



# Biblioteca Benjamín Franklin

Servicio Cultural e Informativo de los Estados Unidos

## Educación Bibliografía

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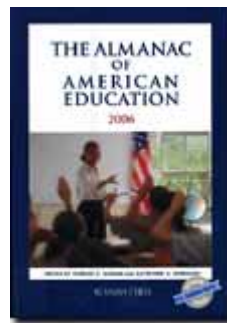


### **Achievement testing in U.S. elementary and secondary schools**

*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.



### **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

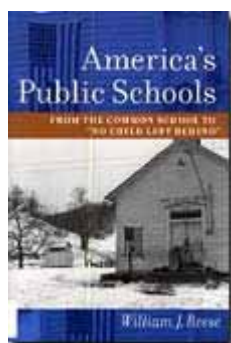
This new edition is very useful as a guide to address high priority education needs by comparing the quality of education at the national, state, regional, and county levels.

## 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.



out and evaluated different assessment approaches in actual classrooms.

## Best technology practices in higher education

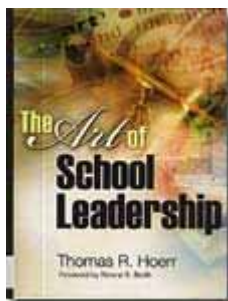
By Les Lloyd  
Medford, NJ : Information Today, 2005.

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.



## 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.

## 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.



## 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

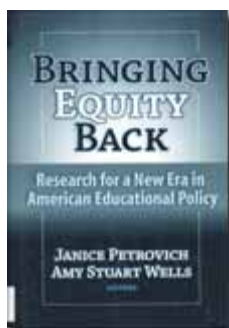


**Blogs, wikis,  
podcasts, and  
other powerful  
web tools for  
classrooms**

*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.

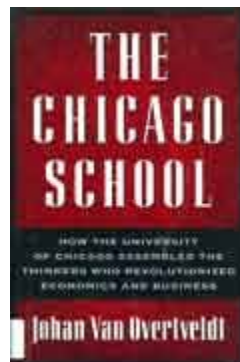


**Bringing Equity  
Back :  
Research for a  
New Era in  
American  
Educational  
Policy**

*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.

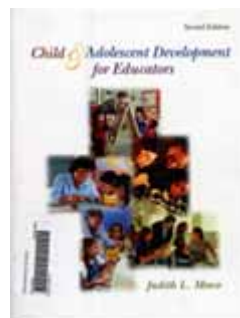


**The Chicago  
School : how the  
University of  
Chicago  
assembled the  
thinkers who  
revolutionized  
economics and  
business**

*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.



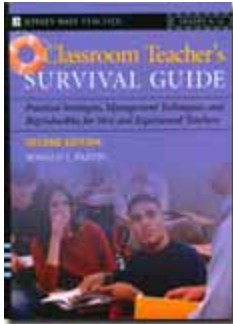
**Child and  
adolescent  
development for  
educators**

*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.

**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.

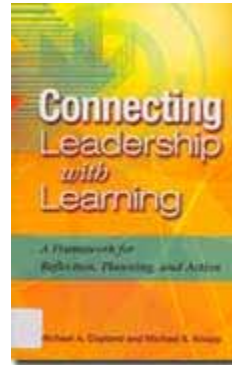
**Computer resources for people with disabilities : a guide to assistive technologies, tools and resources for people of all ages**



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.



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

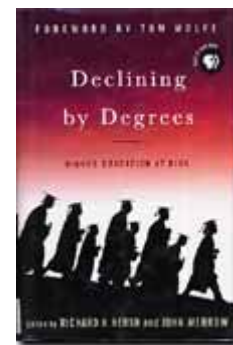
Michael A. Copland  
and Michael S. Knapp  
Alexandria, VA :

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.

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

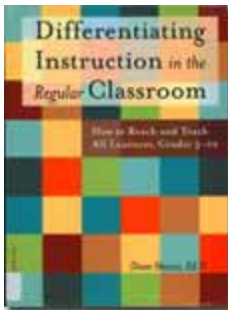


Edited by Richard H. Hersh and John Merrow  
New York, NY :  
Palgrave Macmillan, 2005.

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.

### **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.



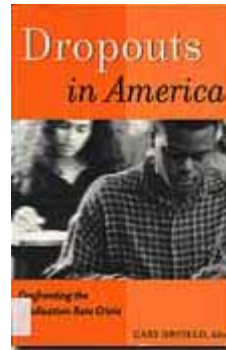
### **Discounted dreams [videorecording] : high hopes and harsh realities at America's community colleges**

*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.

### **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.

### **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.

**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.



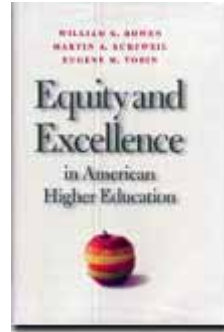
**Enseñanza virtual sobre la organización de recursos informativos digitales**

*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.

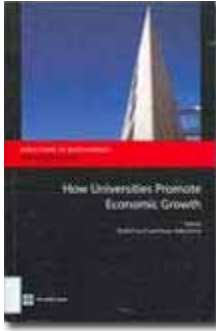
**Flannelboard stories for infants and toddlers**

*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.

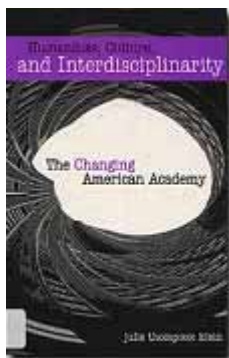


**How universities promote economic growth**

*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.

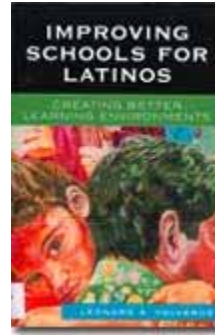


**Humanities, Culture and Interdisciplinarity: the Changing American Academy**

*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.



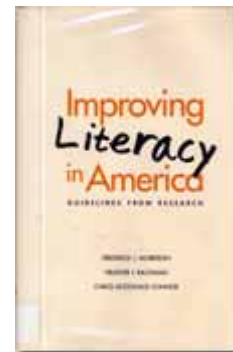
**Improving schools for Latinos : creating better learning environments**

*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 literacy in America : guidelines from research**

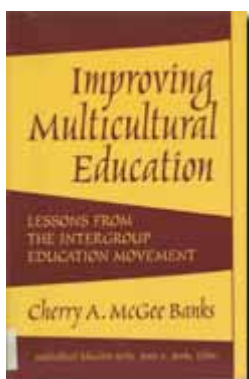


*Frederick J. Morrison, Heather Bachman, and Carol McDonald Connor*  
New Haven, CT : Yale University Press, 2005.

J.

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.

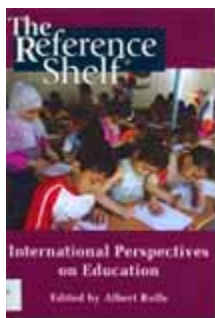


**Improving multicultural education: lessons from the inter-group education movement**

*Cherry A. McGee Banks*  
New York, NY :  
Teachers College  
Press, 2005.

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.



**International Perspectives in Education**

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

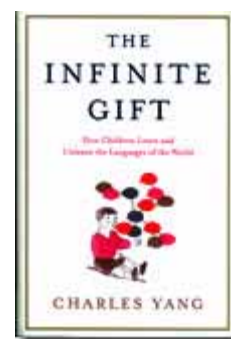
306.432 INT

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.

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

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

401.93 YAN

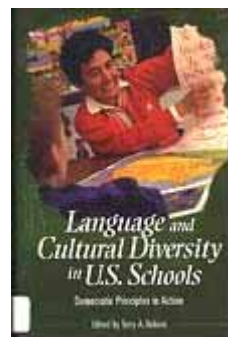


Drowning on cutting-edge developments in biology, neurology, psychology, and linguistics, the author takes the readers inside the astonishingly complex but largely subconscious process by which children learn to talk and to understand the spoken word.

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

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

370.117 LAN

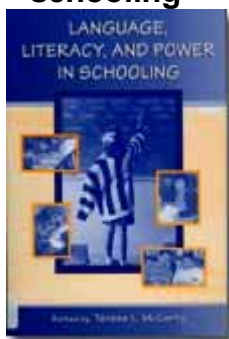


This work explains how diversity is an essential element in classroom settings.

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.



### Language, literacy, and power in schooling

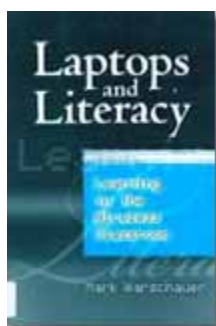


*Edited by Teresa L. McCarty*  
Mahwah, NJ : L. Erlbaum Associates, 2005.

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.

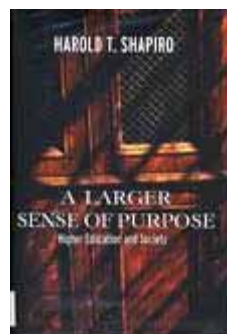


### Laptops and literacy : learning in the wireless classroom

*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



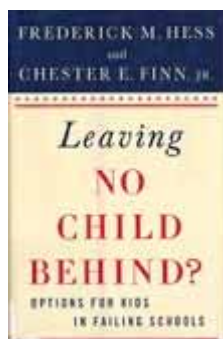
### A larger sense of purpose: higher education and society

*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

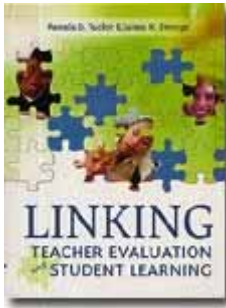


*Edited by Frederick M. Hess and Chester E. Finn, Jr.*  
New York, NY : Palgrave Macmillan, 2004.

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.

### 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.



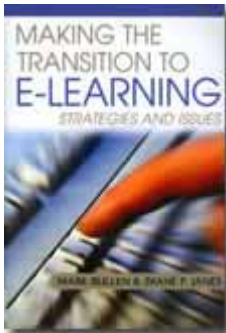
### Meaningful learning using technology : what educators need to know and do

*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.



### 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.



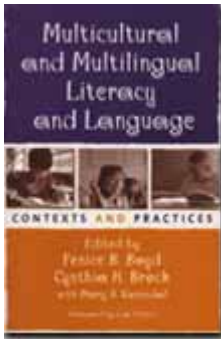
### Mexican roots, American schools: helping Mexican immigrant children succeed

*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.

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

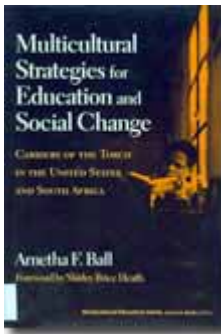


New York, NY :  
Guilford Press, 2004.

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



*Arneetha 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**

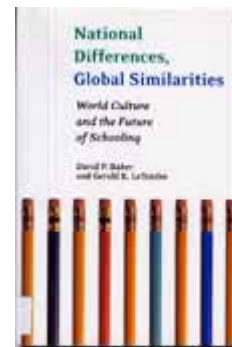
*Edited by J. Terry  
Gates*  
Tuscaloosa, AL :  
University of Alabama  
Press, 2005.

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 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.

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 in teaching adults**

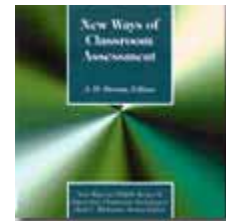
*Marilyn Lewis, editor*  
Alexandria, VA :  
Teachers of English to Speakers of Other Languages, 1997.

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 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 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



**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.



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

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

371.33 ONL

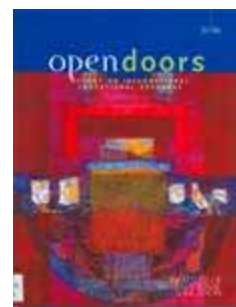
The main point of this book is to present a comprehensive history of the field of online education as told by many pioneers who created it. Each of the contributors discusses their work in online education and presents a personal perspective of the field. Collectively, the chapters portray the major 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.

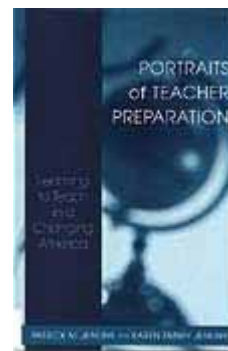
378.35 INS 2006

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.



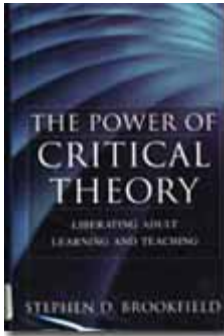
**Portraits of teacher preparation : learning to teach in a changing America**

*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 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

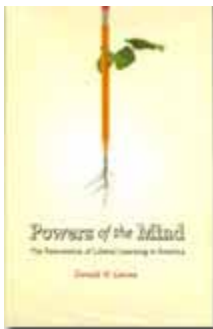
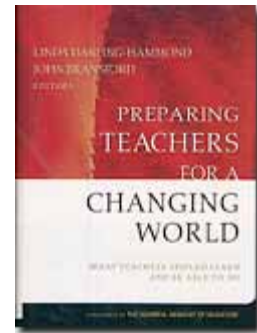
The author makes a powerful case for how critical theory can illuminate the everyday practices of adult educators, presenting powerful arguments for the importance of critical theory in fostering the kind of learning that leads to a truly democratic society, and it explores a number of tasks for adult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

**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.



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

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

378.012 LEV

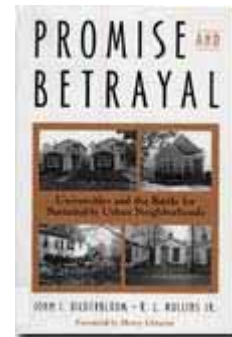
Proposes fresh ways to think about liberal learning with ideas more suited to our times. He does so by defining basic values of modernity and then considering curricular principles pertinent to them. The principles he favors are powers of the mind, disciplines understood as fields of study defined not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

**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.





**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.



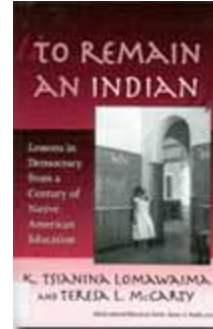
**Reconstructing  
the university :  
worldwide shifts  
in academia in the  
20th century**

*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.



**Researching  
second language  
classrooms**

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

418.007 MCK

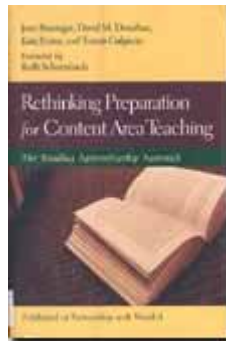
This text introduces teachers to research methods they can use to examine their own classrooms in order to become more effective teachers. Each chapter includes activities to help readers apply the methods described in the chapter, often by analyzing research data.

**Rethinking 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.



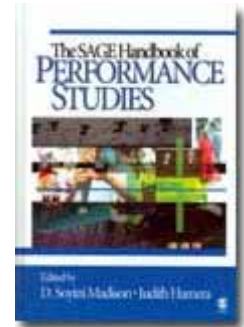
topics that have been the subject of research including the effect of teachers unions, Tiebout competition and local control, and school finance reform.

**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.



**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.

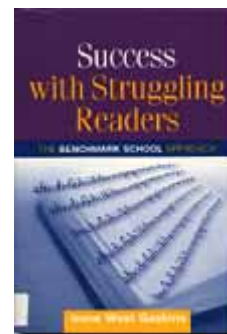
371.01 FRA

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

**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.

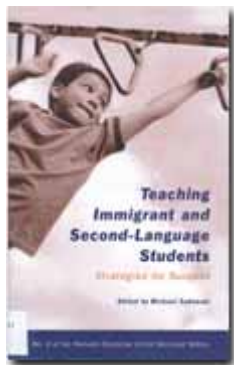


**Teaching immigrant and second-language students: strategies for success**

By Michael Sadowsk  
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.



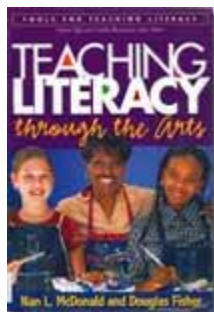
radical alternatives that change the nature of language learning and teaching.

**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.



**Teaching literacy through the arts**

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

372.6 MCD

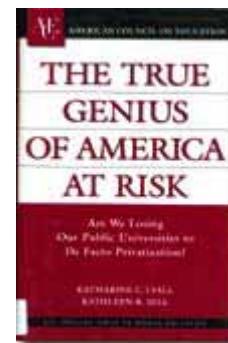
Addresses the "whats," "whys," and "how-tos" of integrating literacy instruction and the arts in grades K-8. Even teachers without any arts background will gain the skills they need to bring music, drama, visual arts, and dance into their classrooms.

**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.



**Technology-enhanced learning environments**

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

420.785 TEC

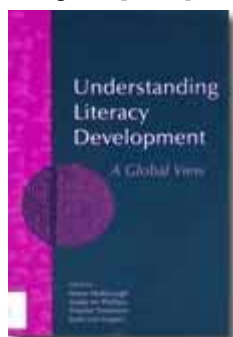


Presents case studies from Europe, North America, and the Middle East in which teachers have adapted and pioneering teaching innovations that range from simple additions to traditional classroom teaching to

**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.

**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's happening to public higher education?**

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

378.050 WHA

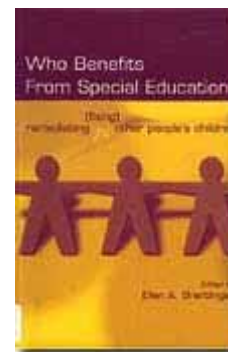


The author invited a wide-ranging team of experts to examine changes in public higher education over the last quarter century, and to present their findings at a conference at Cornell University in May 2005. These leading researchers have studied the causes of the changing finances of public higher education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

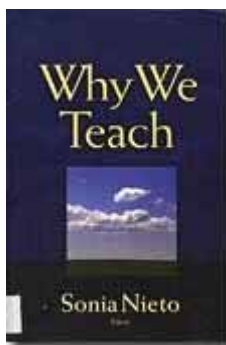
**Who benefits from special education? : remediating (fixing) other people's children**

*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.



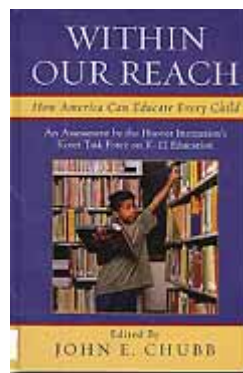
### **Why we teach**

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

371.1 WHY

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

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.



### **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.