Book Series

*Research in Educational Productivity*

Series Editors
Susan J. Paik, *Claremont Graduate University*

This series of works on educational productivity is centered on how more can be accomplished in education without consuming additional material, human, and social resources. Modern nations seek to enlarge learning as an end in its own right and also to increase "human capital" as a means of promoting individual opportunity for advancement, national economic growth, human welfare, and the quality of life.

In such an inter-disciplinary, practical spirit, this series aims to enlarge, compile, and systematize knowledge about educational productivity. It will deal with the theory of educational systems, the research underlying their design, and their effectiveness as implemented. Some volumes will be written by one or two authors on a given aspect of educational productivity. Most, however, will be edited thematic works with chapters written by several specialists in various aspects of the volume's theme.

**Books in this series:**

- High-Achieving Latino Students
- Advancing Education Productivity
- Optimizing Student Success in School with the Other Three Rs
- Can Unlike Students Learn Together?
- The Scientific Basis of Education Productivity
- Addressing The Achievement Gap
- Successful Reading Instruction
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High-Achieving Latino Students: Successful Pathways Toward College and Beyond

Susan J. Paik, Claremont Graduate University; Stacy M. Kula, Azusa Pacific University; Jeremiah J. González, Los Angeles Unified School District; Verónica V. González, Los Angeles Unified School District


High-Achieving Latino Students: Successful Pathways Toward College and Beyond addresses a long-standing need for a book that focuses on the success, not failure, of Latino students. While much of the existing research works from a deficit lens, this book uses a strength-based approach to support Latino achievement. Bringing together researchers and practitioners, this unique book provides research-based recommendations from early to later school years on “what works” for supporting high achievement.

Praise for High-Achieving Latino Students

“This book focuses on an important issue about which we know little. There are many lessons here for both scholars and educators who believe that Latino students can succeed. I congratulate the authors for taking on this timely and significant topic.” ~ Guadalupe Valdés, Ph.D., Bonnie Katz Tenenbaum Professor in Education, Stanford University. Author of Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools

“This is a must-read book for leaders in institutions of both K-12 and higher education who want to better understand success factors of Latino students in the US. Using a strength-based framework to understand and support Latino achievement is a new paradigm that must be considered by all.” ~ Loui Olivas, Ed.D., President, American Association of Hispanics in Higher Education

“In addition to being the right book at the right time, these editors should be congratulated for giving us a stellar example of how a research-practice collaboration comes together to produce such a valuable and lasting contribution to the field of school reform and improvement. Those who work in schools, universities, think tanks and policymaking centers have been waiting anxiously for this kind of book, and it’s now here.” ~ Carl A. Cohn, Ed.D., Former Executive Director, California Collaborative for Educational Excellence, CA State Board of Education member, and Superintendent

“There may not be a silver bullet for solving the so-called problem of Latino underachievement, but well-conceived solutions do exist. This powerful book offers strength- and asset-based frameworks that demonstrate Latino achievement is possible. Read this text to not only get informed, but to also get nurtured and inspired!” ~ Angela Valenzuela, Ph.D., Professor in Education, University of Texas at Austin. Author of Subtractive Schooling: US-Mexican Youth and the Politics of Caring

Advancing Education Productivity
Policy Implications from National Databases
Herbert J. Walberg, University of Illinois - Chicago

Most of the research contained in this book was supported by grants to the individual authors from the American Educational Research Association Grants Program.


Optimizing Student Success in School with the Other Three Rs
Reasoning, Resilience, and Responsibility
Rena F. Subotnik, American Psychological Association; Robert J. Sternberg, Yale University

The Other Three R’s model began as an American Psychological Association (APA) initiative, sponsored by Robert J. Sternberg, IBM Professor of Psychology and Education at Yale University and Past President of the APA. For both this initiative and this edited volume, Sternberg assembled a diverse team of experts who identified reasoning, resilience and responsibility as three learnable skills that, when taken together, have great potential for increasing academic success. The authors of this volume present in detail their evidence-based arguments for promoting TOTRs in schools as a way to optimize student success.


Can Unlike Students Learn Together?

Margaret C. Wang, Temple University; Arthur J. Reynolds, University of Wisconsin-Madison; Herbert J. Walberg, University of Illinois - Chicago


For the first time, this book brings together three controversial topics: homogeneous grouping of students within classrooms by ability or achievement criteria, tracking of students into courses of study by the same criteria, and retention of students in their present grade so that they repeat a year’s work instead of being promoted. The editors solicited syntheses of research on these topics from outstanding scholars with a variety of views.


The Scientific Basis of Education Productivity

Herbert J. Walberg, University of Illinois - Chicago; Rena F. Subotnik, American Psychological Association


This volume is not primarily concerned with what students should learn, nor even how they should learn. Rather it concerns how we can discover the best means and conditions for teaching them in school, at home, and in society. Expressed more explicitly, we seek to find out how students can learn efficiently or productively as much as possible within a given amount of time and resources. As in agriculture, medicine, public health, and modern industries, we can turn to rigorous science as one of the best sources for informing ourselves.

The intended audiences are not only scholars in a variety of academic disciplines but also research consumers, including educators, policymakers, parents, and citizens who seek principles to critically separate valid from invalid claims for the efficacy and efficiency of education products, personnel, and policies.

Initial versions of the chapters were discussed at a national invitational conference sponsored by the Laboratory for Student Success (LSS), the mid-Atlantic regional educational laboratory, at Temple University Center for Research in Human Development and Education. LSS operates under a contract with the U.S. Department of Education’s Institute of Education Sciences.

Addressing The Achievement Gap

Ronald D. Taylor, Temple University


The chapters included in this book were commissioned to serve as the background for the national invitational conference sponsored by the LSS at Temple University Center for Research in Human Development and Education (CRHDE). The conference and the publication of the conference proceedings were supported by the Institute of Education Sciences (IES) of the U. S. Department of Education. The opinions expressed do not necessarily reflect the positions of the supporting agencies and no official endorsement should be inferred.


Successful Reading Instruction

Herbert J. Walberg, University of Illinois - Chicago; JoAnn B. Manning, Temple University; Michael L. Kamil, Stanford University


Efficiency, Accountability, and Equity
Issues in Title 1 School Wide Program Implementation
Kenneth K. Wong, Brown University; Margaret C. Wang, Temple University

How efficient is Title I, the largest federal educational program in elementary and secondary schools? What is the quality of the Title I services? Has Title I promoted equity in schools among our nation’s low-income areas? To address these important issues, this volume draws on the proceedings of two national invitational conferences, sponsored by the mid-Atlantic regional educational laboratory, the Laboratory for Student Success (LSS) at Temple University Center for Research in Human Development and Education in 1999 and 2000. These conferences aim to provide research-based information on how Title I schoolwide programs affect teaching, learning, and student outcomes and to strengthen cost-benefits in Title I program implementation to assist students in high-poverty schools. The focus of the conferences is particularly timely in view of the upcoming Title I reauthorization and the recently enacted federal Comprehensive School Reform Demonstration (CSRD) initiative.

Discussion at the conferences focused on enhancing our understanding of accountability, efficiency, and equity issues in Title I. More specifically, researchers at the two conferences: (a) highlighted findings from the National Study of Effective Title I Schoolwide Programs; (b) examined the effects of research-based comprehensive reform models in high-poverty schools; and (c) addressed cross-cutting issues such as the productivity of Title I programs, the use of technologies in the classroom, the role of the state in strengthening Title I programs, cost effectiveness of whole school reform, professional development, reading instruction, and parental involvement, which are important parts of the national educational reform agenda.

Leading researchers, policymakers, and practitioners were commissioned to develop preconference papers to serve as a springboard for discussion at the conferences. These papers included an overview of the research base and patterns of governance and conditions that lead to effective implementation of Title I schoolwide programs. The papers were reviewed by conference participants before the conferences and were used to develop next-step recommendations for advancing the implementation of the Title I schoolwide provision.


School Reform Proposals
The Research Evidence
Alex Molnar, Arizona State University


Improving Educational Productivity
Margaret C. Wang, Temple University; Kenneth K. Wong, Brown University; David H. Monk, Penn State University

(Published in Cooperation with the Laboratory for Student Success, Temple University)

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