99 1-931576-28-9	\$85.99 1-931576-29-7
<b>School Reform Proposals: The Research Evidence</b> Alex Molnar <i>Series: Research in Educational Productivity</i>	2002	\$45.99 1-931576-58-0	\$85.99 1-931576-59-9
<b>Service Learning: The Essence of the Pedagogy</b> Andrew Furco, Shelley H. Billig <i>Series: Advances in Service-Learning Research</i>	2002	\$45.99 1-931576-56-4	\$85.99 1-931576-57-2
<b>Service Learning Through a Multidisciplinary Lens</b> Shelley H. Billig, Andrew Furco <i>Series: Advances in Service-Learning Research</i>	2002	\$45.99 1-931576-80-7	\$85.99 1-931576-81-5
<b>Successful Reading Instruction</b> Michael L. Kamil, JoAnn B. Manning, Herbert J. Walberg <i>Series: Research in Educational Productivity</i>	2002	\$45.99 1-931576-64-5	\$85.99 1-931576-65-3
<b>Taking Small Classes One Step Further</b> Jeremy D. Finn, Kenneth K. Wong	2002	\$45.99 1-931576-60-2	\$85.99 1-931576-61-0
<b>Teacher Training and Effective Pedagogy in the Context of Student Diversity</b> Liliana Minaya-Rowe <i>Series: Research in Bilingual Education</i>	2002	\$45.99 1-930608-78-0	\$85.99 1-930608-79-9
<b>Technological Entrepreneurship</b> Philip Phan <i>Series: Research in Entrepreneurship and Management</i>	2002	\$45.99 1-930608-80-2	\$85.99 1-930608-81-0
<b>Theory and Research in Educational Administration Vol. 1</b> Cecil Miskel, Wayne K. Hoy <i>Series: Research and Theory in Educational Administration</i>	2002	\$45.99 1-931576-04-1	\$85.99 1-931576-05-X
<b>Critical Issues in Social Studies Research for the 21st Century</b> William B. Stanley <i>Series: Research in Social Education</i>	2001	\$45.99 1-930608-06-3	\$85.99 1-930608-07-1
<b>Cross Cultural Perspectives in Child Advocacy</b> Ilene R. Berson, Michael J. Berson, Barbara C. Cruz	2001	\$45.99 1-930608-04-7	\$85.99 1-930608-05-5

Series: *Research in Global Child Advocacy*

**The Handbook of Research in Middle Level Education**

Vincent A. Anpara

Series: *The Handbook of Research in Middle Level Education*

2001

\$45.99  
1-930608-73-X

\$85.99  
1-930608-72-1

**Improving Educational Productivity**

David H. Monk, Kenneth K. Wong, Margaret C. Wang

Series: *Research in Educational Productivity*

2001

\$45.99  
1-930608-44-6

\$85.99  
1-930608-45-4

**Improving Results for Children and Families: Linking Collaborative Services with School Reform Efforts**

Margaret C. Wang, William Lowe Boyd

Series: *Research in Educational Policy: Local, National, and Global Perspectives*

2001

\$45.99  
1-930608-02-0

\$85.99  
1-930608-03-9

**Instructional Design: A Primer**

Bruce R. Ledford, Phillip J. Sleeman

2001

\$45.99  
1-930608-00-4

\$85.99  
1-930608-01-2

**Learning from Media: Arguments, Analysis, and Evidence**

Richard E. Clark

Series: *Perspectives in Instructional Technology and Distance Education*

2001

\$45.99  
1-930608-77-2

\$85.99  
1-930608-76-4

**Methods of Evaluating Educational Technology**

Walt Heinecke, Laura Blasi

Series: *Research, Innovation and Methods in Educational Technology*

2001

\$45.99  
1-930608-56-X

\$85.99  
1-930608-57-8

**Multicultural Education: Issues, Policies, and Practices**

Farideh Salili, Rumjahn Hoosain

Series: *Research in Multicultural Education and International Perspectives*

2001

\$45.99  
1-930608-74-8

\$85.99  
1-930608-75-6

**Promising Practices for Family Involvement in Schools**

Diana Hiatt-Michael

Series: *Family School Community Partnership Issues*

2001

\$45.99  
1-930608-94-2

\$85.99  
1-930608-95-0

**Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism**

Patricia Ruggiano Schmidt, Peter B. Mosenthal

Series: *Literacy, Language and Learning*

2001

\$45.99  
1-930608-90-X

\$85.99  
1-930608-91-8

**Research on Sociocultural Influences on Motivation and Learning - 1st Volume**

Dennis M. McInerney, Shawn Van Etten

Series: *Research on Sociocultural Influences on Motivation and Learning*

2001

\$45.99  
1-930608-62-4

\$85.99  
1-930608-63-2

**Handbook of Research on Catholic Education**

Thomas C. Hunt, Ellis A. Joseph, Ronald J. Nuzzi

2000

\$45.99  
1-59311-106-1

**Surmounting All Odds - Vol. 1: Education, Opportunity, and Society in the New Millennium**

Carol Camp Yeakey, Ronald D. Henderson

Series: *Research on African American Education*

2000

\$39.99  
9781931576260

\$85.99  
9781931576277

**Surmounting All Odds - Vol. 2: Education, Opportunity, and Society in the New Millennium**

Carol Camp Yeakey, Ronald D. Henderson

Series: *Research on African American Education*

2000

\$39.99  
9781593113469

\$85.99  
9781593113476

**Teachers and the Reform of Elementary Science: Stories of Conversation and Personal Process**

Heidi Bulmahn Barker

Series: *Issues in Curriculum Theory, Policy and Research*

2000

\$45.99  
1-59311-102-9

\$85.99  
1-59311-103-7

**Technology and the Management of Instruction - Monograph 4**

R. Heinich

2000

\$45.99  
1-59311-142-8

**Community Education and Crime Prevention: Confronting Foreground and Background**

Causes of Criminal Behavior

Carolyn Siemens Ward

1998

\$45.99  
1-59311-289-0

**Learning Efficacy: Celebrations and Persuasions**

Gabe Keri

Series: *Research about Teaching and Learning*

\$45.99  
978-1-59311-523

\$85.99  
978-1-59311-524

# 2014 IAP Journal Subscription Rates

## American Education History Journal

Volume 41, 2014

\*\*\*\* Now published once a year as a book\*\*\*\*

ISSN: 1535-0584

Institutional Print: \$120.00

Personal Print: \$70.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

## Journal of Research in Character Education

Volume 11, 2014

ISSN: 1543-1223

Institutional Print: \$190.00

Personal Print: \$85.00

CEP Members: Print: \$50.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

## College Student Affairs Journal

Volume 32, 2014

ISSN: 0888-210X

Institutional Print: \$120.00

Personal Print: \$50.00

Single Issue Price Institutions \$50.00/Personal \$20.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

## Quarterly Review of Distance Education

Volume 15, 2014

ISSN: 1528-3518

Institutional Print: \$210.00

Personal Print: \$95.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$45.00

## Curriculum and Teaching Dialogue

Volume 16, 2014

ISSN: 1538-750X

Institutional Print: \$120.00

Personal Print: \$70.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

## Middle Grades Research Journal

Volume 9, 2014

ISSN: 1937-0814

Institutional Print: \$155.00

Personal Print: \$95.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$60.00 Student: \$50.00

## The Distance Learning Magazine

Volume 11, 2014

ISSN: 1547-4712

Institutional Print: \$175.00

Personal Print: \$60.00

Single Issue Price Institutions \$45.00/Personal \$25.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$55.00 Student: \$35.00

## The Montana Mathematics Enthusiast

Volume 11, 2014

ISSN: 1551-3440

Institutional Print: \$120.00

Personal Print: \$60.00

Back Volume Special Price (print only):

Institutions: \$100.00 Personal: \$60.00 Student: \$50.00

### Shipping and Handling for Journals

Outside the U.S. add \$30.00 for surface mail. Personal subscription rates are valid only on orders paid for with a personal check or credit card.

*Institutional checks will not be honored for personal subscriptions*

**IAP is a No Returns and No Refunds Publisher,  
only credits will be issued**

# International Distributors

## Canada

Login Brothers Canada  
324 Saullteaux Crescent  
Winnipeg, MB R3J3T2  
Tel: 204-837-2987  
Fax: 204-837-3116  
<http://www.lb.ca>

## Australia

Co Info Pty Ltd  
200A Rooks Road  
Vermont, VIC 3133  
Australia  
Tel.: +613 9210 7777  
Fax: + 613 9210 7788  
website: [www.coinfo.com.au](http://www.coinfo.com.au)

## Inbooks

Locked Bag 535  
Frenchs Forest NSW 2086  
Australia  
Tel: +61 2 8988 5082  
Fax: +61 2 8988 5090  
Email: [orders@inbooks.com.au](mailto:orders@inbooks.com.au)  
[www.inbooks.com.au](http://www.inbooks.com.au)

## China

Taylor & Francis Asia Pacific  
Room 1108B, Culture Square  
No. 59 Jia, Zhongguancun St.  
Haidian District  
Beijing 100872  
P.R. China  
Tel : +86 (10) 82502670  
Jeffrey Lim, Books Sales Director  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Cynthia Ji, Account Manager  
Email: [cynthia.ji@tandf.com.sg](mailto:cynthia.ji@tandf.com.sg)

### *China - Shanghai Region*

Chris Ye, Account Manager  
Room 916, Jinjiang Xiangyang Building  
993 Nanjing West Road  
Shanghai 200041  
P.R. China  
Tel: +86 21 62316030  
Email: [chris.ye@tandf.com.sg](mailto:chris.ye@tandf.com.sg)

### *China - Guangdong Region*

Cherry Wang, Sales Executive  
Email: [cherry.wang@tandf.com.sg](mailto:cherry.wang@tandf.com.sg)

## Europe

The Eurospan Group:  
You can order from Eurospan by mail, fax, email or telephone:

Eurospan Group  
c/o Turpin Distribution  
Pegasus Drive  
Stratton Business Park  
Biggleswade, Bedfordshire SG18 8TQ, UK  
Tel: +44 (0) 1767 604972  
Fax: +44 (0) 1767 601640  
Orders: [eurospan@turpin-distribution.com](mailto:eurospan@turpin-distribution.com)  
Other info: [info@eurospangroup.com](mailto:info@eurospangroup.com)

Orders from buyers in UK, Continental Europe, Middle East and Africa can be supplied directly by our stockist in the UK: Eurospan. Please click here: [www.eurospanbookstore.com/infoagepub](http://www.eurospanbookstore.com/infoagepub)

## Hong Kong

Taylor & Francis Asia Pacific  
Suite 153, Somptueux Central  
52-54 Wellington Street  
Central  
Hong Kong  
Tel: +852 3752 0625/3752 0626  
Jeffrey Lim, Books Sales Director  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Andrew Kwan, Manager  
E-mail: [andrew.kwan@tandf.com.sg](mailto:andrew.kwan@tandf.com.sg)

## India

Sara Books Pvt Ltd  
G-1, Vardaan House  
7/28, Ansari Road, Daryaganj  
New Delhi - 110002  
India  
Phones : 00-91-11-23266107  
Fax : 00-91-11-23266102  
e mail : [ravindrasaxena@sarabooksindia.com](mailto:ravindrasaxena@sarabooksindia.com)  
Web : [www.sarabooksindia.com](http://www.sarabooksindia.com)  
Contact Person : Ravindra.Saxena

**Indo-China**

Jeffrey Lim, *Books Sales Director*  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

**Indonesia**

Mohamed Feroz, *Assistant Sales Manager*  
Singapore Sales Office  
Email: [mohamed.feroz@tandf.com.sg](mailto:mohamed.feroz@tandf.com.sg)

**Japan**

Maruzen Co. Ltd.  
9F Maruzen Building, 2-3-10  
Nihombashi, Chuoku, Tokyo  
Japan 103-8245  
Tel: +81-3-3272-3851  
Fax: +81-3-3272-3920  
[promote@maruzen.co.jp](mailto:promote@maruzen.co.jp)

**Korea**

Barry Clarke, *Managing Director*  
Singapore Office  
Email: [barry.clarke@tandf.com.sg](mailto:barry.clarke@tandf.com.sg)

**Malaysia and Brunei**

Taylor & Francis Publishing Services  
Taylor & Francis Asia Pacific  
No. 23-2, Jalan PJS 8/18  
Dataran Mentari,  
46150 Petaling Jaya  
Selangor Darul Ehsan  
Malaysia  
Tel: +603 56301361  
Fax: +603 56301732  
Mobile: +60 (0)16 331 9923  
David Yeong, *General Manager*  
Email: [david.yeong@tandf.com.sg](mailto:david.yeong@tandf.com.sg)

**Philippines**

Jeffrey Lim, *Books Sales Director*  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

**Puerto Rico, The Caribbean, South America:**

Cranbury International  
7 Clarendon Ave., Suite 2  
Montpelier, VT 05602  
Tel: 802-223-6565  
Fax: 802-223-6824  
email: [eatkin@cranburyinternational.com](mailto:eatkin@cranburyinternational.com)

**Singapore**

Taylor & Francis Asia Pacific  
60 MacPherson Road  
Block 1 #06-09  
Siemens Centre  
Singapore 348615  
Tel: +65 65082888  
Fax: +65 6742 9356  
Email: [sales@tandf.com.sg](mailto:sales@tandf.com.sg)  
Mohamed Feroz, *Assistant Sales Manager*  
Email: [mohamed.feroz@tandf.com.sg](mailto:mohamed.feroz@tandf.com.sg)

**Taiwan**

Taylor & Francis Asia Pacific  
Room 629, 6F, No. 6, Sec. 4, Hsinyi Road  
Da-an District  
Taipei 10683  
Taiwan (R.O.C.)  
Tel: +886 (2) 5551 1266 ext. 6291  
Jeffrey Lim, *Books Sales Director*  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Jason Lin, *Sales Manager*  
Email: [jason.lin@tandf.com.sg](mailto:jason.lin@tandf.com.sg)

**Thailand**

Taylor & Francis Asia Pacific  
Tel & Fax: +66 2 6391333 ext. 3612  
Jeffrey Lim, *Books Sales Director*  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Nonglak Sawaithong, *Account Manager*  
Email: [s.nonglak@tandf.com.sg](mailto:s.nonglak@tandf.com.sg)

**Vietnam**

Jeffrey Lim, *Books Sales Director*  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

