



# Biblioteca Benjamín Franklin

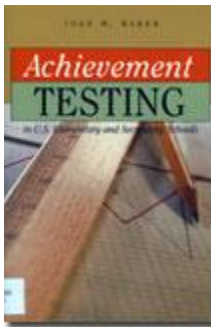
Servicio Cultural e Informativo de los Estados Unidos

## Educación Bibliografía

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### **Achievement testing in U.S. elementary and secondary schools**

*Baker, Joan M.*  
New York, NY : P. Lang, 2006.

371.262 BAK

Explains the complicated concepts in a clear and user-friendly way to beginning teachers and students, as well as to experienced teachers who are looking for guidance in the ever-changing educational landscape. The history of testing, the process for developing a formal test, testing abuse, misuse, and limitations are not widely known or understood even though we realize that testing is critical and here to stay.

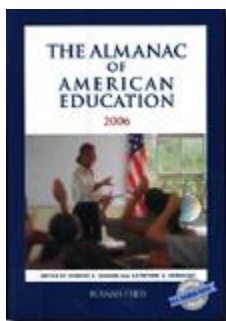
### **Adolescents at school : perspectives on youth, identity, and education**

*Edited by Michael Sadowski ; foreword by Deborah Meier*  
Cambridge, MA : Harvard Education Press, 2008.

373.181 ADO



Builds and expands on the strengths and insights of the much acclaimed previous edition. Drawing from the perspectives of teachers, researchers, and administrators, and adolescents themselves, it examines the complex, changing identities young people manage while they confront the challenges of school.

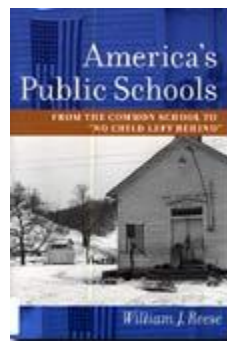


**The Almanac of American Education, 2006**

*Edited by Deirdre A. Gaquin and Katherine A. DeBrandt*  
Lanham, MD : Bernan Press, 2006.

REF 370.21 ALM 2006

This new edition is very useful as a guide to address high priority education needs by comparing the quality of education at the national, state, regional, and county levels.

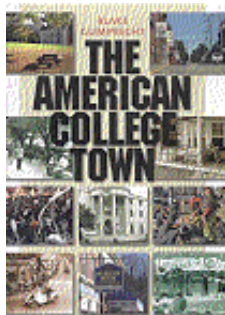


**America's public schools: from the common school to "No Child Left Behind"**

*William J. Reese*  
Baltimore, MD : Johns Hopkins University Press, 2005.

371.01 REE

Examines why citizens have repeatedly turned to the schools to improve society and how successive generations of reformers have tried to alter the curriculum and teaching practice to achieve their goals.



**The American college town**

*Blake Gumprecht*  
Amherst, MA : University of Massachusetts Press, 2008.

378.1 GUM

The college town is a unique type of urban place, shaped by the sometimes conflicting forces of youth, intellect, and idealism. The hundreds of college towns in the United States are, in essence, an academic archipelago. This book identifies the distinguishing features of college towns, explains why they have developed as they have in the United States, and examines in depth various characteristics that make them unusual.

**The American research university from World War II to world wide web :**

**governments, the private sector, and the emerging meta-university**

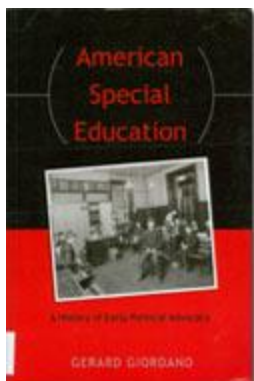


*Charles M. Vest*  
Berkeley, CA : Center for Studies in Higher Education, University of California Press, 2007.

001.4 VES

This volume provides a unique opportunity to explore the current state of the research university. This multifaceted view shows that the American research university is complex in its mission and funding, its international openness is challenged by new security concerns, and its ability to contribute to worldwide opportunity through sharing and collaboration has been dramatically expanded by the Internet and the Web.

**American special education : a history of early political advocacy**



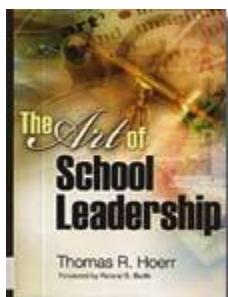
*Gerard Giordano*  
New York, NY : P. Lang, 2007.

371.9 GIO

Account of the epic struggle for special education in America's schools. It chronicles the actions of community leaders,

families, caregivers, instructors, physicians, scientists, lawyers, judges, lawmakers, businesspersons, journalists, social activists, and persons with disabilities. It details the creation of facilities in which special learners would be safe, productive, independent, respected, and self fulfilled.

**The art of school leadership**



*Thomas R. Hoerr*  
Alexandria, VA : Association for Supervision and Curriculum Development, 2005.

371.2 HOE

Offers invaluable advice on running a

school. From evaluating teachers to working with parents, from managing meetings to make a difference, the author addresses the challenges of school leadership and shares his proven strategies for success.



**Assessment in science : practical experiences and education research**

*Edited by Maureen McMahon ... [et al.]*  
Arlington, VA : NSTA Press, 2006.

507.1 ASS

Collection of up-to-date reports by authors who are practicing k-16 classroom teachers and university-based educators and researchers. Working in teams, they tried out and evaluated different assessment approaches in actual classrooms.

**Beats, rhymes, and classroom life: hip-hop pedagogy and the politics of identity**

*Marc Lamont Hill*  
New York, NY : Teachers College Press, 2009.

370.9173 HIL

For over a decade, educators have looked to capitalize on the appeal of hip-hop culture, sampling its language, techniques and styles as a way of reaching out to students. In this revelatory new book, the author shows how a serious engagement with hip-hop culture can affect classroom life in extraordinary ways.



**Best technology practices in higher education**



*By Les Lloyd*  
Medford, NJ : Information Today, 2005.

378.1 BES

A handful of progressive teachers and administrators are integrating technology in new and creative ways at their colleges and universities,

raising the bar for all schools. In his latest book, editor Les Lloyd (Teaching with Technology) has sought out the most innovative and practical examples in a range of key application areas, bringing together more than 30 technology leaders to share their success stories.

**Between speaking and silence : a study of quiet students**



*Mary M. Reda.*  
Albany, NY : State University of New York Press, 2009.

378.125 RED

Why are students silent? Using written reflections and interviews, Mary M.

Reda examines students' perceptions of speaking and being silent in a first-year composition classroom, and explores how their teachers, classroom relationships, and their own sense of identity shape their decisions to speak or be silent. By challenging many firmly held beliefs about those quiet students in the back of the classroom, *Between Speaking and Silence* offers the new vision that silence is not necessarily problematic.

**The big book of jobs**

*By the Editors of McGraw-Hill & the United States Department of Labor, Bureau of Labor Statistics*  
New York, NY : McGraw-Hill, 2009.

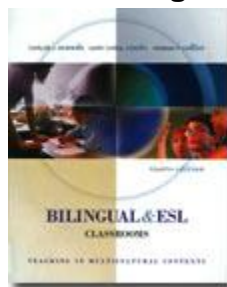


Detailed information on hundreds of exciting careers  
Techniques to skills training  
Information on job growth  
Detailed information on hundreds of exciting careers  
Techniques to skills training  
Information on job growth

REF 650.14 BIG

Combines a concise overview of the job-search process with all the latest government statistics on more than 250 jobs. Whether you are a recent graduate just entering the job market, a work veteran looking to change careers, or just keeping watch on your own job's future, this book offers everything you need to make informed choices about your career.

**Bilingual and ESL classrooms : teaching in multicultural contexts**



*Carlos J. Ovando, Mary Carol Combs, Virginia P. Collier*  
Boston, MA : McGraw-Hill, 2006.

370.117 OVA

This classic text integrates theory and practice to provide comprehensive coverage of bilingual and ESL education. The text covers the foundations of bilingual and ESL education and provides a strong focus on what the teacher needs to know in a bilingual classroom. Woven throughout the text are quotes from bilingual and ESL students and teachers that illuminate the bilingual/ESL learning and teaching experience.

**Bilingual education in the 21st century: a global perspective**

*Ofelia García ; with contributions by Hugo Baetens Beardsmore*  
Malden, MA ; Oxford : Wiley-Blackwell Pub, 2009.



370.117 BIL

Examines languages and bilingualism as individual and societal phenomena, presents programs types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments.

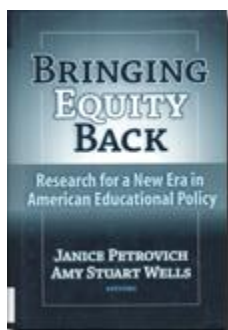


**Blogs, wikis, podcasts, and other powerful web tools for classrooms**

*Will Richardson*  
Thousand Oaks, CA :  
Corwin Press, 2006.

371.33 RIC

This book brings teachers a bold vision and on-the-ground Monday morning practicality. It will move educators to think differently about technology's potential for strengthening student's critical thinking, writing, reflection, and interactive learning.



**Bringing Equity Back : Research for a New Era in American Educational Policy**

*Edited by Janice Petrovich, Amy Stuart Wells*  
New York, NY : Teachers College Press, 2005.

379.260 BRI

This book examines the shifting terrain of educational policy and why equity must be brought back to the center of educational reform. It is also reviewed the historical, economic, and political conditions that generate inequalities in educational opportunity.



**Bringing reading research to life**

*Edited by Margaret G. McKeown, Linda Kucan.*  
New York, NY : Guilford Press, 2010.

428.4072 BRI

Assembles some of the world's foremost literacy scholars to discuss how scientific inquiry affects what teachers actually do in the classroom. Contributors presents ideas and findings on literacy processes in children of all ages, from the earliest stages of reading development through advance levels of learners from text. Coverage ranges from basic research to applied work and the design and implementation of instructional approaches.

**California in a time of excellence : school reform at the crossroads of the American dream**

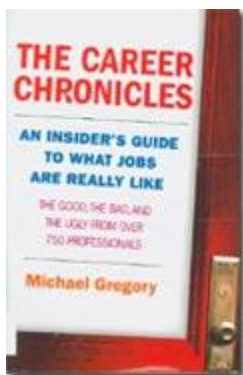


*James Andrew LaSpina.*  
Albany, NY : SUNY Press, 2009.

370.9794 LAS

Follows the Golden State's efforts to reform its public school system from 1983 to the present. Beginning with progressive curriculum reform initiatives that were launched even before the National Commission on Excellence in Education (NCEE) issued A Nation at Risk in 1983. The author traces these reform efforts through recurring culture wars, major clashes of personality, and a conflict between the state's tradition of progressive educational policy and a culture of conservatism.

**The career chronicles: an insider's guide to what jobs are really like : the good, the bad, and the ugly from over 750 professionals**



Michael Gregory  
Novato, CA : New World Library, 2008.

331.702 GRE

Draws on insider testimonies to describe the day-to-day, nitty-gritty responsibilities for hundreds of professions from lawyers and dentists to teachers and computer programmers. Is a guide that shares complementary information on the educational background for cited professions as well as average starting and median salaries.

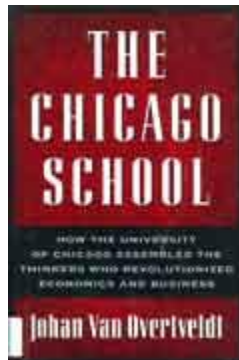
**The Chicago guide to your career in science : a toolkit for students and postdocs**



Victor A. Bloomfield and  
Esam E. El-Fakahany  
Chicago, IL : University of Chicago Press, 2008.

502.3 BLO

Designed to help scientists not just cope but excel at this critical time in their careers. Authors have combined their experience to create a guidebook that addresses the challenges today's beginning scientists face: from deciding whether to pursue a PhD and the skills essential to conducting and presenting research, to time-management, motivation, and effective communication with peers at academic conferences.

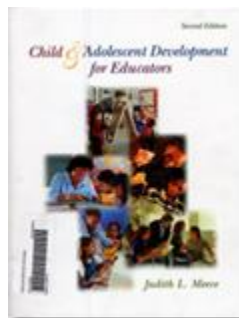


**The Chicago School : how the University of Chicago assembled the thinkers who revolutionized economics and business**

Johan Van Overtveldt  
Chicago, IL : Agate, 2007.

330.15 OVE

In-depth history of the Chicago School of Economics, which sprang from the economics departments at the University of Chicago and its business school in the mid-20th century and went on to revolutionize how we think about economics and business.



**Child and adolescent development for educators**

Judith L. Meece  
Boston, MA : McGraw-Hill, 2002.

370.1 MEE

This text focuses entirely on the development of school-age children and youth. It provides deep, research-based coverage on topics of most immediate concern to teachers. These include cognitive development, social and emotional development, language development, literacy, individual differences in development, and children with special needs.

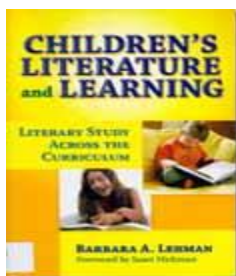


**Children's language: connecting reading, writing, and talk**

*Judith Wells Lindfors*  
New York, NY : Teachers College Press, 2008.

372.6 LIN

The more teachers understand about how children learn to talk, the more they can help children become avid joyful readers and writers. Drawing on a large body of research and her own volunteer work at a family shelter, the author identifies several important commonalities across oral and written language and traces children's emergent literacy from infancy through the early school years.



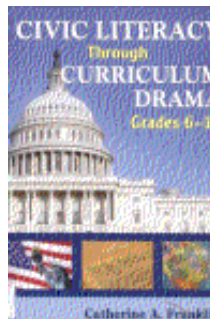
**Children's literature and learning : literary study across the curriculum**

*Barbara A. Lehman*  
New York, NY :

Teachers College Press, 2007.

372.64 LEH

Shows how to create meaningful, intellectually stimulating programs of literary study that are developmentally appropriate for student's needs, interests and experiences. Offers practical ideas for creating programs that accomplish curricular goals in literary ways.



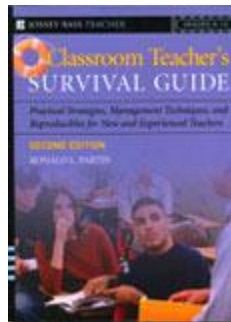
**Civic literacy through curriculum drama, grades 6-12**

*Catherine A. Franklin*  
Thousand Oaks, CA : Corwin Press, 2009.

300.712 FRA

Curriculum Drama is a student-centered, inquiry-based teaching method by which the teacher facilitates dramatic activities that engage student's interest and imagination, develop critical thinking skills, and promote collaboration. This book transforms civics instruction into a dynamic, student-driven discourse that will help your students become informed, critically minded, and socially conscious citizens.

**Classroom teacher's survival guide : practical strategies, management techniques, and reproducibles for new and experienced teachers**

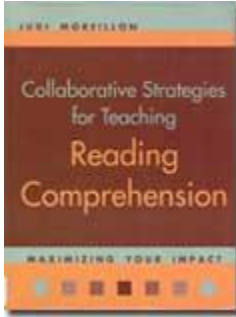


*Ronald L. Partin*

San Francisco, CA : Jossey-Bass, 2005.

371.102 PAR

Offers a practical source of ready-to-use tips and strategies for solving the everyday problems teachers face while organizing and managing a classroom. Includes tested suggestions and techniques to help you save time and handle problems in scores of specific areas such as classroom routines, motivation, supplies, parent conferences, lesson plans, etc.



**Collaborative strategies for teaching reading comprehension : maximizing your impact**

*Judi Moreillon*  
Chicago, IL :  
American Library

Association, 2007.

372.47 MOR

Offers a clear, rigorous roadmap to the task of teaching reading comprehension with a proven collaborative process. This book is packed with practical ways to streamline the co-teaching lesson-planning process, encourage collaboration with a flexible design and delivery framework, strengthen partnering techniques to improve reading comprehension, and increase reading scores and lower student-teacher ratios using collaborative approaches.



**Congress and the classroom : from the Cold War to "No Child Left Behind"**

*Lee W. Anderson*  
University Park, PA :  
Pennsylvania State  
University Press, 2007.

379.73 AND

This book analyzes the passage of the No Child Left Behind Act of 2001, and compares it to other federal education policies of the last fifty years. Shows that this act is an indicator of how and why conservative and liberal ideologies are gradually transforming. This is a fascinating story about the changing direction of policies today, and it will intrigue anyone interested in the history and politics of education reform.



**Computer resources for people with disabilities : a guide to assistive technologies, tools and resources for people of all ages**

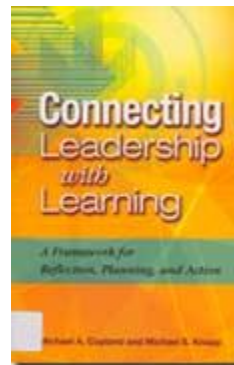
**people of all ages**

*Alliance for Technology Access*  
Alameda, CA : Hunter House, 2004.

004.087 COM

This book was written for a community that has much to gain from the power of technology. The community includes people with disabilities, but it also includes family members, advocates and friends of people with disabilities. It includes thousands of professionals in the fields of education and rehabilitation who are concerned about quality-of-life issues and options for children and adults with disabilities.

Biblioteca Benjamin Franklin  
Abierto de Lunes a Viernes de 11:00 a 19:00 hrs.



**Connecting leadership with learning : a framework for reflection, planning, and action**

*Michael A. Copland  
and Michael S. Knapp*  
Alexandria, VA :

Association for Supervision and Curriculum  
Development, 2006.

371.20 COP

What kind of leadership makes learning possible for all students? How can school leaders help teachers increase their knowledge and improve their instructional abilities? This book gives educational leaders a new way to answer these questions and find solutions perfect for their particular school environment. The framework provides different vantage points to help leaders reflect on their strengths and

weaknesses, plan for improvement, and take actions to foster learning for students, teachers and professionals, and school and district leaders.

**Contemporary perspectives on science and technology in early childhood education**

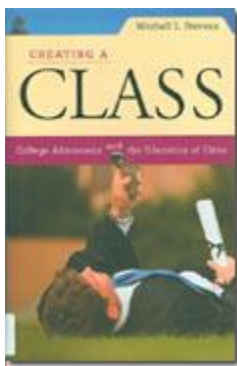


*Edited by Olivia N. Saracho and Bernard Spodek*

Charlotte, NC : IAP-Information Age Pub, 2008.

372.35 CON

Knowledge about science and technology is an important requirement for all in contemporary society. An increasing number of professions require the use of scientific concepts and technological skills, and society as a whole depends on scientific knowledge. The purpose of this book is to present a critical analysis of reviews of research on science and technology education in early childhood education.



**Creating a class: college admissions and the education of elites**

*Mitchell L. Stevens*  
Cambridge, MA : Harvard University Press, 2007.

371.1 STE

Explains how elite colleges and universities have assumed their central role in the production of the nation's most privileged classes. He finds that the individualized evaluation protocols that are a point of pride at top colleges do not create equal educational opportunity, but subtly reinforce class privilege.



**Creative careers in museums**

*Jan E. Burdick*  
New York : Allworth Press, 2008.

069.023 BUR

From the traditional museum position to the alternative jobs that support the museum world, learn from the skills, education, and interests of dozens of individuals who hold a diverse array of jobs. Creative Careers in Museums also details how to land that life-changing museum job: where to look, how to put together a successful résumé and cover letter, and what to expect at interviews.

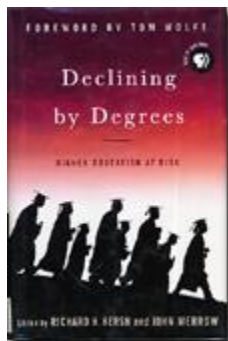
**Deaf Education in America : voices of children from inclusion settings**



*Janet Cerney*  
Washington, DC : Gallaudet University Press, 2007.

371.91 CER

This volume provides a detailed examination of the complex issues surrounding the integration of deaf students into the general classroom. The author begins by stressing to parents, educators, and policymakers the importance of learning the circumstances in which mainstreaming and inclusion can be successful for deaf students, and offers concrete information on steps that can be taken.



**Declining by degrees : higher education at risk**

*Edited by Richard H. Hersh and John Merrow*  
New York, NY : Palgrave Macmillan, 2005.

378.73 DEC

Sixteen essayists offer unique perspectives about the inadequate quality of college and university education and argue that the multi-billion dollar enterprise of higher education has gone astray. At the same time, these essays offer specific prescriptions for change.



**Developing university-industry relations : pathways to innovation from the West Coast**

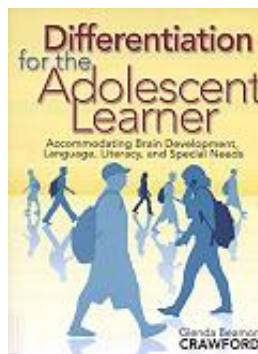
*Robert C. Miller, Bernard J. Le Boeuf, editors*  
San Francisco, CA :

Jossey-Bass, 2009.

371.195 DEV

Draws on the experiences of some of the most renowned research universities on the U.S. West Coast and in Canada. Each campus has a solid record of providing a vital resource for the growth of their regional economies through innovative technology transfer and commercialization initiatives with companies such as Hewlett-Packard, Google, Discovery Parks, and Cohen Boyer. Authors offer a wealth of exemplary best practices and proven strategies from these forward thinking institutions.

**Differentiation for the adolescent learner accommodating brain development, language, literacy, and special needs**

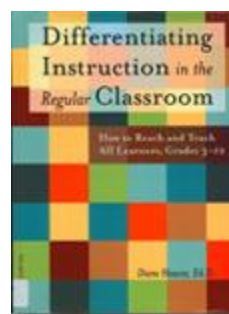


*Glenda Beamon Crawford*  
Thousand Oaks, CA : Corwin Press, 2008.

371.394 CRA

Provides keys to curriculum design, instruction and assessment within the context of a developmentally appropriate, differentiated approach. Translating the latest brain research into practical classroom strategies, the author focuses on the adolescent learner and outlines brain-compatible instructional strategies applicable to all students, including English language learners, gifted population, and others with special needs.

**Differentiating instruction in the regular classroom : how to reach and teach all learners, grades 3-12**



*Diane Heacox*  
Minneapolis, MN : Free Spirit Pub, 2002.

371.394 HEA

Presents a menu of strategies any teacher can use to reach and teach all learners.

Drawing on Benjamin's Bloom's taxonomy of educational objectives, Howard Gardner's theory of multiple intelligences, her own experience as a classroom teacher, and the seasoned advice of teachers she has worked with, she explains how to differentiate instruction across a broad spectrum of scenarios.

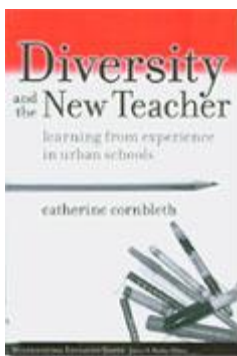


**Discounted dreams [videorecording] : high hopes and harsh realities at America's community colleges**

*Producers, Carrie Glasser, Shae Isaacs*  
United States : PBS Home Video, 2007.

DVD 378.03 DIS

Community colleges represent the fastest growing segment of American higher education, their open admissions, low tuition, and flexible scheduling draw students. The government though spends five times as much on prison inmates as it does with community colleges.



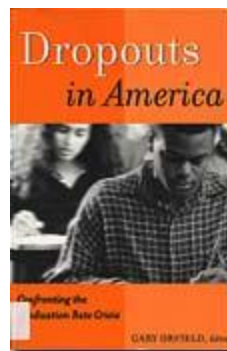
**Diversity and the new teacher : learning from experience in urban schools**

*Catherine Cornbleth*  
New York, NY :  
Teachers College  
Press, 2008.

370.9173 COR

Examines one of the most challenging issues for new teachers: how to effectively teach a diverse student population, and weaves the voices and experiences of student teachers from urban elementary and high schools into the analysis. The author invites new and prospective teachers to draw on these experiences to explore working more constructively with students different from themselves, and to succeed in schools different than their own.

**Dropouts in America : confronting the graduation rate crisis**



*Edited by Gary Orfield*  
Cambridge, MA :  
Harvard Education  
Press, 2004.

373.12 DRO

The goal of this book is to raise public awareness of this issue, and to make improving high school graduation rates as a central component of national educational reform efforts.



**Educating the other America : top experts tackle poverty, literacy, and achievement in our schools**

*Edited by Susan B. Neuman*  
Baltimore, MD : Paul H. Brookes, 2008.

371.826 EDU

Breaking the cycle of poverty by improving education and literacy: that's the ultimate goal of this trailblazing book from top experts. Brings together more than 30 of the biggest names in education to tackle the challenges faced by children who live below the poverty line, and offers fresh, cutting-edge ideas for closing the achievement gap. This is an in-depth, research-based understanding of how poverty affects children's literacy, school achievement, social success, physical health, and future economic well-being.

## Educating engineers: designing for the future of the field

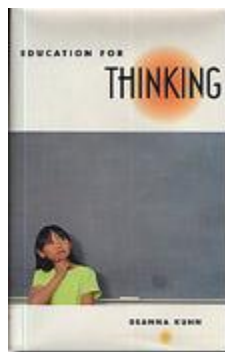
*Sheri D. Sheppard ...  
[et al.]*  
San Francisco, CA :  
Jossey-Bass, 2009.

620.0711 EDU

Focuses on the practice of teaching and learning that shape future engineers. The book considers the strengths and weaknesses of current curricular goals and teaching practices, in light of the major changes in professional practice in this new global era. Also addresses concerns about declining enrollment, under representation of women and minorities, and perceived inadequacies in the preparation of graduates for the shifting roles of practicing engineers.



## Education for thinking



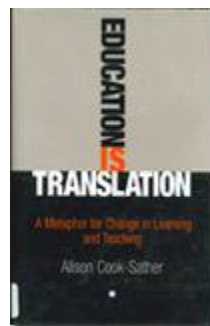
*Deanna Kuhn*  
Cambridge, MA : Harvard  
University Press, 2005.

372.011 KUH

Author argues that teachers should teach students to use their minds well, in school and beyond, and maintains that inquiry and argument

should be at the center of a "thinking curriculum" that makes sense to teachers as well as students and develops the skills and values needed for life-long learning.

## Education is translation : a metaphor for change and teaching

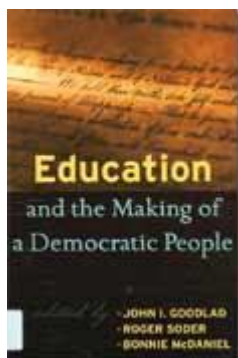


*Alison Cook-Sather*  
Philadelphia, PA :  
University of  
Pennsylvania Press,

2006.

371.102 COO

The author argues that education can be understood as a process of translation through which every learner is both, the translator and the subject of her own translation. This book presents in a serious and inviting way the metaphor of translation to anyone who wants to understand more deeply and support more constructively the ways humans interact, learn, and change.



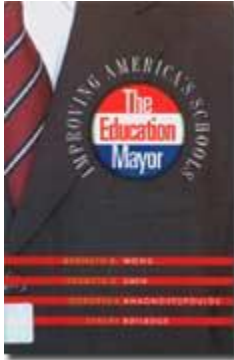
## Education and the making of a democratic people

*Edited by John I.  
Goodlad, Roger  
Soder, and Bonnie  
McDaniel*  
Boulder, CO :  
Paradigm Publishers,  
2008.

370.115 EDU

Regards the challenge of inclusiveness as a fundamental and nonnegotiable educational agenda since America's public schools are a public forum in which people can learn to preserve and actively protect American democratic process.

**The education mayor : improving America's schools**



*Kenneth K. Wong ... [et al.]*  
Washington, DC :  
Georgetown  
University Press,  
2007.

379.1 EDU

Presents evidence that suggests that integrating city and educational governance under a mayor-appointed school board can bring about significant, positive changes in a school district. Mayors can use their political capital to buy time for professional educators to implement long-term programs in the school district.

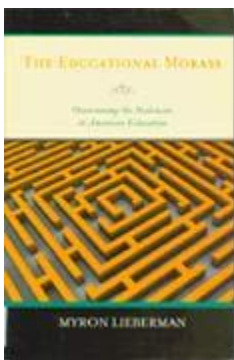
**Educational rankings annual, 2006: 4600 rankings and lists on education**



*Lynn C. Hattendorf Westney, editor*  
Detroit, MI : Gale  
Research, 2006.

REF 378.73 EDU  
2006

This guide is published in response to the enormous concerns expressed by students, parents, teachers, librarians, guidance counselors and others for reliable rankings based on intellectually defensible criteria. These rankings include reputation, faculty publications, tuition rates, tests scores, alumni achievement, faculty salaries, and admission selectivity.

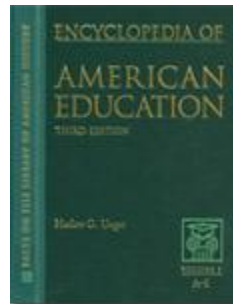


**The educational morass : overcoming the stalemate in American education**

*Myron Lieberman*  
Lanham, MD :  
Rowman & Littlefield  
Education, 2007.

371.01 LIE

This book is about elementary and secondary education (K-12) in the United States. The topics that are discussed are intended to explain various obstacles to raising the quality and lowering the real costs of K-12 education.



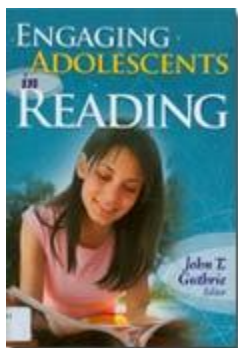
**Encyclopedia of American education**

*Harlow G. Unger*  
New York, NY : Facts  
On File, 2007.

REF 370.973 UNG

Easy-to-use reference for the entire educational community. With more than 2,500 entries, the encyclopedia was honored by the American Library Association as one of the best new reference works. The encyclopedia also presents in-depth examinations of the many complex problems facing American educators, such as illegal immigrants, bilingual education, campus crime, etc.

## Engaging adolescents in reading

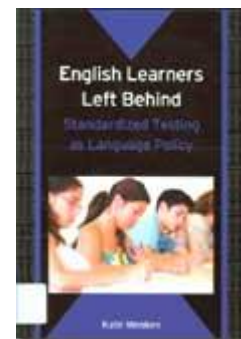


*John T. Guthrie,*  
editor  
Thousand Oaks, CA :  
Corwin Press, 2008.

428.4071 ENG

This accessible instructional text links key instructional practices with current research on reading motivation, engagement, and classroom context to help reluctant learners become active readers. The writers discuss teaching frameworks, student activities, and textbooks, and demonstrate how to use classroom-tested motivational approaches.

## English learners left behind : standardized testing as language policy



*Kate Menken*  
Tomawanda, NY :  
Multilingual Matters  
Ltd, 2008.

306.44 MEN

This book explores how tests have become the facto language policy in schools, shaping what is taught in school, how it is taught, and in what language. This research documents how tests are a defining force in the daily lives of ELLs and the educators who serve them.

## Engaging classrooms and communities through art : a guide to designing and implementing community-based art education



*Beth Krensky and Seana  
Lowe Steffen*  
Lanham, MD : Altamira  
Press, 2009.

700.71 KRE

Convincing guide for all those who see the art as foundational to communities, provides readers with a different way of knowing and creating effective community arts partnerships, and challenges the notion that art is a luxury reserved for elites and practiced by the gifted. In this book, art education becomes a democratic, transformative tool for invigorating blighted communities, reducing student drop out and alienation and inspiring participants to solve social problems.



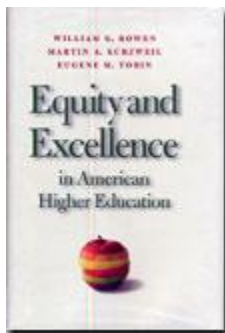
## Enseñanza virtual sobre la organización de recursos informativos digitales

*Roberto Garduño Vera*  
México : UNAM, Centro

Universitario de Investigaciones  
Bibliotecológicas, 2005.

S 371.358 GAR

Analiza las principales características, posibilidades y retos que implican los aspectos teóricos de la educación virtual, y como incluirlos en el diseño teórico de un modelo de enseñanza virtual cuya estructura general comprenda un modelo académico y la estructura lógica de una plataforma tecnológica de apoyo, con base en un aula virtual y una biblioteca digital que sustenten los procesos de interactividad entre los sujetos del acto educativo.



**Equity and excellence in American higher education**

*William G. Bowen [et al]*  
Charlottesville, VA : University of Virginia Press, 2005.

379.26 BOW

Employing historical research, examination of the most recent social science and public policy scholarship, international comparisons, and detailed empirical analysis of rich new data, the authors study the intersection between excellence and equity objectives.



**Estrategias para aprender a aprender**

*María Edith Araoz Robles ... [et al.]*  
Hermosillo, Son ; Universidad de Sonora, 2008.

S 372.4 EST

Texto dirigido a estudiantes de educación superior. En él coinciden diversas formas para estimular y desarrollar competencias comunicativas que permiten al estudiante ser parte más activa en su aprendizaje. A través de las estrategias propuestas, se desarrollan las competencias personales, colaborativas, metodológicas y técnicas, acordes con las nuevas necesidades y el perfil del profesionista actual.

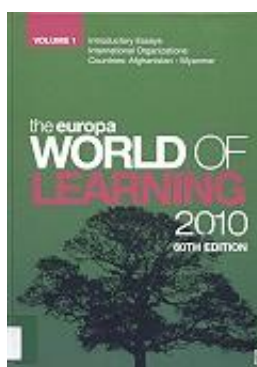


**The essential school board book : better governance in the age of accountability**

*Nancy Walser.*  
Cambridge, MA : Harvard Education Press, 2009.

353.8 WAL

This book highlights effective practices that are common to high-functioning boards around the country, boards that are working successfully with their superintendents and communities to improve teaching and learning. It features stories of sixteen diverse boards and the policies and procedures they have employed to enhance student achievement.



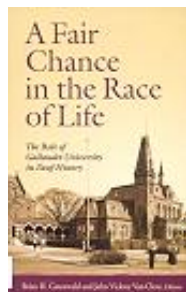
**The Europa world of learning. 2010.**

London : Routledge, 2009.

REF 060 EUR 2010  
Contains full directory details for over 30 000 universities, colleges, schools of art and music, libraries, archives, learned societies, research institutes, museums and art galleries in more than 190 countries throughout the world.

**A fair chance in the race of life : the role of Gallaudet University in deaf history**

Brian H. Greenwald,  
John Vickrey Van  
Cleve, editors  
Washington, DC :  
Gallaudet University  
Press, 2008.



378.1 FAI

These studies do more than simply illuminate the university, and they confront broad issues that deal with the struggles of social conformity versus cultural distinctiveness, and gender discrimination. "Deaf" themes, such as the role of English in deaf education, audism, and the paternalism of hearing educators, receive analysis as well.

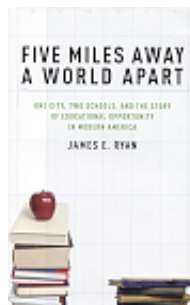
**Finding the right texts : what works for beginning and struggling readers**



Edited by Elfrieda H.  
Hiebert, Misty Sailors  
New York : Guilford Press,  
2009.

372.414 FIN

Meets an important need by reviewing the best available research on the role of specific text features, including linguistic and conceptual content, in supporting the development of proficient reading. Also explored are ways that teacher scaffolding can help students who have difficulties with particular aspects of types and texts.



**Five Miles Away, a World Apart : One City, Two Schools, and the Story of Educational Opportunity in Modern America**

James E. Ryan.  
Oxford ; New York, NY :

Oxford University Press, 2010.

344.73 RYA

Weaving together court opinions, social science research, and compelling interviews with students, teachers, and principals, Ryan explains why all the major education reforms since the 1970s--including school finance litigation, school choice, and the No Child Left Behind Act--have failed to bridge the gap between urban and suburban schools and have unintentionally entrenched segregation by race and class. As long as that segregation continues, Ryan forcefully argues, so too will educational inequality.

**Flannelboard stories for infants and toddlers**



Ann Carlson & Mary  
Carlson  
Chicago, IL :  
American Library  
Association, 2005.

371.33 CAR

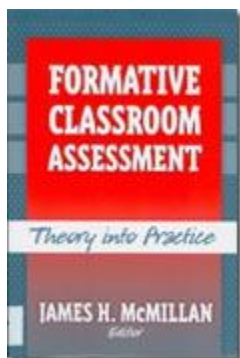
This book features 33 developmentally appropriate stories, chants, songs, and nursery rhyme adaptations for children 12 to 30 months old. All the text is presented in English and Spanish and may be reproduced for library and noncommercial story times without copyright concerns.

**Formative classroom assessment: theory into practice**

*Edited by James H. McMillan*

New York, NY :  
Teachers College,  
Columbia University,  
2007.

371.26 FOR



Presents a state of the art review of formative assessment in the classroom. World renowned experts examine what is currently known about formative assessment and its application to teaching. The book balances theory and research with practical applications that will work today's high-stakes accountability testing.

class of managers in the mold of doctors and lawyers but have effectively retreated from that goal, leaving a gaping moral hole at the center of business education and perhaps in management itself.

**The future of the First Amendment: the digital media, civic education, and free expression rights in America's high schools**

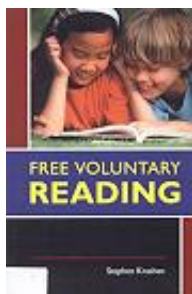
*Kenneth Dautrich, David A. Yalof, and Mark Hugo Lopez*

Lanham, MD : Rowman & Littlefield Publishers, 2008.



342.7308 DAU

The authors identify a number of important connections and relationships that education reformers should consider as they seek to raise the status of the First Amendment among the nation's youth. The data point to a simple, yet important, premise: education makes a difference.



**Free voluntary reading**

*Stephen Krashen.*  
Santa Barbara, CA :  
Libraries Unlimited, 2011.  
418.4 KRA

Everyone is in agreement that children must develop strong reading skills in order to become successful students, and later, effective adults. This book provides an accessible examination of topics, such as free voluntary reading.

**From higher aims to hired hands : the social transformation of American business schools**



*Rakesh Khurana*  
Princeton, NJ :  
Princeton University Press, 2007.

650.071 KHU

Shows that university-based business schools were founded to train a professional

**Governance and the public good**

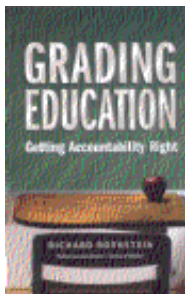
*Edited by William G. Tierney*  
Albany, NY : State University of New York Press, 2006.



378.05 GOV

Provides a framework for discussing the trend toward politicized and privatized postsecondary institutions while acknowledging the parallel demands of accountability and autonomy places on sites of higher learning.

**Grading education : getting accountability right**



*Richard Rothstein,  
Rebecca Jacobsen,  
Tamara Wilder*  
Washington, DC ; New  
York : Economic Policy  
Institute : Teachers  
College Press, 2008.

379.1 ROT

Describes a new kind of accountability plan for public education. It relies upon both higher-quality testing and professional evaluation. This new plan is practical and builds on capacities we already possess. It requires a big commitment, but one necessary to fulfill responsibilities to provide for our youth and the nation's future.

**A guidebook to human service professions : helping college students explore opportunities in the human services field**

*Edited by William G.  
Emener [et al]*  
Springfield, IL : Charles C  
Thomas, 2009.

361.973 GUI



The twenty-one chapters in this second edition poignantly review a variety of different careers designed for individuals undecided about their future, beyond a desire or "a calling" to work with people, and provide excellent cutting edge information about a large variety of human service professions and occupations, wrapped in the authors' "real passion for helping people."



**Handbook of online education**  
*Shirley Bennett ; with  
Debra Marsh and Clare  
Killen.*

New York, NY :  
Continuum, 2007.  
371.334 BEN

Provides a range of  
practical, innovative

ideas to promote active learning online. It offers teachers, trainers and course writers a selection of ready-made, adaptable activities which can be used as a basis for e-learning on a course or as a departure point for development, independent work, and/or discussion.

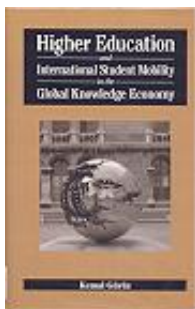


**High expectations :  
the cultural roots of  
standards reform in  
American education**

*William A. Proefriedt*  
New York, NY : Teachers  
College Press, 2008.

306.43 PRO

This fascinating historical account sheds much-needed light on the ideas and assumptions of the current standards and accountability movement by focusing on essential questions in education: Who is to be educated? What knowledge is of most worth? How shall we teach? How do students learn? And, Education toward what ends? The author then compares and contrasts how present reformers have answered these questions and how educational thinkers have addressed them.

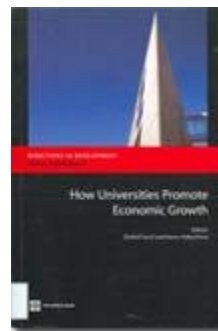


**Higher education and international student mobility in the global knowledge economy**

*Kemal Gürüz*  
Albany, NY : State University of New York Press, 2008.

378 GUR

Discusses how the international mobility of students, scholars, programs, and institutions of higher education has evolved over time. He explores the contributions it has made to civilization, scientific and technological progress, and the ways in which it is occurring in today's global knowledge economy.

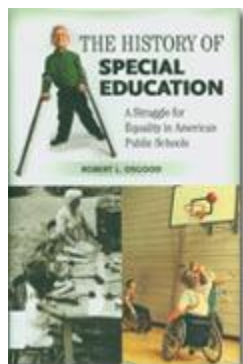


**How universities promote economic growth**

*Editors, Shahid Yusuf, Kaoru Nabeshima*  
Washington, DC : World Bank, 2007.

378.01 HOW

With the competitiveness of firms in an open and integrated world environment increasingly reliant on technological capability, universities are being asked to take on a growing role in stimulating economic growth. Beyond imparting education, they are now viewed as sources of industrially valuable technical skills, innovations, and entrepreneurship. Developed and developing countries alike have made it a priority to realize this potential of universities to spur growth, a strategy that calls for coordinated policy actions.

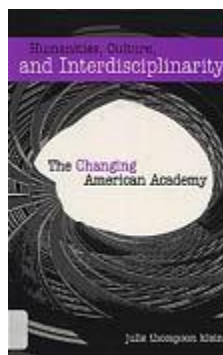


**The history of special education : a struggle for equality in American public schools**

*Robert L. Osgood*  
Westport, CT : Praeger, 2008.

371.9 OSG

Describes and interprets the nature and characteristics of special education. It carefully examines the human aspects of identification and placement; the nature of work and play in the classroom, and the impact of school experiences on the lives of these children beyond school.

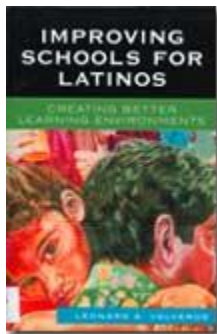


**Humanities, Culture and Interdisciplinarity: the Changing American Academy**

*Julie Thompson Klein*  
Albany, NY : State University of New York Press, 2005.

001.307 KLE

Investigates the relationship of three ideas in the American academy-humanities, culture and interdisciplinarity. Part I establishes a framework for two subsequent sets of case studies, parts II and III explore the trajectories of interdisciplinarity in specific disciplines and fields.

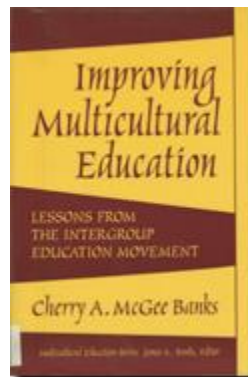


**Improving schools for Latinos : creating better learning environments**

*Leonard A. Valverde*  
Lanham, MD : Rowman & Littlefield Education, 2006.

371.829 VAL

Contents that it is imperative to reinvent schools in order to provide a viable education for these students. This book starts with the past, points out the present, and speaks to the future. It exposes the negative mental models and practices that must be discarded and proposes what favorable elements need to be put in place.



**Improving multicultural education: lessons from the inter-group education movement**

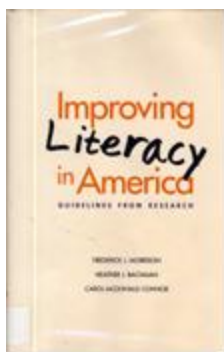
*Cherry A. McGee Banks*

New York, NY : Press, 2005.

Teachers College

370.117 BAN

The publication of this book marks a significant development in the field of multicultural education and satisfies an important need: focus in the history of the inter-group education movement as a vehicle to inform and improve multicultural education today.



**Improving literacy in America : guidelines from research**

*Frederick J. Morrison, Heather J. Bachman, and Carol McDonald Connor*  
New Haven, CT : Yale University Press, 2005.

372.6 MOR

The authors of this book shows that improving literacy also requires an understanding of complex and interrelated social issues that shape a child's learning. More than twenty years of research demonstrate that literacy success is determined by a combination of socio-cultural forces, including parenting, preschool attendance, classroom instruction, and other factors that have a direct impact on a child's development.

**Improving teacher quality : the U.S. teaching force in global context**



*Motoko Akiba and Gerald LeTendre.*

New York, NY : Teachers College Press, 2009.

371.144 AKI

Using data from 15 countries, this groundbreaking work examines teacher quality, work norms, and professional learning opportunities. The authors compare and contrast the United States with two high-achieving countries: Japan and Australia that have implemented very different approaches to improving teacher quality.

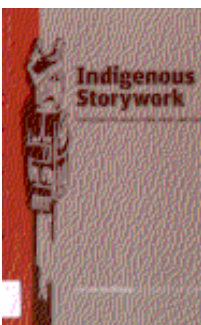
**Improving the odds : developing powerful teaching practice and a culture of learning in urban high schools**



*Thomas Del Prete ; foreword by Ann Lieberman.*  
New York, NY : Teachers College Press, 2010.  
373.110 DEL

Offers a nuanced depiction of the challenges and possibilities at the school and classroom level. Through the experiences of urban high school teachers who partner with their local university, Del Prete provides unique insight into teaching and learning in the midst of reform.

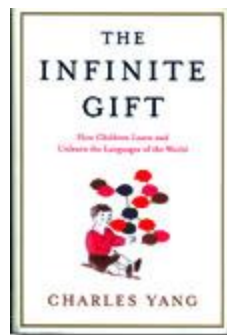
**Indigenous Storywork : educating the heart, mind, body, and spirit**



*Jo-Ann Archibald (Q'um Q'um Xiiem)*  
Vancouver : UBC Press, 2008.

398.2089 ARC

Indigenous oral narratives are an important source for, and component of, Coast Salish knowledge systems. Stories are not only to be recounted and passed down; they are also intended as tools for teaching. The author worked closely with Elders and storytellers, who shared both traditional and personal life-experience stories, in order to develop ways of bringing storytelling into educational contexts.



**The infinite gift : how children learn and unlearn the languages of the world**

*Charles Yang*  
New York, NY : Scribner, 2006.

401.93 YAN

Drowning on cutting-edge developments in biology, neurology, psychology, and linguistics, the author takes the readers inside the astonishingly complex but largely subconscious process by which children learn to talk and to understand the spoken word.



**Intercultural student teaching: a bridge to global competence**

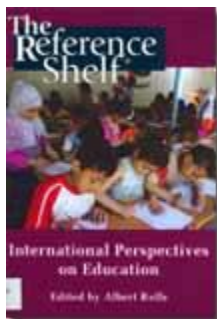
*Edited by Kenneth Cushner, Sharon Brennan*

Lanham, MD : Rowman &

Littlefield Education, 2007.

370.711 INT

Educators play a critical role in facilitating a greater understanding of the conditions under which we all live, and play a vital role in enhancing the skills of individuals so they are better prepared to collaborate with others in the resolution of our global problems.



**International Perspectives in Education**

*Edited by Albert Rolls*  
Bronx, NY : H. W. Wilson, 2007.

306.432 INT

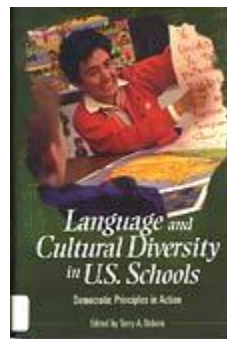
Contains articles that analyze the ideas that have always been associated with the value and purpose of education but in the context of a world that is growing even smaller as globalization spurs greater interdependence among the world's societies.

can result in remarkable improvements in student achievement.

**Language and cultural diversity in U.S. schools: democratic principles in action**

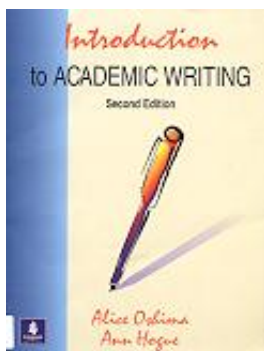
*Edited by Terry A. Osborn*  
Westport, CT : Praeger, 2005.

370.117 LAN



This work explains how diversity is an essential element in classroom settings.

The need for the public to understand how shifts in population affect schools, makes this work a vital resource for anyone concerned with education today.



**Introduction to academic writing**

*Alice Oshima, Ann Hogue*  
White Plains, NY : Longman, 1997.

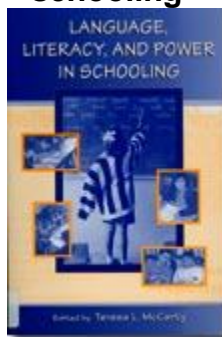
808.042 OSH

Helps students master the standard organizational patterns for paragraphs and essays. The text's approach integrates the study of rhetorical patterns and the writing process with extensive practice in grammar, mechanics, and sentence structure.

**Language, literacy, and power in schooling**

*Edited by Teresa L. McCarty*  
Mahwah, NJ : L. Erlbaum Associates, 2005.

302.224 LAN



This is a book oriented toward social action. The authors seek not

only to build new knowledge, but to inform and transform the pedagogies and policies that limit human potentials. Part I examines tensions between the local and the general in literacy development and use; Part II considers face-to-face interactions surrounding literacy practices in ethnically diverse classrooms, and Part III widens the ethnographic lens to position literacy practice in the context of globalization and contemporary education policies.

**It's being done : academic**

**success in unexpected schools**

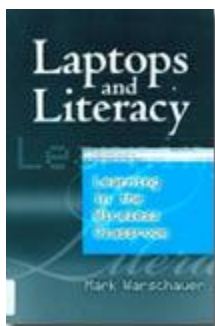
*Karin Chenoweth.*  
Cambridge, MA : Harvard Education Press, 2007.

372.11 CHE



Takes readers into schools where educators believe, and prove, that all children, even those

considered "hard to teach" can achieve high standards. Their teachers and principals refuse to write them off and instead show how thoughtful instruction, high expectations, stubborn commitment, and careful consideration of each child's needs



**Laptops and literacy : learning in the wireless classroom**

*Mark Warschauer*  
New York, NY :  
Teachers College  
Press, 2006.

371.33 WAR

Analyzes the types of learning that take place in one-to-one wireless classrooms where all the students use laptop computers. With a particular focus on student's literacy practices, the text covers reading and writing, information use, and multimedia development. New ways in using authentic materials in the classroom are analyzed.

model of humor, along with practical examples for use in schools and classrooms. He demonstrates that humor is a natural and fundamental activity that teachers and administrators need to utilize properly to maximize their effectiveness.

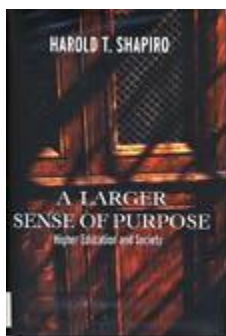
**Learning from L.A : institutional change in American public education**

*Charles Taylor Kerchner ... [et al.]*  
Cambridge, MA : Harvard  
Education Press, 2008.

370 LEA



Captures the sweep of institutional change in American education. Drawing on a four-year study of the last forty years of education reform in Los Angeles, it puts forth a provocative argument: while school reformers and education historians have tended to focus on the success or failure of individual initiatives, they have overlooked the fact that, over the past several decades, the institution of public education itself has been transformed.



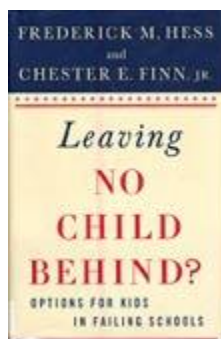
**A larger sense of purpose: higher education and society**

*Harold T. Shapiro*  
Princeton, NJ :  
Princeton University  
Press, 2005.

306.432 SHA

This book explores the role the modern university should play as an ethical force and societal steward. Based on the 2003 Clark Kerr Lectures, the book draws from Shapiro's twenty-five years of experience in leading major research universities, and takes up key topics of debate in higher education.

**Leaving no child behind?: options for kids in failing schools**

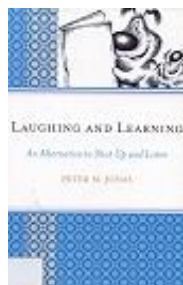


*Edited by Frederick M. Hess and Chester E. Finn, Jr.*  
New York, NY :  
Palgrave Macmillan,  
2004.

379.1 LEA

This pioneering evaluation of the implementation and effects of the No Child Left Behind Act of 2001 during its first two years, provides both a bird eye view of developments across the nation and a closer look at developments in selected states, communities and schools.

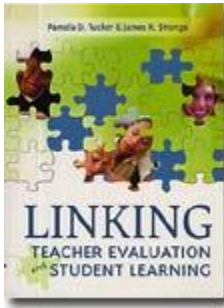
**Laughing and learning : an alternative to shut up and listen**



*Peter M. Jonas.*  
Lanham, Md. : Rowman &  
Littlefield Education, 2010.  
371.102 JON

Explores the ways in which humor can enhance the learning environment. He presents a theoretical

### Linking Teacher Evaluation and Student Learning



*Pamela D. Tucker & James H. Stronge*  
Alexandria, VA :  
Association for  
Supervision and  
Curriculum  
Development, 2005.

371.144 TUC

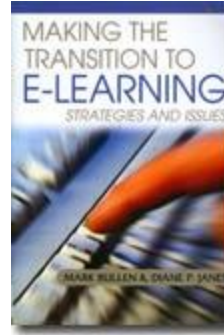
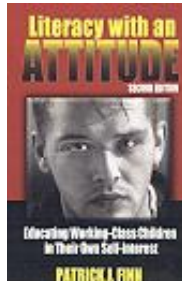
Shows that including measures of student achievement in teacher evaluations can help schools focus their efforts to meet high standards, documenting how desired learning outcomes translated into actual student learning, tracking progress on key content standards, setting annual quantifiable goals for students' academic progress, and analyzing changes in student's achievement test scores.

### Literacy with an attitude: educating working-class children in their own self-interest

*Patrick J. Finn.*  
Albany, NY : State  
University of New York  
Press, 2009.

371.826 FIN

Concerned with educating working-class children, this book dares to define literacy as a powerful right of citizenship. The author persuasively debunks the time-honored paradigm for teaching poor and working-class students. The job, argues the author, is not to help such students to become middle class and live middle class lives, most don't want it. Education rather should focus on a powerful literacy, that enables working-class and poor students to better understand, demand, and protect their civil, political, and social rights.



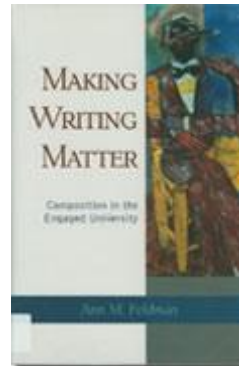
### Making the transition to E-learning: strategies and issues

*Edited by Mark Bullen,  
Diane P. Janes*  
Hershey, PA :  
Information Science  
Pub, 2007.

378.1 MAK

Provides insights and experiences on e-learning from experts around the world; it addresses the institutional, pedagogical, and technological issues that higher education institutions are grappling with as they move from conventional face-to-face teaching to e-learning in its diverse forms.

### Making writing matter : composition in the engaged university



*Ann M. Feldman*  
Albany, NY : State  
University of New  
York Press, 2008.

808.042 FEL

Explores how changing scholarship at engaged metropolitan universities offers an opportunity to redesign first-year writing classes in ways that make students better writers. An engaged university commits to a relationship with its surrounding metropolitan area, with faculty members undertaking collaborative research with community partners. This newly focused and contextualized research shows students how discourse and writing matter in new days.

**Managing to change : how schools can survive (and sometimes thrive) in turbulent times**



*Thomas Hatch.*  
New York , NY; London :  
Teachers College Press,  
2009.

371.207 HAT

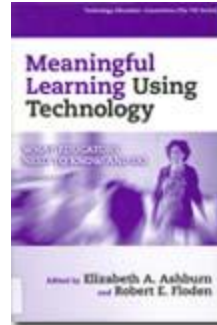
Shows how school improvement efforts are often undermined by the changing conditions around school, as well as by some of the very policies and programs designed to help them make improvements. Argues that schools cannot wait around for conditions to improve or for policymakers to figure out how to provide the right support.

**Manga High: literacy, identity, and coming of age in an Urban High School**

*Michael Bitz*  
Cambridge, MA :  
Harvard Education  
Press, 2009.

373 BIT

Explores the convergence of literacy, creativity, social development, and personal identity in an after-school comics club at one of New York City's largest high schools. The book highlights the lives and creations of students involved in the club and explores their passion for this highly stylized and wildly popular Japanese form of comic art.



**Meaningful learning using technology : what educators need to know and do**

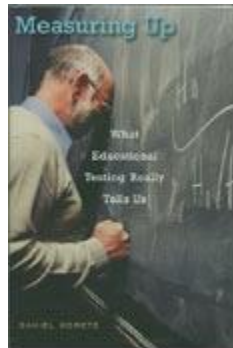
*Edited by Elizabeth  
A. Ashburn, Robert E.  
Floden*

New York, NY : Teachers College Press,  
2006.

371.33 MEA

National experts use concrete examples to describe specific knowledge, beliefs, and strategies that will enable teachers and district leaders to support meaningful learning using technology. Chapters examine the intersection between course content, types of technology, and the supports and professional development required to effectively implement technology in the K-12 classroom.

**Measuring up : what educational testing really tells us**



*Daniel Koretz*  
Cambridge, MA :  
Harvard University  
Press, 2008.

371.26 KOR

Bringing statistical terms down to earth, Daniel Koretz takes readers through the most fundamental issues that arise in educational testing and shows how they apply to some of the most controversial issues in education today, from high-stakes testing to special education.



**Mexican roots, American schools: helping Mexican immigrant children succeed**

*Robert Crosnoe*  
Stanford, CA :  
Stanford University Press, 2006.

371.82 CRO

This book offers the first ever national study of the school readiness of Mexican immigrant children. It examines how various aspects of their lives help or hurt their performance in the first years of elementary school. Its social policy recommendations will be essential reading for educators, policymakers, and parents alike.



**MLA handbook for writers of research papers**

New York : Modern Language Association of America, 2009.

808.02 MLA

The MLA Handbook is published by the Modern Language Association, the authority on MLA documentation style. Widely adopted by universities, colleges, and secondary schools, the MLA Handbook gives step-by-step advice on every aspect of writing research papers, from selecting a topic to submitting the completed paper.

**Music education at a crossroads : realizing the goal of music for all**

*Edited by Janet R. Barrett.*  
Lanham, MD : [Reston, VA] : Rowman & Littlefield Education; Published in partnership with MENC, The National Association for Music Education, 2009.  
780.71 MEN



Addresses from the Centennial Congress of MENC, The National Association for Music Education, held in Orlando, Fla. June 25-28, 2007. Noted leaders in music education joined in addressing the challenges and opportunities faced by music educators today. The Centennial Congress renewed a shared professional commitment to a comprehensive music education for all students and discussed the impediments to the vision of the Centennial Declaration: "It is the right of every child to receive a balanced, comprehensive, sequential music education taught by qualified music teachers."

**My word! : plagiarism and college culture**

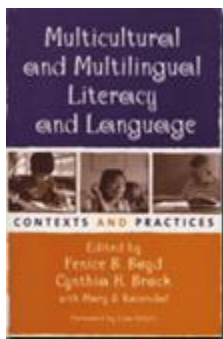
*Susan D. Blum*  
Ithaca, NY : Cornell University Press, 2009.



808 BLU

In a book that dismisses hand-wringing in favor of a rich account of how students actually think and act, the author discovers two cultures that exist, often uneasily, side by side in the classroom. She also presents the voices of today's young adults as they muse about their daily activities, their challenges and the meanings of their college lives.

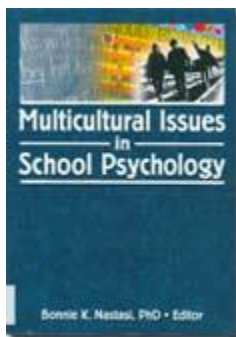
**Multicultural and multilingual literacy and language: contexts and practices**



New York, NY : Guilford Press, 2004.

370.117 MUL

This book explores ways that teachers, reading specialists, administrators and teacher educators can provide more effective literacy instruction to K-9 students from diverse ethnic, cultural and linguistic backgrounds. Cutting edge theory and research is interwoven with detailed case studies that bring to life complexities of teaching in today's multicultural classroom.

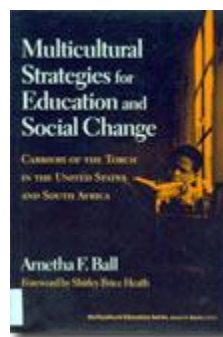


**Multicultural issues in school psychology**

*Edited by Bonnie K. Nastasi*  
Binghamton, NY : Haworth Press, 2006.

371.4 MUL

Presents theoretical and empirical models that provide a framework for addressing cross-cultural concerns and introducing culturally specific services in school psychology practice. Connects scientific knowledge with practical applications to address issues related to assessment, intervention, consultation, systems/community intervention, home-school partnerships and the adoption of evidence-based interventions.



**Multicultural strategies for education and social change : carriers of the torch in the United States and South Africa**

*Arneitha F. Ball*  
New York, NY : Teacher College Press, 2006.

370.117 BAL

Describes a different approach to teacher education, designed to create "carriers of the torch" : teachers who have a sense of efficacy, and the attitudes, dispositions, and skills necessary to teach students from diverse racial, ethnic and linguistic backgrounds



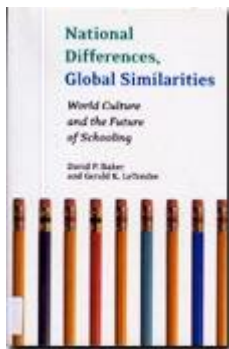
**Music Education in the United States : contemporary issues**

*Edited by J. Terry Gates*  
Tuscaloosa, AL : University of Alabama Press, 2005.

780.7 MUS

This book stands as the most important and far-ranging professional overview of the discipline since the appearance of the landmark published in 1958: "Basic Concepts in Music Education." Sixteen major theorists and practitioners in the field of music education have contributed an essay on the topic of the symposium to which they had been invited, stating what issues confront and suggesting ways that the field should meet the challenges of resolving these issues in the near future.

**National differences, global similarities: world culture and the future of schooling**

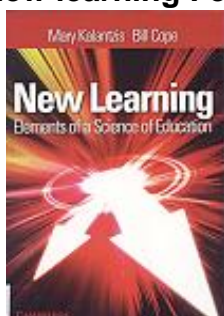


*David P. Baker and Gerald K. LeTendre*  
Stanford, CA :  
Stanford Social Sciences, 2005.

370.9 BAK

Using American schools as a reference point, this book provides a comprehensive, comparative description of schooling as a global institution. Each chapter develops a story about a particular global trend: continuing gender differences in achievement, new methods to govern schools, the increasing use of private tutoring, school violence, the development of effective curricula, and the everyday work of teachers.

**New learning : elements of a science of education**



*Mary Kalantzis and Bill Cope*  
New York, NY :  
Cambridge University Press, 2008.

370.15 KAL

Analyses the state of education today and presents an exciting vision of what schools could be like. It addresses the fundamental questions: what kinds of workers, citizens and individuals will our future need, and how can schools refashion themselves and become more relevant? The focus is on learners and their learning, the extraordinary diversity of their backgrounds and interests, and the dynamics of educational environments which can engage all to fully maximize the effectiveness of learning.



**New ways in teacher education**

*Donald Freeman with Steve Cornwell, editors*  
Alexandria, VA :  
Teachers of English to Speakers of Other Languages, 1993.

418.007 NEW

Focuses on activities that help teachers come to make sense of what they do. Offers teacher educators a departure from the knowledge-transmission model of teacher education, in which learners-of-teaching are told what to do in their classrooms.



**New ways in teaching adults**

*Marilyn Lewis, editor*  
Alexandria, VA :  
Teachers of English to Speakers of Other Languages, 1997.

420.7 NEW

Offers teachers new ways of looking at tasks for adult learners by organizing the activities according to the sources of input. These sources range from the formal input of direct teaching to language collected by students in out-of-class tasks. They include print, graphics, and sound.



**New ways in teaching culture**

*Alvino E. Fantini, editor*  
Alexandria, VA :  
Teachers of English to Speakers of Other Languages, 1997.

370.117NEW

More than 50 articles and activities focus on effective ways to teach cultural and intercultural dimensions of ESOL. Teacher and students can investigate together the interconnectedness of language and cultural

issues with these challenging and thought-provoking essays and activities.



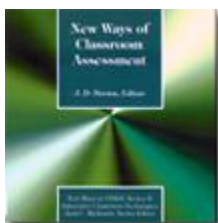
**New ways in using authentic materials in the classroom**

*Edited by Ruth E. Larimer and Leigh Schleicher*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1999.

420.7 NEW

Demonstrates how a wide variety of authentic materials can be adapted into interesting and innovative lessons for language learners. Each activity centers around an audio, visual or written text from an English language environments. These include samples from many different television genres, books, magazines, cards, recipes, schedules, and brochures.



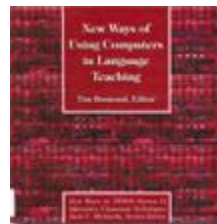
**New ways of classroom assessment**

*James Dean Brown, editor*

Alexandria, VA : Teachers of English to Speakers of Other Languages, 1998.

418.007 NEW

Offers activities that provide a way of observing or scoring students' performances and giving feedbacks that enlightens students and teachers about the effectiveness of the learning and teaching involved. Includes editor's notes at the beginning of each chapter, a users' guide, and a key to activities at the end of the volume.



**New ways of using computers in language teaching**

*Tim Boswood*  
Alexandria, VA :

Teachers of English to Speakers of Other Languages, 1997.

420.785 NEW

Language teachers show others how to maximize the potential of computer software packages to help learners develop their language and communication skills. The activities present ways of using the software that teachers are likely to find on any workplace computer system.



**No Child Left Behind : past, present, and future**

*William Hayes*  
Lanham, MD : Rowman & Littlefield Education, 2008.

379.1 HAY

As Americans are currently engaged in a national debate about the future role of the federal government in the field of education, it is essential that people become better informed about the history, content, and results of No Child Left Behind. This book is a valuable tool informing the current discussion on the reauthorization of this law.



**No excuses : lessons from 21 high-performing, high-poverty schools**

*Samuel Casey Carter.*  
Washington, DC : Heritage Foundation, 2000.

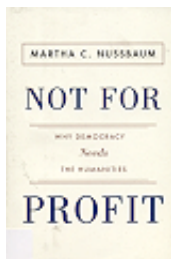
379.1 CAR

All children can learn. The principals and schools profiled in this book have overcome the bureaucratic and cultural obstacles that

keep low-income children behind in most public schools. No Excuses schools have created a culture of achievement among children whom most public schools would condemn to a life of failure.

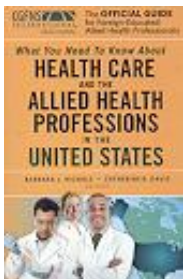
**Not for profit : why democracy needs the humanities**

*Martha C. Nussbaum.*  
Princeton, NJ : Princeton University Press, 2010.  
370.115 NUS



Philosopher Martha Nussbaum makes a passionate case for the importance of the liberal arts at all levels of education. Nussbaum argues that we must resist efforts to reduce education to a tool of the gross national product. Rather, we must work to reconnect education to the humanities in order to give students the capacity to be true democratic citizens of their countries and the world.

**The official guide for foreign-educated allied health professionals**



*Edited by Barbara L. Nichols, Catherine R. Davis*  
New York, NY : Springer, 2010.

610.696 OFF  
Provides a wealth of insight on how to address the challenges of being a foreign-educated health professional in the United States.

Health professionals can learn what is expected of them, how to prepare for the journey to this country, and how to adapt to their new communities.

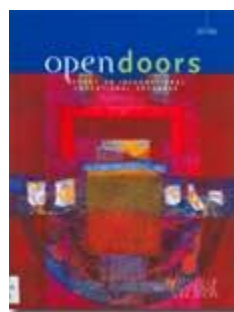


**Online Learning : Personal Reflections on the Transformation of Education**

*Greg Kearsley, editor*  
Englewood Cliffs, NJ : Educational Technology Publications, 2005.

371.33 ONL

The main point of this book is to present a comprehensive history of the field of online education as told by many pioneers who created it. Each of the contributors discusses their work in online education and presents a personal perspective of the field. Collectively, the chapters portray the major themes and issues that have characterized the past development of online education and will likely dictate its future.

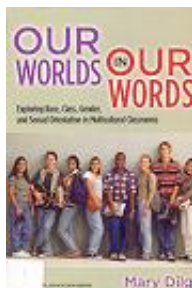


**Open doors : report on international education exchange, 2006**

*Hey-Kyung Koh Chin*  
New York, NY : IIE, 2006.

378.35 INS 2006

A comprehensive information resource on the almost 565,000 international students in the United States in 2005/06 and on the nearly 206,000 U.S. students who studied abroad in 2004/05. Features graphic displays, data tables and figures, and to the point policy oriented analysis.



**Our worlds in our words : exploring race, class, gender, and sexual orientation in multicultural classrooms**  
 Mary Dilg.

New York, NY : Teachers College Press, 2010.

370.117 DIL

The book explores what happens when we introduce students to the words of a broad spectrum of American scholars, writers, and artists and then invite them to examine, debate, and negotiate the ideas presented. Provides an account of teaching in a culturally and linguistically diverse classroom, including practical strategies to engage and motivate adolescents. It features a model for integrating issues of race, class, gender, and sexual orientation into the English curriculum and into classroom instruction.

**The paradoxes of high stakes testing: how they affect students, their parents, teachers, principals, schools, and society**

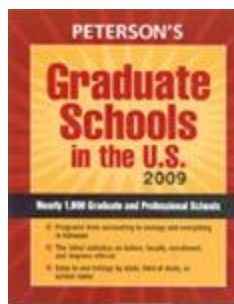
George Madaus,  
 Michael Russell,  
 Jennifer Higgins  
 Charlotte, NC :  
 Information Age Pub.,  
 2009.

371.26 MAD

This book's goal is to clarify for parents, the public, and policy makers what high stakes tests are and how their use affects our schools, children, and society. It explores the various uses, limitations, and paradoxical consequences of high stakes testing.



**Peterson's graduate schools in the U.S., 2009.**



Lawrenceville, NJ :  
 Peterson's, 2008.  
 Physical Description:  
 652 p. ; 24 cm.

REF 378.1 GRA 2009

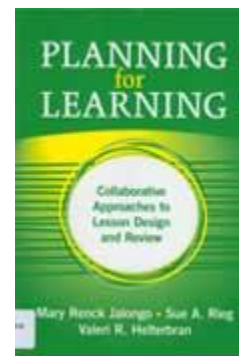
Includes detailed profiles of institutions offering regionally accredited master's

and doctoral programs, an overview of the admission process, including what accreditation means and why it is important, financial support at the graduate level: what is available and how to get it, and advice for international and minority students.

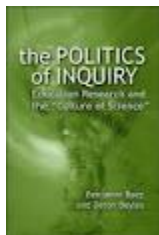
**Planning for learning : collaborative approaches to lesson design and review**

Mary Renck Jalongo, Sue  
 A. Rieg and Valeri R.  
 Helterbran  
 New York, NY : Teachers  
 College Press, Columbia  
 University, 2007.

371.3028 JAL



Presents an approach to lesson planning and evaluation that will work in today's diverse school settings. A rich resource for professional development, this book demonstrates collaborative lesson planning for teachers at particular career phases-pre-service, novice, and experienced.



**The politics of inquiry education research and the "culture of science"**

*Benjamin Baez and Deron Boyles*

Albany, NY State University of New York Press 2009.

370.72 BAE

Authors contend that the entire discourse on education science reflects a number of distinct but mutually constitutive political forces of movements that use science and education to shape what we can think, and thus, what we can become. These forces include the attempts to restrict democracy via scientism; the uses of academic classifications for organizing the world into social groups; the imperatives of the informational society, which seek precision in order to convert the world into "data" for easy governing; and the effects of transnational capitalist exchanges, which convert everything into a cost-benefit analysis, and which make us all complicit in ways we do not fully grasp.

**Portraits of teacher preparation : learning to teach in a changing America**

*Edited by Patrick M. Jenlink, Karen Embry Jenlink*

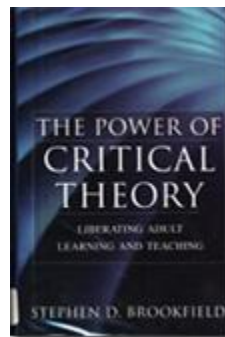
Lanham, MD : Rowman & Littlefield, 2005.

370.71 POR

The portraits presented in the chapters explore new ways of learning to teach, set against the backdrop of a changing America. Present a narrative window that reflects a re-imagining of teacher education as culturally and ethically responsive. The contributors demonstrate an understanding on the need to set aside conventional practices for new mediums of expression

Biblioteca Benjamin Franklin  
Abierto de Lunes a Viernes de 11:00 a 19:00 hrs.

and learning and constructing new and alternative pedagogies for learning.



**The power of critical theory : liberating adult learning and teaching**

*Stephen D. Brookfield*  
San Francisco, CA : Jossey-Bass, 2005.

374.001 BRO

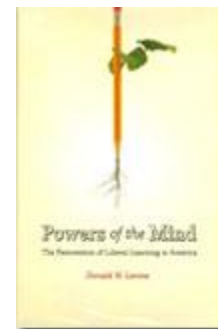
The author makes a powerful case for how critical theory can illuminate the everyday practices of adult educators, presenting powerful arguments for the importance of critical theory in fostering the kind of learning that leads to a truly democratic society, and it explores a number of tasks for adult learners.

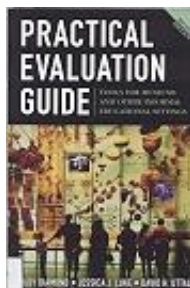
**Powers of the mind : the reinvention of liberal learning in America**

*Donald N. Levine*  
Chicago, IL : University of Chicago Press, 2006.

378.012 LEV

Proposes fresh ways to think about liberal learning with ideas more suited to our times. He does so by defining basic values of modernity and then considering curricular principles pertinent to them. The principles he favors are powers of the mind, disciplines understood as fields of study defined not by subject matter but by their embodiment of distinct intellectual capacities.





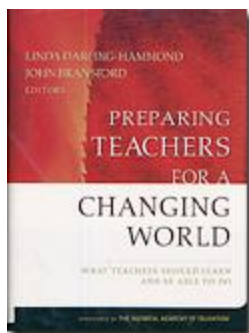
**Practical evaluation guide : tool for museums and other informal educational settings**

Judy Diamond, Jessica J. Luke, and David H. Uttal.  
Lanham, MD : AltaMira Press, 2009.

069.5 DIA

Discusses specific methods for analyzing audience learning and behavior in museums, zoos, botanic gardens, nature centers, camps, and youth programs. This new edition incorporates the many advances in the burgeoning field of informal learning that have been made over the past decade. Serves as a basic easy-to-follow guide for museum professionals and students who want to understand the effects of such public institutions on the people who visit them.

**Preparing teachers for a changing world: what teachers should learn and be able to do**



*Edited by Linda Darling-Hammond*

[et al]

San Francisco, CA : Jossey-Bass, 2005.

370.711 PRE

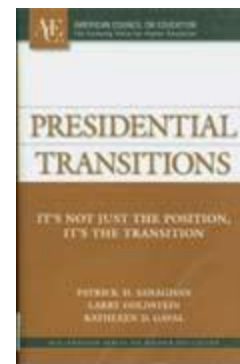
Written for teacher educators in both traditional and alternative programs, university and school system leaders, teachers, staff development professionals, researchers and educational policymakers, the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom.

**Presidential transitions : it's not just the position, it's the transition**

Patrick H. Sanahhan, [et al]

Westport, CT : Praeger : American Council on Education, 2008.

378.111 SAN



A Presidential transition has a major impact on the life of an institution, and the authors offer practical guidance in this book, which is designed to provide assistance to presidents, trustees, faculty, and other important stakeholder groups and help them avoid the pitfalls of poorly managed transitions.

**The price we pay: economic and social consequences of inadequate education**

Clive R. Belfield, Henry M. Levin, editors  
Washington, Dc : Brookings Institution Press, 2007.

338.4737 PRI



Highlights costs of inadequate education attaching hard numbers to the relationship between educational attainment and critical indicators as income, health, crime, dependence on public assistance, and political participation. Explores policy interventions to boost the education system's performance and explains why demographic trends are so challenging to educating the nation's youth.

**Privatization and public universities**

*Edited by Douglas M. Priest and Edward P. St. John*  
 Bloomington, IN : Indiana University Press, 2006.

378.1 PRI

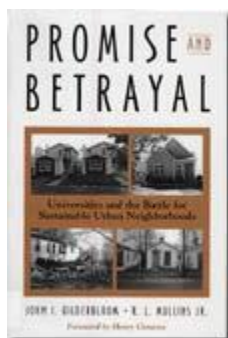


Experts explore the challenges of improving the quality of education and research while facing reduced financial support. They examine several approaches borrowed from private institutions and the corporate sector that might help address this fiscal crisis.

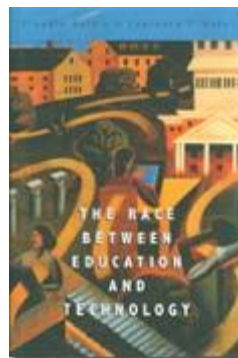
**Promise and betrayal: universities and the battle for sustainable urban neighborhoods**

*John I. Gilderbloom and R. L. Mullins*  
 Albany, NY : State University of New York Press, 2005.

307.141 GIL



With this book, the authors want to start a revolution in higher education, calling on partnerships between "town and gown" to create sustainable urban neighborhoods. They detail how higher education institutions can play an important role in helping to revitalize poor neighborhoods by forming partnerships with public, private, and nonprofit groups.



**The race between education and technology**

*Claudia Goldin, Lawrence F. Katz*  
 Cambridge, MA : Belknap Press of Harvard University Press, 2008.

338.4737 GOL

Argues that technological change and education have been involved in a kind of race. During the first eight decades of the twentieth-century technological change boosted the demand for educated workers, while the supply of them kept pace. Educational attainment grew at exceptionally rapid rates, thereby lowering inequality at the same time incomes increased. The authors discuss the complex reasons for this and what might be done to ameliorate it.

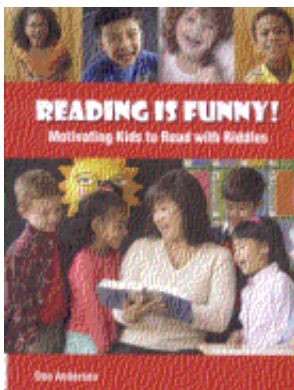


**Raising student achievement through rapid assessment and test reform**

*Stuart S. Yeh*  
 New York, NY : Teachers College Press, 2006.

371.262 YEH

In this book, Stuart Yeh suggests specific changes in test design, implementation, and policy that could greatly improve the benefits and reduce the educational costs of high-stakes accountability policies. Includes a review of meta-analyses and key research studies regarding the effectiveness of rapid assessment systems, and a proposal to change high school exit exam systems in order to provide appropriate incentives for all students without unfairly denying diplomas.



**Reading is funny! : motivating kids to read with riddles**

*Dee Anderson*  
Chicago, IL : American Library Association, 2009.

027.8 AND

Dee Anderson offers innovative ways to use riddles to make reading fun and keep readers coming back for more. Based on her work with children in schools and public libraries, she shares hundreds of riddles on popular subjects, plus tips to help you encourage children to read more through puppetry, bookmaking, and a variety of games and activity sheets.

**Reading more, reading better**



*Edited by Elfrieda H. Hiebert*  
New York, NY: Guilford Press, 2009.

428.43 REA

Bringing together leading scholars, this book focuses on how teachers can improve both quality and quantity of reading

experiences in K-12 classrooms. Essential topics include factors that make reading tasks more or less productive for different types of learners, ways to balance independent reading with whole-class and small-group instructions, how to choose appropriate texts, and the connection between reading engagement and proficiency.

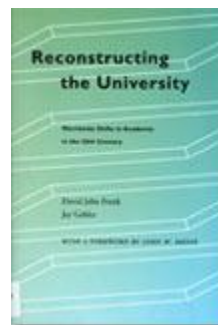


**Reading the media in high school: media literacy in high school English**

*Renee Hobbs*  
New York, NY : Teachers College, Columbia University, 2007.

302.23 HOB

Provides the first empirical evidence of the impact of media literacy on the academic achievement of adolescents. Chronicles the practice of high school teachers who prepared their students to critically analyze all aspects of contemporary media culture.



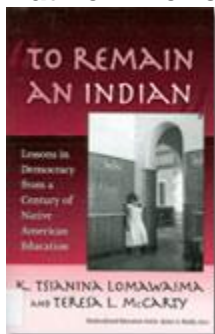
**Reconstructing the university : worldwide shifts in academia in the 20th century**

*David John Frank, Jay Gabler*  
Stanford, CA : Stanford University Press, 2006.

378.199 FRA

Provides an examination unprecedented in scope and scale of changes in academia. The authors document the changing emphases accorded the branches of learning, the applied and basic divisions, and the disciplinary fields.

**"To remain an Indian" : lessons in democracy from a century of Native American education**



*K. Tsianina Lomawaima, Teresa L. McCarty*  
New York, NY : Teachers College Press, 2006.

371.829 LOM

What might we learn from Native American experiences with schools to help us forge a new vision of the democratic ideal—one that respects, protects, and promotes diversity and human rights? In this fascinating portrait of American Indian education over the past century, the authors critically evaluate U.S. education policies and practices, from early 20th-century federal incarnations of colonial education through the contemporary standards movement. In the process, they refute the notion of "dangerous cultural difference" and point to the promise of diversity as a source of national strength. This book features the voices and experiences of Native individuals that official history has silenced and pushed aside.

**Research, advocacy, and political engagement : multidisciplinary perspectives through service learning**

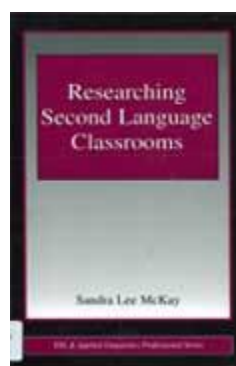
*Edited by Sally Cahill Tannenbaum*  
Sterling, VA : Stylus Pub, 2008.

378.103 RES

This volume presents inventive approaches to using service learning to introduce students to political engagement. The chapters in this book describe how teachers in Politics, Education, Urban and Regional Planning, Business, Economics, etc., have created effective activities that advance disciplinary knowledge, develop



collaboration with communities, and engage students in the political process.



**Researching second language classrooms**

*Sandra Lee McKay*  
Mahwah, NJ : Lawrence Erlbaum, 2006.

418.007 MCK

This text introduces teachers to research methods they can use to examine their own classrooms in order to become more effective teachers. Each chapter includes activities to help readers apply the methods described in the chapter, often by analyzing research data.

**Rethinking education in the age of technology : the digital revolution and schooling in America**

*Allan Collins, Richard Halverson ; foreword by John Seely Brown.*  
New York, NY : Teachers College Press, 2009.

370.285 COL

In Rethinking Education in the Age of Technology, Allan Collins and Richard Halverson argue that the knowledge revolution has transformed our jobs, our homes, our lives, and therefore must also transform our schools. This groundbreaking book offers a vision for the future of American education that goes well beyond the walls of the classroom to include online social networks, distance learning with "anytime, anywhere" access, digital home schooling models, video-game learning environments, and more.

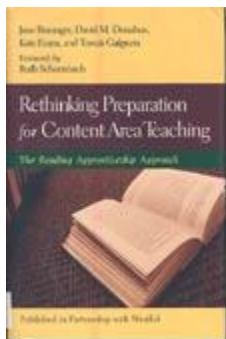


**Rethinking preparation for content area teaching: the reading apprenticeship approach**

*Jane Braunger ... [et al.]*  
San Francisco, CA :  
Jossey-Bass, 2005.

428.4 RET

The authors make the case for incorporating the Reading Apprenticeship instructional model into secondary teacher preparation programs. Arguing that teacher education programs need to foster a broader understanding of adolescent literacy, especially if teachers are to help their students read in discipline-specific ways.



**The rise and fall of American public schools: the political economy of public education in the twentieth century**

*By Robert J.*

*Franciosi*  
Westport, CT : Praeger, 2004.

371.01 FRA

This volume provides a comprehensive and balanced survey of the state of American public education. It examines the trend in the quality of the public schools over the past 100 years, and reviews the possible reasons for a decline in quality. The work focuses on the importance of local control in American public education and how it has been steadily eroded. Franciosi advocates school choice as a way of restoring greater control by parents over their children's schools. This work is distinct among calls for reform in that it takes a skeptical attitude towards the centralized school reform movement that has culminated in the No Child Left Behind Act. It discusses important topics that have been the subject of research including the effect of teachers unions, Tiebout competition and local control, and school finance reform.

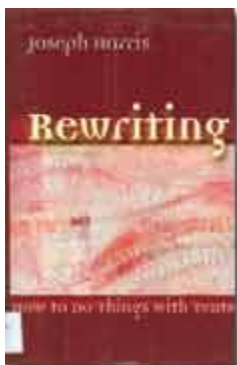


**Rewriting : how to do things with texts**

*Joseph Harris*  
Logan, UT : Utah  
State University  
Press, 2006.

808.042 HAR

Joseph Harris draws the college writing student away from static ideas of thesis, support and structure, and toward a more mature and dynamic understanding. Harris wants college writers to think of intellectual writing as an adaptive and social activity, and he offers them a clear set of strategies or a set of moves for participating in it.



**Road map for graduate study : a guide for prospective graduate students**

*Donald C. Martin*  
United States : Donald C.  
Martin, 2008.

378.161 MAR

Having visited over 60 countries on every continent, Dr. Martin has worked with thousands of prospective and current students of varying nationalities,



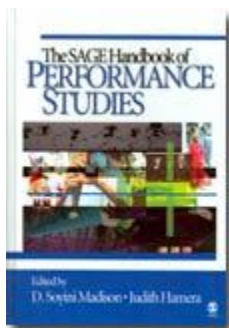
backgrounds, beliefs, interests and goals. He continues to work with students, speaking about the value of education, the importance of having a dream and the motivation to follow that dream.

**The SAGE handbook of performance studies**

*Edited by D. Soyini Madison and Judith Hamera*  
 London : SAGE, 2006.

306.484 SAG

Brings together, in a single volume, discussions of the major research in performance studies and identifies directions for further investigation. It is the only comprehensive collection of the theories, methods, politics, and practices of performance relating to life and culture.



**Save the world on your own time**

*Stanley Fish*  
 Oxford ; New York, NY : Oxford University Press, 2008.

378.12 FIS

Argues that the only appropriate goal to the academy is the transmission and advancement of knowledge, and when teachers offer themselves as moralists, political activists or agents of social change rather than as credentialed experts in a particular subject and the methods used to analyze it, they abdicate their true purpose.



**The school choice hoax : fixing America's schools**

*Ronald G. Corwin, E. Joseph Schneider*  
 Lanham, MD : Rowman & Littlefield Education, 2007.

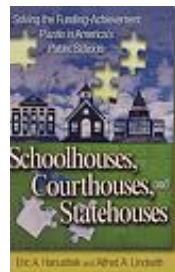
379.1 COR

Exposes the misleading hyperbole that has been driving the school choice movement and shows how charter schools can become more effective in public school districts. Authors provide an unusual blend of academic and practical knowledge derived from long careers as a sociologist and former Deputy Executive Director of the American Association of School Administrators.

**Schoolhouses, courthouses, and statehouses : solving the funding-achievement puzzle in America's public schools**

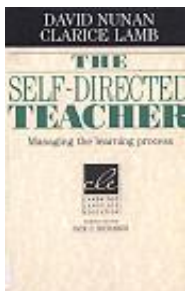
*Eric A. Hanushek and Alfred A. Lindseth*  
 Princeton, NJ : Princeton University Press, 2009.

379.122 HAN



Spurred by court rulings requiring states to increase public school funding, the United States now spends more per student on K-12 education than almost any other country. In this book, the authors trace the history of reform efforts and conclude that the principal focus of both courts and legislatures on ever increasing funding has done little to improve student achievement. Instead, they propose a new approach: a performance based system that directly links funding to success in raising student achievement.

**The self-directed teacher :  
managing the learning process**



David Nunan, Clarice Lamb  
Cambridge, MA :  
Cambridge University Press, 1996.

418.007 NUN

Prepares teachers to make independent decisions in key areas such as lesson planning, teacher talk, group work, error correction, resource management, and evaluation. The text uses a task-based approach, and the material presented is well supported by theory and research.

**So you want to be a scientist?**

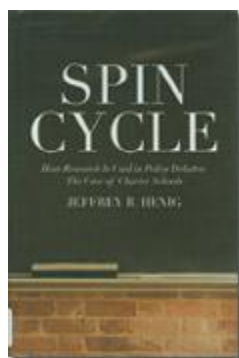
Philip A. Schwartzkroin.  
New York, NY : Oxford University Press, 2009.  
502.3 SCH

Offers the reader a glimpse into the job of being a research scientist. It is not intended to be step-by-step "how to" book. Rather, it is intended to fill a hole in the education of most would-be scientists, addressing explicitly many issues that are rarely addressed directly in training programs.



**Spin cycle :  
how research is  
used in policy  
debates : the  
case of charter  
schools**

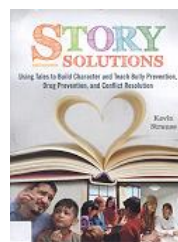
Jeffrey R. Henig  
New York, NY :  
Russell Sage  
Foundation :  
Century Foundation, 2008.



371.01 HEN

One important aim of social science research is to provide unbiased information that can help guide public policies. However,

social science is often construed as politics by other means. The author draws on extensive interviews with researchers, journalists, and funding agencies on both sides of the debate, as well as data on federal and foundation grants and a close analysis of media coverage, to explore how social science research is "spun" in the public sphere.



**Story solutions :  
using tales to build  
character and teach  
bully prevention,  
drug prevention, and  
conflict resolution**  
Kevin Strauss.

Santa Barbara, CA : Libraries Unlimited, 2011.

372.677 STR

The author has carefully laid out background information, traditional stories, and skill-building activities that will enable librarians and other educators to help their students master bullying and drug prevention, self-control, and conflict resolution, as well as establish healthy self-esteem and optimism.



**Strategies for  
teaching students  
with learning  
disabilities**

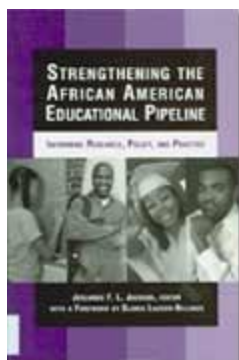
Lucy C. Martin  
Thousand Oaks, CA :  
Corwin Press, 2009.

371.9 MAR

This resource draws on the author's 30 years of teaching experience to help teachers gain a greater understanding of students' learning differences and meet individual needs. Strategies are organized by skills, including attention, reading, writing, math, organization, and test taking, helping teachers quickly identify the best techniques for assisting each student and encouraging independent learning.

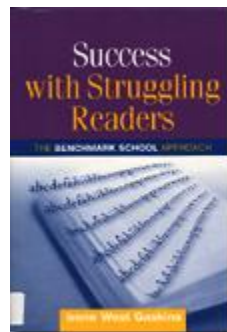
**Strengthening the African American educational pipeline: informing research, policy, and practice**

*Edited by Jerlando F. L. Jackson*  
Albany, NY : State University of New York Press, 2007.



378.1 STR

Explores the challenges of recruiting more African American youths to postsecondary education that results in the four -year degree. These scholars examine the multiple factors that thwart African American youths from pursuing four-year college and university education. They also look at individual, institutional, and social forces that in turn help us understand what the numbers really mean.



**Success With Struggling Readers: the Benchmark School Approach**

*Irene West Gaskins*  
New York, NY : Guilford Press, 2005.

372.43 GAS

This book presents a proven approach for helping struggling students become fully engaged readers, learners, thinkers, and problem solvers. The author demonstrates ways to teach effective strategies for decoding words and understanding concepts, and to give the students the skill to apply these strategies across the curriculum based on their individual cognitive styles and the specific demands of the task at hand.

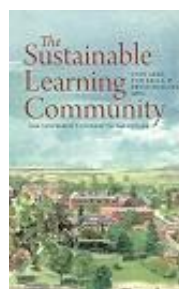


**Succeeding as an international student in the United States and Canada**

*Charles Lipson*  
Chicago, IL : University of Chicago Press, 2008.

378.1 LIP

This guide includes a comprehensive glossary explaining academic terms and common phrases as well as information on succeeding academically, living on and off campus, learning English, avoiding plagiarism, working and managing money, and meeting with instructors, as well as engaging in student life.



**The sustainable learning community: one university's journey to the future**

*John Aber, Tom Kelly, and Bruce Mallory, editors.*  
Durham, N.H. : Hanover [N.H.]: University of New Hampshire Press ; University Press of New

England, 2009.

378.742 SUS

With the oldest endowed campus wide sustainability program in the country, established in 1997, the University of New Hampshire has become a leader in advancing a campus culture of sustainability. The UNH experience provides a unique window into the development of a new and integrated approach to teaching, learning, research, and operations. It is also a valuable guide for other institutions that aim to enhance the quality of campus life while reducing their environmental footprint. The book's organization along four functional domains (curriculum, operations, research, and engagement) allows faculty, staff, students, and managers to focus on sections of particular relevance to their

university roles. Each chapter develops standards of best practices and presents interesting case studies to humanize the larger effort.

**Tapping the riches of science : universities and the promise of economic growth**

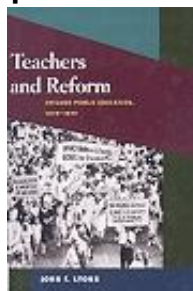


*Roger L. Geiger and Creso M. Sá*  
Cambridge, MA : Harvard University Press, 2008.

378.103 GEI

Offers a rigorous and far-sighted explanation of his controversial and little-understood movement. Drawing from a range of social science analyses, campus interviews, and examples of university-industry partnerships, the authors reveal the ways that economic development has been incorporated into university commitments.

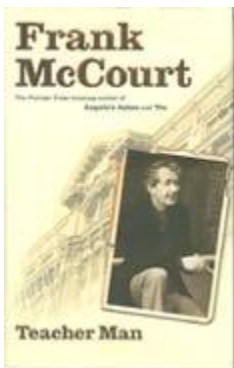
**Teachers and reform : Chicago public education, 1929-1970**



*John F. Lyons*  
Urbana, IL : University of Illinois Press, 2008.

371.01 LYO

Examining teachers' unions and public education from the bottom up, Lyons shows how they helped to shape one of the largest public education systems in the nation. This study analyzes how the teachers' attempts to improve their working lives and the quality of the Chicago public school system were constrained by internal divisions over race and gender as well as external disputes between the Chicago Teachers Union and the school administration, state and local politicians, and powerful business and civic organizations.

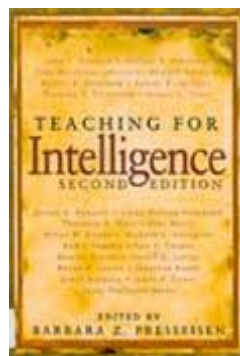


**Teacher man : a memoir**

*Frank McCourt*  
New York, NY : Scribner, 2005.

371.1 MCC

In this tribute to teachers everywhere McCourt records the trials, triumphs and surprises he faces in public high schools around New York City. His methods anything but conventional, McCourt creates a lasting impact on his students through imaginative assignments, sing along and field trips. As he struggles to find his way in the classroom, he spends his evenings drinking with writers and dreaming of one day putting his own story to paper. The book shows McCourt developing his ability to tell a great story as he works to gain the attention and respect of unruly or indifferent adolescents.



**Teaching for intelligence**

*Edited by Barbara Z. Presseisen*  
Thousand Oaks, CA: Corwin Press, 2008.

372.11 TEA

This collection of articles includes contributions from important scholars, encouraging educators to examine their perspectives about the nature of intelligence, standardized testing, and curriculum requirements.



**Teaching for social justice? : voices from the front lines**

*Connie E. North*  
Boulder, CO : Paradigm Publishers, 2009.

370.115 NOR

Examines the process of four K-12 educators and a university based researcher discussing, studying, and acting on the potential power of social justice. Through frequent, lively, and complex meetings, these educators examine their varying educational philosophies, practices and teaching sites. Using experimental writing methods and qualitative methodology, North bridges the great divide between teacher and academic discourse.

**Teaching history with film : strategies for secondary social studies**

*Alan S. Marcus ... [et al.]*  
New York, NY : Routledge, 2010.

907.12 TEA

Along with the textbooks, movies are one of the most prominent teaching aids in the history classroom, and this book provides a fresh, engaging, and clear overview of teaching with film to effectively enhance social studies instructions. Using cases of experienced teachers, offers a deeper understanding of the thorny issues involved in the process of teaching this way.



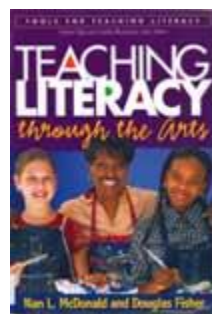
**Teaching immigrant and second-language students: strategies for success**

*By Michael Sadowski*  
Cambridge, MA: Harvard Education

Press, 2004.

371.97 TEA

This volume draws on the work of teachers, administrators, and researchers to identify the practices that reach immigrant and second-language students most effectively.



**Teaching literacy through the arts**

*Nan L. McDonald, Douglas Fisher*  
New York, NY : Guilford Press, 2006.

372.6 MCD

Addresses the "whats," "whys," and "how-tos" of integrating literacy instruction and the arts in grades K-8. Even teachers without any arts background will gain the skills they need to bring music, drama, visual arts, and dance into their classrooms.

**Teaching the brain to read : strategies for improving fluency, vocabulary, and comprehension**

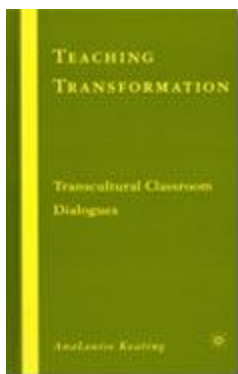


*Judy Willis*  
Alexandria, VA : Association for Supervision and Curriculum Development, 2008.

428.4 WIL

Offers a unique perspective on how to help students not only learn the mechanics of

reading and comprehension, but also develop a love of reading. Author shows the importance of establishing a non threatening environment and provides teaching strategies that truly engage students and help them build phonemic awareness, manipulate patterns to improve reading skills, improve reading fluency, increase vocabulary, etc.



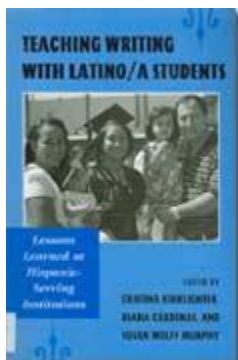
**Teaching transformation : transcultural classroom dialogues**

*Ana Louise Keating*  
New York, NY : Palgrave Macmillan, 2007.

370.1 KEA

This book is a must-read for everyone who believes that the classroom is a dynamic place where complex conversations about challenging issues like race, sexuality, class, and the human spirit, can be established with student from all level.

**Teaching writing with Latino/a students : lessons learned at Hispanic- serving institutions**



*Edited by Cristina Kirklighter, Diana Cárdenas, and Susan Wolff Murphy*  
Albany, NY : State University of New York Press, 2007.

808.042 TEA

Brings together the eclectic voices of two-year and four-year writing teachers at Hispanic Serving Institutions (HSIs) throughout the United States to explore the complexities of teaching writing with Latino/a students. Made up of narratives, qualitative studies, and conversations, the book presents the theories and practices of these experienced teachers.

**Technology-enhanced learning environments**

*Edited by Elizabeth Hanson-Smith*  
Alexandria, VA : Teachers of English to Speakers of Other Languages, 2000.

420.785 TEC



Presents case studies from Europe, North America, and the Middle East in which teachers have adapted and pioneering teaching innovations that range from simple additions to traditional classroom teaching to radical alternatives that change the nature of language learning and teaching.

**Testing student learning, evaluating teaching effectiveness**

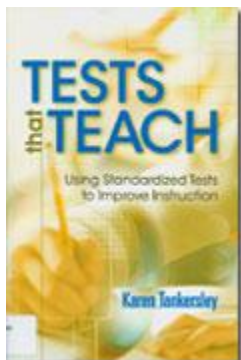


*By Williamson M. Evers and Herbert J. Walberg*  
Stanford, CA: Hoover Institution Press, 2004.

371.14 TES

More than ever, parents want to know how their children are achieving and how their children's school ranks compared to others. And even though education experts and some testing experts may disagree, Congress, state legislators, and citizens are increasingly insistent that objective testing and accountability are needed to measure the results of teaching. This book takes a hard look at the professional, technical, and public policy issues surrounding student achievement and teachers effectiveness-the controversial issues that often divide educators from parents and their elected representatives.

**Tests that teach : using standardized tests to improve instruction**



*Karen Tankersley*  
Alexandria, VA :  
Association for  
Supervision and  
Curriculum  
Development, 2007.

371.262 TAN

The author guides you with proven tips and instructional strategies to help your students perform to their potential. Also included are a wealth of online resources for lesson plans, daily classroom activities, and virtual field trips, as well as links to every state's released materials on its own assessment.

**Tools for matching readers to texts : research-based practices**

*Heidi Anne E. Mesmer*  
New York, NY : Guilford  
Press, 2008.

372.41 MES

This unique reference helps teacher choose from a wide array of approaches and implement them effectively. Provided is a thorough, integrative review of recently developed applications such as Lexiles, as well as traditional readability formulas and systems for beginning readers.



**Training of the American actor**

*Edited by Arthur  
Bartow*  
New York, NY :  
Theatre  
Communications  
Group, 2006.

792.028 TRA

The chapters in this book represent ten frequently studied approaches to actor training. Most of these approaches, or variations of them, are widely taught throughout the United States. The chapters roughly follow the chronological order in which the approaches came to full prominence.

**Transforming schools with technology : how smart use of digital tools helps achieve six key education goals**



*Andrew A. Zucker*  
Cambridge, MA :  
Harvard Education  
Press, 2008.

371.0285 ZUC

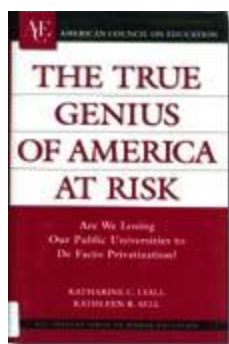
Argues that technology can and will play a central role in efforts to achieve critical education goals and reforms. This book is destined to be recognized as the crucial book on digital technology and education and it will be essential reading for school leaders and teachers, and policymakers.

**The true genius of America at risk: are we losing our public universities to de facto privatization?**

*Katharine C. Lyall and Kathleen R. Sell*  
Westport, CT : Praeger, 2006.

378.05 LYA

Describes market political and fiscal forces that are eroding the traditional partnership between states and public universities, and explains how the search for new revenue sources is refocusing the basic goals of public universities. The authors manage to clarify what has gone wrong and what can be done to save these valuable American institutions.

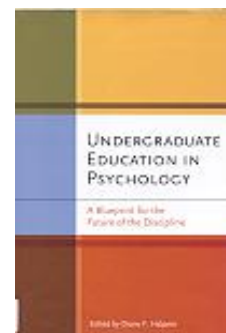


**Undergraduate education in psychology : a blueprint for the future of the discipline**

*Edited by Diane F. Halpern*  
Washington, DC : American Psychological Association, 2010.

150.711 UND

This book presents the findings and recommendations of the 2008 National Conference on Undergraduate Education in Psychology. Chapters explore nine critical questions, for example, why do we need to rethink how we educate students in psychology? Who is teaching psychology and what is the quality of instruction? How can we promote learning with new technologies? The book integrates its findings with five key quality principles and practical recommendations in every chapter.

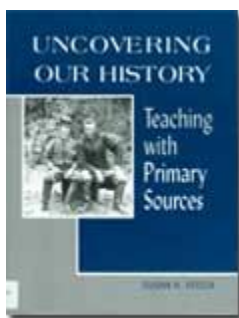


**Uncovering our history : teaching with primary sources**

*Susan H. Veccia*  
Chicago, IL : American Library Association, 2004.

973.071 VEC

Susan Veccia offers readers practical ways to incorporate into their curriculum, the use of primary sources to teach history, using the resources of the Library of Congress's American Memory website. Experience shows that immersion in the stories of our nation using primary documents illuminates the past and builds genuine interest in a way that textbooks cannot.

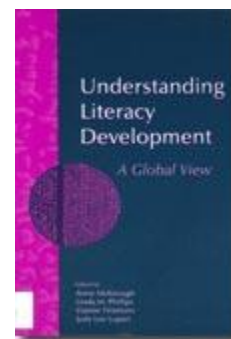


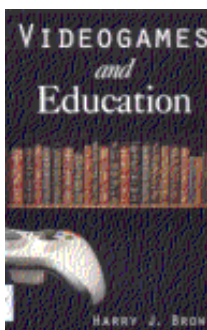
**Understanding literacy development: a global view**

*Edited by Anne McKeough ... [et al.]*  
Mahwah, NJ : L. Erlbaum Associates, 2006.

302.224 UND

Brings together leading experts from around the world to explore ways to best provide teaching and learning opportunities, tailored to specific educational needs, to help all children become better readers. This volume, compiling critical research on a wide spectrum of literacy concerns, is an invaluable tool for scholars, teacher educators, professional and graduate students in the fields of literacy education, early childhood education, educational psychology, educational policy, and related areas.



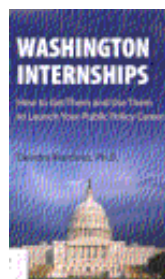


**Videogames and education**

*Harry J. Brown*  
Armonk, NY : M.E. Sharpe, 2008.

794.8019 BRO

Videogames and education are not necessarily antithetical. In this mind-expanding work, the author shows how videogames have become a powerful form of political, ethical, and religious discourse that influences the way we teach, learn and create. He traces the major trends in game design, the public controversies surrounding videogames, and the major positions in game criticism. The book speaks to thoughtful educators, parents, and players who seek a fuller understanding of this cultural phenomenon.



**Washington internships : how to get them and use them to launch your public policy career**

*Deirdre Martinez*  
Philadelphia, PA : University of Pennsylvania Press, 2009.

331.2592 MAR

Invaluable guide to landing that crucial first position in America's capital. This book is the only career publication focused on entry-level policy and government work. It covers all branches of government, federal agencies, lobbying firms, advocacy organizations, and think tanks. Whether you are a young activist or a future power broker, this book will help you grab the first rung of the public service career ladder.

**Virtual Schools : Planning for Success**

*Edited by Zane L. Berge and Tom Clark ; foreword by Julie Young*  
New York, NY : Teachers College Press, 2005.

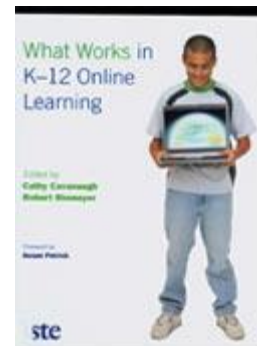


371.358 VIR

This important volume features contributions by top virtual school administrators and experts in the field, who talk about what virtual schools can do to plan for success. Providing an overview of virtual schooling and e-learning, along with detailed case studies, this volume features chapters written by real practitioners and leading experts.

**What works in K-12 online learning**

*Edited by Cathy Cavanaugh and Robert Blomeyer*  
Eugene, OR : International Society for Technology in Education, 2007.



371.334 WHA

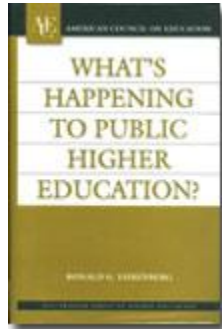
Provides a comprehensive overview of effective online teaching and learning practices. Based on extensive experience and research, chapter cover a full spectrum of topics including virtual course development, online learning in elementary classroom, instructional assessment and differentiating online instruction, professional development for teachers of virtual courses, and the challenges that virtual schools will face in the future.

### What's happening to public higher education?

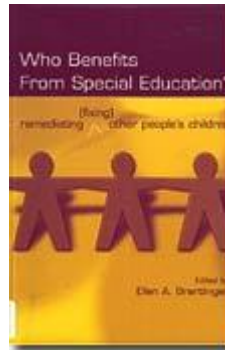
*Edited by Ronald G. Ehrenberg*  
Westport, CT : Praeger Publishers, 2006.

378.050 WHA

The author invited a wide-ranging team of experts to examine changes in public higher education over the last quarter century, and to present their findings at a conference at Cornell University in May 2005. These leading researchers have studied the causes of the changing finances of public higher education and the ways in which these changes have affected institutions, their students, and their potential students.



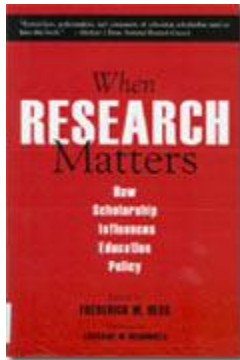
### Who benefits from special education? : remediating (fixing) other people's children



*Edited by Ellen A. Brantlinger*  
Mahwah, NJ : L. Erlbaum Associates, 2006.

371.9 WHO

Addresses the negative consequences of labeling and separating education for students with "disabilities," the cultural biases inherent in the way that we view children's learning difficulties, the social construction of disability, the commercialization of special education, and related issues.



### When research matters : how scholarship influences educational policy

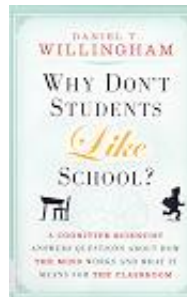
*Edited by Frederick M. Hess*  
Cambridge, MA : Harvard Education Press, 2008.

Press, 2008.

379.1 WHE

Considers the complex and crucially important relationship between education research and policy, and focuses on a number of critical issues: the history of the federal role in education policy, the evolving nature of educational policy research, the role of research in debates about reading, and "out of field" teaching, and the incentives that help explain the behavior of researchers and policymakers.

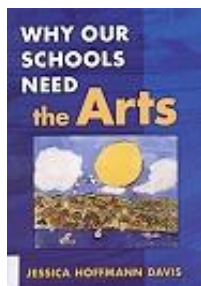
### Why don't students like school? : a cognitive scientist answers questions about how the mind works and what it means for your classroom



*Daniel T. Willingham*  
San Francisco, Calif : Jossey-Bass, 2009.

370.1523 WIL

Cognitive scientist Dan Willingham has focused his acclaimed research on the biological and cognitive basis of learning and has a deep understanding of the daily challenges faced by classroom teachers. This book will help teachers improve their practice by explaining how they and their students think and learn, revealing the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences.



**Why our schools need the arts**

Jessica Hoffmann Davis  
New York, NY : Teachers College Press, 2008.

700.71 DAV

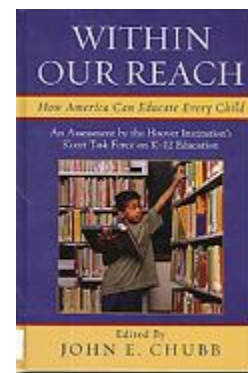
Leads the way to a new kind of advocacy, one that stops justifying the arts as useful to learning other subjects, and argues instead for the powerful lessons that the arts, like no other subjects, teach our children. Offers a set of principles and tools that will be invaluable to advocates already working hard to make the case and secure a strong place for the arts in education.

influential scientific mind and educational reformer of the nineteenth century. The author recounts the largely unknown story of one man's ideas and how they gave way to the creation of one of America's premier institutions of higher learning.

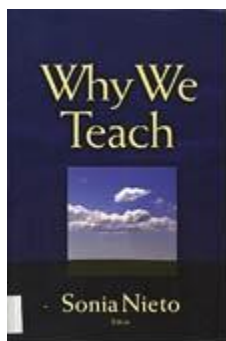
**Within our reach: how America can educate every child**

Edited by John E. Chubb  
Lanham, MD : Rowman & Littlefield Publishers, 2005.

379.73 WIT



The book represents a midterm assessment of NCLB act that closely examines its core elements and offers recommendations for practical reforms to save the law and strengthen some of its key principles: high standards, result based accountability, parental options, and research based practices.



**Why we teach**

Edited by Sonia Nieto  
New York, NY : Teachers College Press, 2005.

371.1 WHY

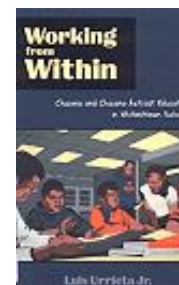
the kind of work that many not grab headlines but is far more important than even the highest test score: these teachers listen closely to their students and they share in their students' struggles and successes.

The teachers in this book, like so many across the country, do

**Working from within : Chicana and Chicano activist educators in whitestream schools**

Luis Urrieta, Jr.  
Tucson, AZ : University of Arizona Press, 2009.  
371.829 URR

Combining approaches from anthropology and cultural studies, this book examines how issues of identity, agency, and social movements shape the lives of Chicana and Chicano activist educators in U.S. schools. The author skillfully utilizes the cultural concepts of positioning, figured worlds, and self authorship, along with Chicano Studies and Chicana feminist frameworks, to tell the story of twenty-four Mexican Americans who have successfully navigated school systems as students and later as activist educators.

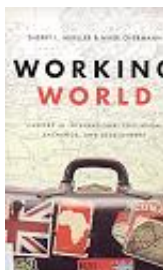


**William Barton Rogers and the idea of MIT**

A.J. Angulo  
Baltimore, MD : Johns Hopkins University Press, 2009.

378.0092 ANG

Exploring the intersection of Rogers's educational philosophy and the rise of technical institutes in America, this biography offers a long-overdue account of the man behind MIT, who was a highly



**Working world : careers in international education, exchange, and development**

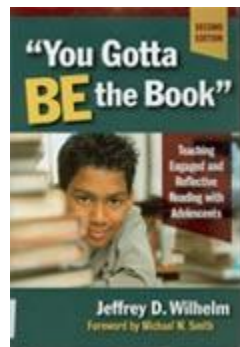
*Sherry L. Mueller, Mark Overmann*

Washington, DC : Georgetown University Press, 2008.

331.702 MUE

This is the perfect resource for making sound career choices, and is particularly valuable for those interested in exploring a career in international education, exchange and development. It provides annotated lists of selected organizations, websites and further reading, along with profiles of twelve professionals, from promising young associates to presidents and CEOs, to illustrate the wide range of career possibilities.

**You gotta be the book : teaching engaged and reflective reading with adolescents**



*Jeffrey D. Wilhelm*  
New York, NY : Teachers College Press, 2008.

372.4 WIL

Through textured case studies of engaged and reluctant readers, this book addresses enduring issues, such as: What do highly engaged adolescent readers do as they read?, What is it about traditional schooling and reading instruction that deters engaged reading and serves to disenfranchise young readers?, What types of interventions can be used in the classroom to help all students, specially reluctant ones, become successful readers?



**Wounded by school: recapturing the joy in learning and standing up to old school culture**

*Kirsten Olson*

New York ; London : Teachers College Press, 2009.

371.1523 OLS

Brings to life the devastating consequences of an educational approach that values conformity over creativity, flattens student's interests, and dampens down differences among learners. The author shows that current institutional structures do not produce the kinds of minds and thinking that society really needs. Instead, the system tends to shame, disable and bore many learners.