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## RECENT TITLES



### Abriendo Puertas, Cerrando Heridas (Opening doors, closing wounds) Latinas/os Finding Work-Life Balance in Academia

Frank Hernandez, *University of Texas of the Permian Basin*  
Elizabeth Murakami-Ramalho, *University of Texas at San Antonio*  
Gloria M. Rodriguez, *UC Davis*

A volume in the series *Work-Life Balance*

2015. Paperback 978-1-68123-064-1 \$45.99. Hardcover 978-1-68123-065-8 \$85.99. eBook 978-1-68123-066-5 \$50

Abriendo Puertas, Cerrando Heridas (Opening Doors, Closing Wounds): Latinas/os Finding Work-Life Balance in Academia is the newest book in the series on balancing work and life in the academy from Information Age Publishing. This volume focuses on the experiences of Latina/o students, professors, and staff/administrators in higher education and documents their testimonios of achieving a sense of balance between their personal and professional lives. In the face of many challenges they are scattered across the country, are often working in isolation of each other and must find ways to develop their own networks, support structures, and spaces where they can share their wisdom, strategize, and forge alliances to ensure collective

The book focuses on Latinas/os in colleges of education, since many of them carry the important mission to prepare new teachers, and research new pedagogies that have the power of improving and transforming education. Following the format of the work-life balance book series, this volume contains autoethnographical testimonios in its methodological approach. This volume addresses three very important guiding questions (1) What are the existing structures that isolate/discriminate against Latinas/os in higher education? (2) How can Latinas/os disrupt these to achieve work-life balance? And, (3) Based on their experiences, what are the transformative ideologies regarding Latinas/os seeking work-life balance?



### Analyzing Influences Research on Decision Making and the Music Education Curriculum

Mark Robin Campbell, *SUNY at Potsdam*  
Linda K. Thompson, *Lee University*

A volume in the series *Advances in Music Education Research*

2015. Paperback 978-1-68123-137-2 \$45.99. Hardcover 978-1-68123-138-9 \$85.99. eBook 978-1-68123-139-6 \$50

**Editorial Board:** Deborah Blair VanderLinde, *Oakland University*. William Bauer, *University of Florida*. Lisa R. Hunter, *The State University of New York at Fredonia*. Ronald Kos, *Boston University*. Joshua A. Russell, *The Hartt School, University of Hartford*. Peter Whiteman, *Institute of Early Childhood, Macquarie University*.

Analyzing Influences: Research on Decision Making and the Music Education Curriculum examines influences on research in music teacher preparation, practices, and policies. These influences include administrators' perspectives, preservice music educators' beliefs, and in-service teachers' practices. Invited essays offer insights into past and present trends in music teacher preparation.

This collection of studies represents best thinking in the field and serves as an impetus for further research and action. Each author's analysis on the influences affecting their specific areas provides insights into key issues affecting decision making processes. This volume is a significant addition to the libraries of Colleges of Education and Schools of Music, as well as an important reference for music scholars and educators, researchers, and graduate students who are concerned with advancing both the scope and quality of research in the study of music teaching and learning.



### Application of Visual Data in K-16 Science Classrooms

Kevin D. Finson, *Bradley University*  
Jon Pedersen, *University of Nebraska-Lincoln*

2015. Paperback 978-1-68123-047-4 \$45.99. Hardcover 978-1-68123-048-1 \$85.99. eBook 978-1-68123-049-8 \$50

This book examines visual data use with students (PK-16) as well as in pre-service in- service science teacher preparation. Each chapter includes discussion

about the current state of the art with respect to science classroom application and utilization of the particular visual data targeted by the author(s), discussion and explanation about the targeted visual data as applied by the author in his/her classroom, use of visual data as a diagnostic tool, its use as an assessment tool, and discussion of implications for science teaching and/or science teacher preparation.

Although the body of research and practice in this field is growing, there remains a gap in the literature about clearly explicating the use of visual data in the science classroom. A growing body of literature discusses what visual data are (although this topic is still viewed as being at the beginning of its development in educators' thinking), and there are some scattered examples of studies exploring the use of visual data in science classrooms, although those studies have not necessarily clearly identified their foci as visual data, per se. As interest and attention has become more focused on visual data, a logical progression of questioning has been how visual data are actually applied in the science classroom, whether it be early elementary, college, or somewhere in between. Visual data applications of interest to the science education community include how it is identified, how it can be used with students and how students can generate it themselves, how it can be employed as a diagnostic tool in concept development, and how it can be utilized as an assessment tool. This book explores that, as well as a variety of pragmatic ways to help science educators more effectively utilize visual data and representations in their instruction.



## Assessment in Online and Blended Learning Environments

Selma Koç, *Cleveland State University*  
Xiongyi Liu, *Cleveland State University*  
Patrick Wachira, *Cleveland State University*

2015. Paperback 978-1-68123-044-3 \$45.99. Hardcover 978-1-68123-045-0 \$85.99. eBook 978-1-68123-046-7 \$50

Online and blended learning requires the reconstruction of instructor and learner roles, relations, and practices in many aspects. Assessment becomes an important issue in non-traditional learning environments. Assessment literacy, i.e., understanding assessment and assessment strategies, is critical for both instructors and students in creating online and blended environments that are effective for teaching and learning. Instructors need to identify and implement assessment strategies and methods appropriate to online or blended learning. This includes an understanding of the potential of a variety of technology tools for monitoring student learning and improving their teaching effectiveness. From the students' perspective, good assessment practices can show them what is important to learn and how they should approach learning; hence, engaging them in goal-oriented and self-regulatory cognitions and behaviors.

The book targets instructors, instructional designers, and educational leaders who are interested in understanding and implementing either summative or formative assessment in online and blended learning environments. This book will assist the relevant audience in the theory and practice of assessment in online and blended learning environments. Providing both a research and practice perspective, this book can help instructors make the connection between pedagogy and technology tools to maximize their teaching and student learning. Among the questions addressed in this book are:

- What assessment strategies can be used in online or blended learning?
- How can instructors design effective assessment strategies?
- What methods or technology tools can be used for assessment in online or blended learning?
- How does peer-assessment work in online or blended learning environments?



## Attitude Measurements in Science Education Classic and Contemporary Approaches

Dr. Myint Swe Khine, *Emirates College for Advanced Education, United Arab Emirates*

2015. Paperback 978-1-68123-084-9 \$45.99. Hardcover 978-1-68123-085-6 \$85.99. eBook 978-1-68123-086-3 \$50

The research into how students' attitudes affect learning of science related subjects have been one of the core areas of interest by science educators. The development in science education records various attempts in measuring attitudes and determining the correlations between behaviour, achievements, career aspirations, gender identity and cultural inclination. Some researchers noted that attitudes can be learned and teachers can encourage students to like science subjects through persuasion. But some view that attitude is situated in context and it is much to do with upbringing and environment. The critical role of attitude is well recognized in advancing science education, in particular designing curriculum and choosing powerful pedagogies and nurturing students.

Since Noll' (1935) seminal work on measuring the scientific attitudes, a steady stream of research papers that describe development and validation of scales appear in scholarly publications. Despite these efforts the progress in this area has been stagnated by limited understanding of the conception about attitude, dimensionality and inability to determine the multitude of variables that made up such concept. This book makes an attempt to take stock and critically examine the classical views on science attitudes and explore the contemporary attempts in measuring science related attitudes. The chapters in this book are reflection of researchers who work tirelessly in promoting science education and will illuminate the current trends and future scenarios in attitude measurement.



## Autoethnography as a Lighthouse Illuminating Race, Research, and the Politics of Schooling

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

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2015. Paperback 9781623968229 \$45.99. Hardcover 9781623968236 \$85.99. eBook 9781623968243 \$50

This work uses autoethnography as an enterprise to deconstruct barriers that support the invisibility of diverse epistemologies. The reality of invisibility and silence has plagued "unvalued others" in their attempt to make known the cultural significance found in the planning and execution of research. As a result, this book purposes to support the visibility and voice of marginalized scholars who conduct autoethnographic research from a racial, gendered, and critical theoretical framework. This work further supports authentic inquiry as it examines and reexamines culturally diverse epistemologies as a viable and valuable framework for conducting autoethnographic research. Specifically, this work highlights racialized epistemologies as an inescapable factor in autoethnographic research in the context of schools.



## Beyond Methodology English Language Learners K-12

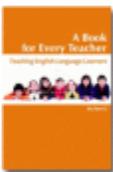
Johanne Myles, *Queen's University, Kingston, Canada*

2015. Paperback 978-1-68123-073-3 \$45.99. Hardcover 978-1-68123-074-0 \$85.99. eBook 978-1-68123-075-7 \$50

There is much variability with regard to the type, depth and effectiveness of training teachers receive in understanding and meeting the needs of English language learners (ELLs) in public schools across the country, yet the rise in the number of learners has been substantial. Although it is important that teachers have knowledge and skills related to instructional methods and approaches for teaching ESL, they may also be confronted with policies that disadvantage ELLs, such as compulsory standardized testing, and unrealistic curriculum demands. They may also lack appropriate resources, and be faced with learners who have learning disabilities and behavioral issues associated with culture shock.

The book is designed to present classroom-oriented topics that are fundamental to the professional development of pre-service, novice, and veteran teachers working with ELLs. Such topics include issues surrounding initial orientation and student placement; the acculturation process for ELLs and particular concerns of refugee students; challenges involved in making accommodations and curricular modifications as well as determining if ELLs have special needs; social and emotional difficulties affecting ELL performance and communicating with parents; and bullying behaviors, learner advocacy and transitioning. The book may be used as a supplement to a course textbook on second language acquisition and teaching, or as the main focus of a course, to which other material is added.

The short case studies provide an opportunity for teachers to engage in dialogue and wrestle with issues and dilemmas that pertain to ELLs in real life school settings. They provide a stimulus that help teachers explore their underlying assumptions about the languages, cultures, and experiences that their ELLs bring to the school community. Acknowledging learners' strengths and aspirations prepares all students for success in our global society.



## A Book For Every Teacher Teaching English Language Learners

Nan Li, *Clafin University*

2015. Paperback 978-1-68123-050-4 \$45.99. Hardcover 978-1-68123-051-1 \$85.99. eBook 978-1-68123-052-8 \$50

A Book for Every Teacher: Teaching English Language Learners is a unique and compressive text written for mainstream classroom teachers. The passion for writing this book comes from our working experiences with the K-12 teachers in four school districts through our ELL Center professional development program. Through this program, we provide professional training through our federally funded research and service projects. The purpose of our professional training is to prepare general education teachers to work effectively with English language learners (ELLs). While working with the teachers on a daily basis, we know the immediate needs of the teachers. This motivated us to embark this book project. In recent years, the ELL school population has the highest

increase among school populations. As the NEA data indicates, providing ELL students with high quality services and programs is an important investment in America's future (NEA, 2013). This book is our investment in helping teachers to meet their challenges and provide useful information and strategies for teaching ELLs.

The book is designed with K–12 teachers in mind. It is best used by teachers who have or will have ELLs in their classrooms and who seek information and strategies to better work with and serve their ELLs to achieve academic success. With this design, teachers can use the book as a text or reference tool. This book can also be adopted as text materials for professional training. Teachers are the most important factor for ELLs' academic success.



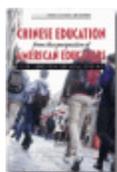
## Cases in Mathematics Teacher Education Tools for Developing Knowledge Needed for Teaching

Margaret S. Smith  
Susan N. Friel

A volume in the series *The AMTE Monograph Series*  
2015. Paperback 9781623969479 \$45.99. eBook 9781623969486 \$50

*(Originally published in 2008)*

The goal of AMTE Monograph 4, "Cases in Mathematics Teacher Education: Tools for Developing Knowledge Needed for Teaching", is to provide detailed accounts of case use that will inform the mathematics teacher education community on the range of ways in which cases can be used to foster teacher learning and the capacity to reflect on and learn from teaching. The chapters in this monograph describe the use of cases with preservice and practicing teachers at all levels K - 12, in content and methods courses as well as professional development settings, and focus on developing various aspects of teachers' knowledge base (i.e., content, pedagogy, and students as learners). Hence, Monograph 4 should prove to be a superb resource for mathematics teacher educators.



## Chinese Education from the Perspectives of American Educators

Chuang Wang, *University of North Carolina at Charlotte*  
Wen Ma, *Le Moyne College*  
Christie L. Martin, *University of South Carolina*

A volume in the series *Literacy, Language and Learning*  
2015. Paperback 9781681231822 \$45.99. Hardcover 9781681231839 \$85.99. eBook 9781681231846 \$50

This book is written by a diverse cohort of American educators, including professors, teachers, and school administrators from pre-K to college levels. They come from disciplinary areas of child development, special education, English as a second language, counseling, technology, school administration, educational psychology, educational measurement and testing, as well as mathematics education. The chapters explore various topics, ranging from standardized testing, roles of central office, teacher evaluation, teacher professional development, gender differences, diversity, student engagement and parental involvement, student services provided at school, use of technology with teacher and students' perspectives of technology use, self-efficacy beliefs, to teacher's perspectives of play in early childhood settings. While the chapters reflect diverse conceptual and theoretical orientation, disciplinary focus, methodological emphasis, writing styles, and educational implications, they add together to present a more holistic picture of Chinese education across disciplinary areas.

Taken together, these chapters reveal salient similarities and differences in theoretical underpinnings, pedagogical principles and classroom practices in China and in the United States. They also shed light on some of the larger conceptual/theoretical orientations between learning and learners in the two countries. They debunk some common misconceptions of education in the two countries as well. Since many chapters are written by American authors that reflect directly on their study abroad experiences in China, this allows fresh insight that helps to transform the view that these countries learning from one another would be a challenge into the realization that learning from one another is not only invaluable but also essential.



## Collaborative Evaluation in Practice Insights from Business, Nonprofit, and Education

Liliana Rodríguez-Campos, *University of South Florida*

2015. Paperback 9781623969882 \$45.99. Hardcover 9781623969899 \$85.99. eBook 9781623969905 \$50

One of the reasons some groups are more effective than others is collaboration; people implement evaluative decisions more willingly if they have collaborated on those decisions. This book introduces real-world applications of the Model for Collaborative Evaluations (MCE) in business, nonprofit, and education to make collaborative evaluations more accessible to you. The MCE is a systematic framework that revolves around a set of six interactive components specific to conducting a collaborative evaluation. It represents a practical attempt to capture the essence of collaborative evaluation from various perspectives in order to offer a valuable understanding of different stances that often arise when using this type of approach. A multidisciplinary team of authors enriches the diverse perspectives of this book with their international and cross-cultural expertise. The intention is to share a deeper understanding of how this approach is applied to build collaborative relationships within an evaluation, recognizing the level of collaboration will vary in each situation.



## Comparative International Perspectives on Education and Social Change in Developing Countries and Indigenous Peoples in Developed Countries

Gaëtane Jean-Marie, *University of Louisville*

Steve Sider, *Wilfrid Laurier University*

Charlene Desir, *Nova Southeastern University*

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*

2015. Paperback 978-1-68123-20 \$45.99. Hardcover 978-1-68123-20 \$85.99. eBook 978-1-68123-20 \$50

Democratizing educational access and building capacity in developing countries and amongst indigenous peoples in developed countries may be elusive but are hopeful goals. Many developing countries are striving to reengineer their incoherent education systems at a time when they are most vulnerable, particularly with susceptibility to natural disasters, political unrests, and economic instabilities (UNESCO, 2007). Similarly, indigenous peoples in developed countries are seeking more control over education as they consider the long-term effects of educational policies that have been forced on them.

Research on education and social change in developing countries has a long history (Glewwe, 2002; Hanushek, 1995; Sider, 2011). However, there is limited research on educational capacity-building in developing countries such as Kenya, Honduras, Haiti, Ghana, Hong Kong, India, Peru, China, and Thailand. Further, the educational frameworks by which Indigenous peoples (Māori, Canada's First Nations, and American Indian/Alaska Natives) have been educated have some significant similarities to those encountered in developing countries. The compilation of chapters illuminates research and collaborative initiatives between the authors and local leaders in developing countries' and Indigenous peoples in developed countries' efforts to solve the complexity of social inequities through educational access and quality learning. The authors draw on theoretical lens, knowledge bases, and strategies, and identify trends and developments to provide the scope of educational improvement in a globalization context (Brooks & Normore, 2010; Jean-Marie, Normore & Brooks, 2009).



## The Construction, Negotiation, and Representation of Immigrant Student Identities in South African schools

Saloshna Vandeyar, *University of Pretoria*

Thirusellvan Vandeyar, *University of Pretoria*

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

2015. Paperback 9781623968861 \$45.99. Hardcover 9781623968878 \$85.99. eBook 9781623968885 \$50

This is a ground-breaking research study on Black immigrant identities in South African schools. It is the first major book on racial integration and immigrant children in South African schools. The overall aim of this study is to investigate how immigrant students negotiate and mediate their identity within the South African schooling context.

This study set out to explain this complex phenomenon, guided by the following research objectives: One, to describe how immigrant student identities are framed, challenged, asserted and negotiated within the institutional cultures of schools. Two, to evaluate the extent to which the ethos of these schools has been transformed towards integration in the truest sense and to determine how immigrant students perceive this in practice? Three, to explore the 'transnational social fields' in terms of social networks and cross-border linkages of immigrant students and how this impacts on their identity formation.

Four, to determine if there are any new forms of immigrant student self-identities that are beginning to emerge? Five, to determine the extent to which racial desegregation has been accompanied by social integration between immigrant and local students. Six, to determine the impact of the South African social/schooling context on immigrant student identity formation. And seven, to identify critical lessons and 'good practice' that could be learnt and used to accelerate the racial desegregation and social integration of immigrant students in South African schools.



## Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education

Olivia Saracho, *University of Maryland*

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

2015. Paperback 978-1-68123-152-5 \$75.99. Hardcover 978-1-68123-153-2 \$125.99. eBook 978-1-68123-154-9 \$50

Researchers, educators, professional organizations, administrators, parents, and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs. This interest has developed swiftly during the last decades. The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) developed a position statement titled, "Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8," to address related trends, issues, guiding principles, and values. Appropriate and well-designed evaluations need to address several audiences including researchers, educators, policy makers, children, and parents. They need to encourage the implementation of a strong foundation that improves the quality of the children's education. Child assessment and program evaluation can lead to effective results and better accountability for preschool, kindergarten, and primary school programs. The purpose of this volume is to share a collection of research strands on contemporary perspectives on research in assessment and evaluation in early childhood education. It provides a review and critical analysis of the literature on assessment and evaluation of programs, children, teachers, and settings. The volume begins with a brief introductory chapter that presents the reader with a map of the area, laying out the issues and alternatives, and linking these to the chapters that follow. It addresses several areas including (1) understanding assessment and evaluation with young children, (2) schools and assessment implications, (3) teacher evaluation and professional development, (4) social relationships and assessment, (5) content areas in early education assessment, (6) technology and assessment, and (7) conclusion with future research directions in assessment and evaluation in early childhood education. The volume is of interest to researchers, educators, policy makers, university faculty, graduate students, and general readers who are interested in research on assessment and evaluation in early childhood education. The chapters are authored by established scholars in the field.



## The Course Reflection Project Faculty Reflections on Teaching Service-Learning

Nicole Schonemann, *Indiana University*

Emily Metzgar, *Indiana University*

Andrew Libby, *Indiana University*

2015. Paperback 978-1-68123-010-8 \$45.99. Hardcover 978-1-68123-011-5 \$85.99. eBook 978-1-68123-012-2 \$50

Service-learning is entering a post-initiatory phase. At tertiary institutions of all types and sizes, service-learning programs are common and service-learning requirements for graduation are growing in popularity. Taken together -- alongside continued faculty interest in effective teaching -- these factors have raised the visibility and popularity of service-learning. Now the greater need in service-learning is not to prove the need for, or efficacy of, service-learning, but to turn the focus squarely back on practice. Following established best practice is not enough; instructors also need to reflect on how this fits within the specific context and application of each unique course and service-learning partnership. While there are many excellent resources that detail best practice and showcase exemplary service-learning courses, faculty reflection and course revision often goes unmentioned. In response to the lack of attention on the role of reflection and course revision, we convened groups of faculty from a variety of disciplines to reflect deeply on their courses, paying specific attention to obstacles and challenges. These conversations were converted to articles for this edited collection, each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts.

This text contributes to the body of literature on service-learning in a unique and practical manner. Faculty teaching or interested in teaching service-learning classes would benefit from this text as well as university administrators and community service directors involved in service-learning at a programmatic and institutional level. This book should be marketed to faculty teaching disciplinary service-learning classes and service-learning pedagogy classes and administrative offices involved in service-learning. This could be a supplementary text for graduate-level pedagogy courses. Higher education institutional libraries would benefit from this text, as well as the national and state campus compact offices.



## Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21st Century Classroom Interdisciplinary Perspectives

Festus E. Obiakor, *Valdosta State University*

Alicja Rieger, *Valdosta State University*

Anthony F. Rotatori, *Saint Xavier University*

A volume in the series *Contemporary Perspectives in Special Education*

2015. Paperback 978-1-68123-056-6 \$45.99. Hardcover 978-1-68123-057-3 \$85.99. eBook 978-1-68123-058-0 \$50

The purpose of this book is to provide a forum for an interdisciplinary scholarly dialogue with regard to preparing teachers for early childhood special education. In addition, it is aimed at examining and making available relevant and most recent scholarship to practitioners and at addressing critical issues and perspectives around preparing effective educators for the 21st century classroom and the future. This book intends to illuminate a complex and challenging task of preparing effective educators through the lenses of several educational disciplines, including but not limited to, teacher education, general education, special education, early childhood education, and urban education.

The information in this work will focus on several educational disciplines that have the most immediate implications for teacher preparation and practice. The overall educational knowledge base will be enhanced due to the educational interdisciplinary approach. This has additional implications for teacher education, special education, educational leadership, curriculum and instruction, educational policy, and urban education, to name a few. The multidimensional nature of the book gives it the freedom to highlight multiple and diverse voices while at the same time providing a forum for different (and sometimes divergent) methodologies, philosophies, and ideologies.



## Critical Qualitative Research in Social Education

Cameron White, *University of Houston*

2015. Paperback 978-1-68123-035-1 \$45.99. Hardcover 978-1-68123-036-8 \$85.99. eBook 978-1-68123-037-5 \$50

Critical qualitative research informs social education through a lens that ensures the investigation of issues in education tied to power and privilege, ultimately leading to advocacy and activism. The concept of critical is increasingly challenged in this age of neoliberal reform; nevertheless, critical implies questioning, investigating and challenging in terms of equity and social justice, leading to critical consciousness (Freire, 1970). While we resist defining social education, as hopefully these ideas / concepts are fluid, the idea stems from a continual analysis and synthesis of critical theory/ critical pedagogy, media and cultural studies, social reconstruction / social justice, and social studies education framed by culturally responsive pedagogy. A social education take on critical qualitative research thus suggests multiple truths and perspectives and focuses on questions rather than answers.

While many have written on qualitative educational research and some have attempted to integrate critical pedagogy and qualitative research, few have explored the specific idea of social education and critical qualitative research. A major issue is that social education claims that there are no set procedures, scripted approaches, or narrow definitions as to the possibilities of research endeavors. Social education researchers make the process and investigation their own and adapt questions, procedures, methods, and strategies throughout the experience. This reflects an ever changing criticality in the bricolage of the research (Steinberg, 2011).

Critical qualitative research and social education are vital for the world of the 21st century. The onslaught of neoliberalism, corporatization, standardization, testing, and the continuing attack on public schools and educators necessitate critical approaches to teaching and learning along with critical qualitative research in social education. Ongoing issues with equity and social justice tied to race, ethnicity, class, orientation, age, and ability linking to schooling, education, teaching and learning must be addressed. The struggle between unbridled capitalism and democracy warrant these investigations in the 21st century, hopefully leading to advocacy and activism.



## Curriculum Windows

What Curriculum Theorists of the 1970s Can Teach Us about Schools and Society Today

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

2015. Paperback 9781623969189 \$45.99. Hardcover 9781623969196 \$85.99. eBook 9781623969202 \$50

*Curriculum Windows: What Curriculum Theorists of the 1970s Can Teach Us about Schools and Society Today* is an effort by students of curriculum studies, along with their professor, to interpret and understand curriculum texts and theorists of the 1970s in contemporary terms. The authors explore how key books/authors from the curriculum field of the 1970s illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in curriculum texts of the 1970s still resonate with us, allow us to see backward in time and forward in time – all at the same time? How might these figurative windows of insight, thought, ideas, fantasy, and fancy make us think differently about curriculum, teaching, learning, students, education, leadership, and schools? Further, how might they help us see more clearly, even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today? The chapter authors and editor revisit and interpret several of the most important works of the 1970s by Norman Overly, Michael Apple, Eliot Eisner, John Goodlad, Louise Berman, William Reid, Bill Pinar, Daniel Tanner, Laurel Tanner, Maxine Greene, James MacDonald, and Joseph Schwab. The book's Foreword is by renowned curriculum theorist William H. Schubert.



## Developing a Critical Border Dialogism

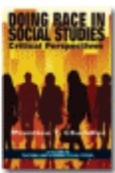
Learning from Fellow Educators in Malaysia, Mexico, Canada, and the United States

Timothy G. Cashman, *University of Texas at El Paso*

2015. Paperback 978-1-68123-059-7 \$45.99. Hardcover 978-1-68123-060-3 \$85.99. eBook 978-1-68123-061-0 \$50

This book is based upon research conducted both before and after a visit to Kota Kinabalu, Malaysia in March, 2003. During this time period United States (US) bombs fell on Baghdad, Iraq. An invasion of US and British ground forces in Baghdad and other Iraqi cities followed the initial bombing. Events during the onset of the war became a catalyst for gaining insight on how the US invasion of Iraq impacted the lives of teachers and their students in Malaysia. In June and July of 2003, the researcher returned to interview educators in Sabah, Malaysia. Follow-up electronic communications with educators were conducted through the remainder of 2003.

After the research in Malaysia, the researcher conducted studies of educators' perspectives in Mexico, Canada, and the US. The key objective of the investigations in all four countries was to uncover attitudes and pedagogical comparisons of educators and their students regarding US policies, including war and counter-terrorism policies. Studies in the US took place in close proximity to the US/Mexico international border. Studies were analyzed through the lenses of place-based pedagogy, border pedagogy, and issues-centered approaches that provided baseline information for transnational comparisons and cross-comparative case studies. In this manner, the researcher contemplated the intersection of a critical pedagogy of place and border pedagogy. From these studies emerged new understandings and the development of a critical border dialogism. This critical border dialogism is based on following principles: heteroglossia, meliorism, critical cosmopolitanism, nepantla, dialogism feminism, and pragmatic hope. By its nature critical border dialogism engages us in multidirectional discourses that allow us to tackle issues and work toward enduring conflict resolutions. When applied in classroom settings critical border dialogism moves educators, students, and cultural workers in the direction of a critical border praxis.



## Doing Race in Social Studies Critical Perspectives

Prentice T. Chandler, *University of Cincinnati*

A volume in the series *Teaching and Learning Social Studies*

2015. Paperback 978-1-68123-090-0 \$45.99. Hardcover 978-1-68123-091-7 \$85.99. eBook 978-1-68123-092-4 \$50

Race and racism are a foundational part of the global and American experience. With this idea in mind, our social studies classes should reflect this reality. Social studies educators often have difficulties teaching about race within the context of their classrooms due to a variety of institutional and personal factors. *Doing Race in Social Studies: Critical Perspectives* provides teachers at all levels with research in social studies and critical race theory (CRT) and specific content ideas for how to teach about race within their social studies classes. The chapters in this book serve to fill the gap between the theoretical and the practical, as well as help teachers come to a better understanding of how teaching social studies from a CRT perspective can be enacted.

The chapters included in this volume are written by prominent scholars in the field of social studies and CRT. They represent an original melding of CRT concepts with considerations of enacted social studies pedagogy. This volume addresses a void in the social studies conversation about race—how to think and teach about race within the social science disciplines that comprise the social studies. Given the original nature of this work, *Doing Race in Social Studies: Critical Perspectives* is a much-needed addition to the conversation about race and social studies education.



## Emerging Web 3.0/Semantic Web Applications in Higher Education Growing Personalization and Wider Interconnections in Learning

Charles Wankel, Ph.D., *St. John's University, New York*  
Agata Stachowicz-Stanusch, *Silesian University of Technology, Poland*

A volume in the series *Research in Management Education and Development*  
2015. Paperback 978-1-68123-146-4 \$45.99. Hardcover 978-1-68123-147-1 \$85.99. eBook 978-1-68123-148-8 \$50

The Web is evolving from a place where a prodigious amount of text and images are stored to a place where educational and other needs are serviced. The Web is becoming increasingly automated with functions that previously required human action undertaken automatically moving learners and other users more quickly to useful support. More and more such services interoperate with each other through computer programs and agents. This is the territory of semantic Web services and Web 3.0. Just as shop bots and auction bots abound in handling a particular task on the Web currently, in higher education of the future such related bots and agents will interact with the heterogeneous information that is the stuff of higher education. The scale of such agent-based mediation and linked data will grow over time. Increasingly, intelligent agents and bots will undertake tasks on behalf of their faculty, administrator, and student owners. Collaborations among faculty and students around the world will be increasingly supported by semantic social networks capable of providing crucial functions. Students can be engaged in participating in the design and development of semantic Web applications in such areas as structuring and representing knowledge. The increasing availability of interactive educational tools and collaborative community-resources, such as wikis, can be the foundation for deploying semantically marked-up and social-connected educational spaces where students construct their own learning pathways in explorations of knowledge and creating new content integration.

This volume will share visions and partial realizations of the impact of the semantic Web and associated Web 3.0 features on higher education. This volume will provide accounts of cutting-edge pedagogic applications of the semantic Web with its extremely extensive use of interconnecting information technologies.



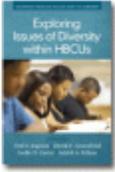
## Evaluation Use and Decision-Making in Society A Tribute to Marvin C. Alkin

Christina A. Christie, *University of California, Los Angeles*  
Anne Vo, *University of California, Los Angeles*

A volume in the series *Evaluation and Society*  
2015. Paperback 978-1-68123-004-7 \$45.99. Hardcover 978-1-68123-005-4 \$85.99. eBook 978-1-68123-006-1 \$50

This volume addresses a fundamental and highly debated issue in the evaluation field – the use of evaluation information for decision-making. Chapter authors honor the contributions of Professor Marvin C. Alkin to the evaluation use literature and advance our thinking on the topic by exploring a wide range of issues related to the theoretical and practical challenges of using evaluation information to make informed, evidence-based decisions. Readers will come away from this volume with a new and clearer understanding of the theoretical, contextual, methodological, and political dimensions of use and with direction for practice. Chapters are written by leading evaluation scholars, including Ernest House; Stewart Donaldson and Tarek Azzam; Eric Barela; Richard D. Nunneley, Jr.; Jean A. King, Kelli Johnson, and Laura Pejsa; Eleanor Chelimsky; Michael Quinn Patton; and Wanda D. Casillas, Rodney K. Hopson and Ricardo L. Gomez.

*Evaluation Use and Decision-Making in Society: A Tribute to Marvin C. Alkin* will be of great interest to evaluation students, scholars and practitioners. This volume has scholarly application for those who desire a state-of-the-art resource for the latest insights and perspectives on one of the most pressing issues that the evaluation field faces today, while also serving as a useful guide for both novice and experienced evaluation practitioners. It is appropriate for use in a variety of evaluation courses including Introduction to Evaluation and Procedural Issues in Evaluation as well as topical seminars such as Evaluation Use and Decision-Making.



## Exploring Issues of Diversity within HBCUs

Ted N. Ingram, *Bronx Community College*  
Derek Greenfield  
Joelle D. Carter, *Arkansas Tech University*  
Adriel A. Hilton, *Western Carolina University*

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

2015. Paperback 978-1-68123-098-6 \$45.99. Hardcover 978-1-68123-099-3 \$85.99. eBook 978-1-68123-100-6 \$50

The purpose of this edited volume is to examine the historical and contemporary dynamics of diversity as well as the realities, challenges, and opportunities associated with diversity work at Historically Black Colleges and Universities (HBCUs). This proposed book will include four sections, focusing on the historical developments and socio-political factors impacting diversity work at HBCUs, organizational structure and philosophical approaches, challenges and opportunities facing particular populations, and analysis of best practices.

This text is designed to provide an overview and better understanding of diversity and multiculturalism that exists in historically Black colleges and universities. The contents of the text will examine equity and inclusion efforts in these institutions, and will explore various theories and practices utilized within the academy. Also, the text will examine race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. The goal of the book is to assist students, faculty, and staff in the higher educational landscape in developing their own understandings of historical and contemporary issues related to diversity at HBCUs. Critical analysis of the multiple worldviews will be discussed as we explore the origin, nature and scope of multiple ideologies within diversity, equity and inclusion at HBCUs. In addition, this book will be an invaluable teaching resource for faculty in Educational Leadership Programs, Student Affairs Programs, or Sociology Programs, and other fields interested in issues of retaining and supporting diverse college students.



## The First Sourcebook on Asian Research in Mathematics Education China, Korea, Singapore, Japan, Malaysia and India

Bharath Sriraman, *University of Montana*  
Jinfa Cai, *University of Delaware*  
Kyeonghwa Lee, *Seoul National University*  
Lianghuo Fan, *University of Southampton (UK)*  
Yoshinori Shimizu, *University of Tsukuba*  
Chap Sam Lim, *Universiti Sains Malaysia*  
K. Subramaniam, *Tata Institute of Fundamental Research*

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

2015. Paperback 9781623960285 \$200. Hardcover 9781623960292 \$299. eBook 9781623960308 \$150

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

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

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



## Getting to the Common Core

### Using Research-based Strategies that Empower Students to Own Their Own Achievement

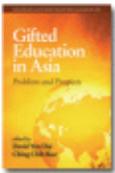
Sharon L. Spencer, *North Carolina Central University*  
Sandra Vavra, *North Carolina Central University*

A volume in the series *Literacy, Language and Learning*  
2015. Paperback 9781623969707 \$45.99. Hardcover 9781623969714 \$85.99. eBook 9781623969721 \$50

The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards. Teaching to standards is not a new concept; teachers have adapted to new standards every few years for quite some time. And teachers are adaptable, as can be seen in this book. We are writing this book to demonstrate how teachers use research-based strategies to meet Common Core Standards while still focusing on students. Our goal is to help teachers visualize students in action as other teachers describe the implementation of research-based strategies in their own classrooms, show student work samples, and provide reflections of student success in achieving the standards. Many Common Core Standards books focus on the standards, but our approach focuses on strategies that engage the students in the classroom--showing how different teachers at varying grade levels have used the strategies to meet the standards. With this focus, we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas.

We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms. We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools—one of the current stressors being unpacking the Common Core Standards

This book actually focuses on practice. We begin by laying out a rationale in our first chapter---The Core Value(s) of Education. Then, each chapter focuses on a strategy, including 1) a brief description about the research supporting each strategy and 2) several examples from different grade levels, which include a description of how the strategy was used, student work samples, and a reflection on the use of the strategy. The research descriptions are fairly short because, while we believe professional educators (aka teachers, in this case) should know the research that supports practice, we know they are not typically interested in long diatribes about the research.



## Gifted Education in Asia

### Problems and Prospects

David Yun Dai, *SUNY– Albany*  
Ching Chih Kuo, *National Taiwan Normal University*

A volume in the series *Chinese American Educational Research and Development Association Book Series*  
2015

The book “Gifted Education in Asia: Problems and Prospects” is the first of its kind in terms of providing a critical assessment of the state of gifted education in nine representative countries or regions in Asia (Hong Kong, India, Japan, Mainland China, Saudi Arabia, Singapore, South Korea, Taiwan, and Turkey), five commentaries that put gifted education in a global context, and a conclusion chapter that provides a long-term projection of future developments in gifted education in an information age and knowledge economy in the 21st century, and what challenges and opportunities lie ahead for Asian countries. As Asia has become an economic powerhouse globally, and its education has also gained global attention (e.g., its stellar performance in international comparisons such as PISA), gifted education gearing toward the cultivation of the most precious human capital gains added importance.

Authors of the 15-Chapter volume come from Asia, Europe, and North America, and they represent top experts in the field of education. The book is an authoritative source of knowledge for anyone interested in gifted education, talent development, and creativity in this region. Policy makers, business and school leaders, teachers, educational researchers, and parents will find this book informative and thought-provoking.



## Going Back to Our Future II Carrying Forward the Spirit of Pioneers of Science Education

Jon Pedersen, *University of Nebraska-Lincoln*  
Kevin D. Finson, *Bradley University*  
Barbara S. Spector, *University of South Florida*

A volume in the series *Pioneers of Science Education*

2015. Paperback 9781681231914 \$45.99. Hardcover 9781681231921 \$85.99. eBook 9781681231938 \$50

"Who were the pioneers in science education, and what motivated them to do what they did?" This book is the second volume of an attempt to capture and record some of the answers to these questions—either from the pioneers themselves or from those persons who worked most closely with them. As with the first volume, we have attempted to include as many pioneers as possible, but we know that there are still many that are not included in this or the previous volume. As we have posed questions, rummaged through files and oft-neglected books, and probed the memories of many individuals, we have come to realize our list of true pioneers is ever growing.

As we consider our list of pioneers, we know that there are names on the list that most of us readily recognize. We also fully realize that there are names of whom few of us have heard—yet who were significant in their roles as mentors or idea development and teaching. We continue to be impressed with our science education “family tree” ever branching out to more individuals and connections. The stories in this volume continue to demonstrate how vital this network was in supporting the individual pioneers during their journey in difficult times and continues to be for those of us today in our own enterprise.



## A Guide to Data-Driven Leadership in Modern Schools

Leslie Jones, *Nicholls State University*  
Eugene Kennedy, *Louisiana State University*

2015. Paperback 9781623969851 \$45.99. Hardcover 9781623969868 \$85.99. eBook 9781623969875 \$50

The purpose of this publication is to provide school leaders and other educators with insight into practical uses of data and how to create school cultures conducive to effective data use. Practicing school leaders can benefit from this publication as well as teachers who use data in their classrooms to drive instruction. Another use of this book is for graduate schools that prepare K-12 school leaders.

Because of accountability and the importance of data use in schools, data driven decisions and the effective use of data are critical. In *A Guide to Data-Driven Leadership in Modern Schools*, the use of data as aligned to educational reform is discussed. Accountability and standardized testing are vital elements of reform. The culture must be created in schools to address multi- facets of data use which is presented in Chapter 2 of the publication.

The use of data should guide/inform decisions linked to both management and instruction in schools. In Chapter 3, the use of data to inform management is discussed; and the use of data to inform instruction is presented in Chapter 4. Practices of effective management and instructional leadership are obsolete without effective personnel in schools. The use of data in personnel evaluations is explored in Chapter 5.



## Higher Education Administration 50 Case-Based Vignettes

Scott Newman

2015. Paperback 9781623968489 \$45.99. Hardcover 9781623968496 \$85.99. eBook 9781623968502 \$50

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

The book’s scenarios include a broad assortment of exhibits (e.g., correspondences, articles, institutional policies, etc.) which allow learners to practice evaluating a range of information sources common in postsecondary administration. In addition, each vignette provides learners with guided opportunities to

determine how and why they might respond in the situations presented, and offers chances to assess the responses of actual higher education administrators to authentic situations and challenges.

#### ENDORSEMENTS:

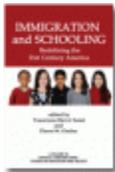
“Instead of management theory pronounced from on high, this collection presents 50 real-world situations typical of those higher education leaders grapple with daily. From impassioned-yet-questionable expenditure requests, to nasty intra-departmental conflicts, to intrusive elected officials, responses to these challenges make or break careers in academic administration. Read *Higher Education Administration: 50 Case-Based Vignettes* to understand more fully the land mines that litter the landscape of university and college leadership, as well as how to navigate through them.” *Kevin P. Reilly, President Emeritus and Regent Professor, University of Wisconsin System, and Presidential Advisor for Leadership, American Council on Education*

“In *Higher Education Administration: 50 Case-Based Vignettes*, Scott Newman presents a series of cases based upon actual situations faced by practicing administrators. The cases apply to all levels of leadership and include situations dealing with ethics, peer relationships, interference from a former administrator, political issues with policy makers, fairness of resource allocation, competence of support department personnel, freedom of speech, and many others. This collection of cases is a valuable resource for both current and prospective higher education leaders. Thinking about possible responses to these vignettes will prepare leaders to deal with the situations they will no doubt face in real life.” *George R. Boggs, President and CEO Emeritus, American Association of Community Colleges; Superintendent/President Emeritus, Palomar College*

“Higher education is at an incredibly dynamic point historically. Many of the assumptions about leadership in this tumultuous environment are under close scrutiny. *Higher Education Administration: 50 Case-Based Vignettes* is a very practical and user-friendly group of case studies that allows thoughtful exploration of authentic situations. Each one of the scenarios raises a number of important themes relevant to postsecondary leadership in the 21st century. The text represents a best-practice approach for the preparation of current and future leaders for a range of challenging roles.” *Gregg Garn, Dean and Presidential Professor of the Jeannine Rainbolt College of Education, and Executive Director of the K20 Center, The University of Oklahoma*

“Scott Newman’s well-crafted *Higher Education Administration: 50 Case-Based Scenarios* represents a unique and invaluable learning resource for any current or future higher education leaders—from graduate students to seasoned administrators. Finding another resource that facilitates such an authentic exploration of so many different dimensions of postsecondary leadership will be difficult if not impossible.” *Gerardo de los Santos, President and Chief Executive Officer, League for Innovation in the Community College*

“Newman’s *Higher Education Administration: 50 Case-Based Vignettes* is an invaluable, applied-learning resource for anyone interested in pursuing or advancing a career in postsecondary leadership. Readers will thoroughly enjoy this excellent collection of real-world, higher education administration case studies!” *Mary John O’Hair, Dean of the College of Education, and Executive Director of the Kentucky P20 Innovation Lab, University of Kentucky*



## Immigration and Schooling Redefining the 21st Century America

Touorizou Hervé Somé, *Ripon College*  
Pierre W. Orelus, *New Mexico State University*

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

2015. Paperback 9781623968922 \$45.99. Hardcover 9781623968939 \$85.99. eBook 9781623968946 \$50

At the time of Obama’s draconian anti-immigrant policies leading to massive deportation of undocumented, poor immigrants of color, there could not be a more timely and important book than this edited volume, which critically examines ways in which immigration, race, class, language, and gender issues intersect and impact the life of many immigrants, including immigrant students. This book documents the journey, many success-stories, as well as stories that expose social inequity in schools and U.S. society. Further, this book examines issues of social inequity and resource gaps shaping the relations between affluent and poor-working class students, including students of color. Authors in this volume also critically unpack anti-immigrant policies leading to the separation of families and children. Equally important, contributors to this book unveil ways and degree to which xenophobia and linguisticism have affected immigrants, including immigrant students and faculty of color, in both subtle and overt ways, and the manner in which many have resisted these forms of oppression and affirmed their humanity. Lastly, chapters in this much-needed and well-timed volume have pointed out the way racism has limited life chances of people of color, including students of color, preventing many of them from fulfilling their potential succeeding in schools and society at large.



## Implementing a Comprehensive Research Compliance Program A Handbook for Research Officers

Aurali Dade, *George Mason University*  
Lori Olafson, *University of Nevada, Las Vegas*  
Suzan M. DiBella, *University of Nevada, Las Vegas*

2015. Paperback 978-1-68123-131-0 \$45.99. Hardcover 978-1-68123-132-7 \$85.99. eBook 978-1-68123-133-4 \$50

The senior research compliance administrator has emerged as a critically important position as universities and other research organizations face an increasingly intricate regulatory environment. These administrators are tasked with a special challenge: ensuring that their institutions conduct safe, ethical, and compliant research while also helping researchers understand and meet compliance requirements and achieve their research goals. These competing responsibilities can make the role of the research administrator complex; however, those who serve in this role may find that they have limited preparation for the challenges and little or no formal education in the field.

Thus, the goal of this handbook is to provide practical guidance to research administrators who are responsible for a wide variety of compliance programs. Previous volumes on these topics have focused primarily on educating research faculty, staff, and students. An assumption in many of these handbooks is that all additional questions related to research ethics and regulations should be directed to the senior research administrator; yet, the books have limited guidance intended for the senior research administrators themselves. This handbook is designed, therefore, to serve as a detailed program implementation manual for these administrators, who are expected to be conversant on a broad range of complex ethical and regulatory topics and to provide guidance to those conducting research, as well as upper administration and others interested in safe, ethical, and compliant research.



## Inclusive Education for Students with Intellectual Disabilities

Rhonda G. Craven, *Australian Catholic University*  
Alexandre J. S. Morin, *Australian Catholic University*  
Danielle Tracey, *University of Western Sydney*  
Philip D. Parker, *Australian Catholic University*  
Hua Flora Zhong, *Australian Catholic University*

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*  
2015. Paperback 9781623969981 \$45.99. Hardcover 9781623969998 \$85.99. eBook 9781681230009 \$50

As a social justice endeavor, one of the goals of inclusive education is to bolster the education of all students by promoting equal opportunities for all, and investing sufficient support, curriculum and pedagogy that cultivates high self-concepts, emphasizes students' strengths rather than weaknesses, and assists students to reach their optimal potential to make a contribution to society. Dedicated to the identification of international strategies to achieve this goal, *Inclusive Education for Students with Intellectual Disabilities* presents examples of theory, research, policy, and practice that will advance our understanding of how best to educate and more generally structure educational environments to promote social justice and equity. Importantly, this discussion transcends research methodology, context, and geographical locations and may lead to far-reaching applications. As such, the focus is placed on research-derived educational and psycho-educative practices that seed success for students with intellectual disabilities in inclusive educational settings and the volume showcases new directions in theory, research, and practice that may inform the education and psychosocial development of students with intellectual disabilities globally.

The chapter contributors in this volume consist of 31 scholars from ten different countries, and they come from a great variety of research areas (i.e., teacher education, educational psychology, special education and disability policy, special needs and inclusive education, health sciences). This volume, with a series of subsections, offers insights and useful strategies to promote meaningful advances for students with intellectual disabilities globally.



## Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings

### A Moral Imperative

M.C. Kate Esposito, *California State University Dominguez Hills*  
Anthony H. Normore, *California State University Dominguez Hills*

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

2015. Paperback 978-1-68123-107-5 \$45.99. Hardcover 978-1-68123-108-2 \$85.99. eBook 978-1-68123-109-9 \$50

*Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative* is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education. Drawing from the authors' extensive experience in educational research and practice, coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools. Effective inclusionary practices most certainly benefit all students, including English language learners, those who face gender discrimination, those who are in the foster care system, and those who are Gay, Lesbian, Bisexual, or Transgendered.

This collection presents a broader theoretical inclusive framework rooted in social justice: which we assert, offers the best practices for a greater number of students who are at risk of minimal academic success. This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students, especially those in urban centers. It is hoped that lessons learned will improve the preparation and practice of school leaders, thus improve educational outcomes for students from special populations.



## Inquiry into Mathematics Teacher Education

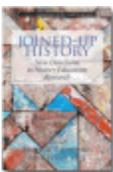
Fran Arbaugh  
P. Mark Taylor

A volume in the series *The AMTE Monograph Series*

2015. Paperback 9781623969493 \$45.99. eBook 9781623969509 \$50

(Originally published in 2008)

The 14 chapters in this monograph provide support for mathematics teacher educators in both their Practical Knowledge and their Professional Knowledge. Individually, these articles provide insights into advancing our thinking about professional development, teacher preparation, and program development. Collectively, they have the potential to help the field of mathematics teacher education move forward in framing effective practices in mathematics teacher education and developing a focused, cohesive research agenda. ATME's Monograph 5, therefore, is a superb resource for mathematics teacher education.



## Joined-up History

### New Directions in History Education Research

Arthur Chapman, *University College London*  
Arie Wilschut, *Amsterdam University of Professional Education*

A volume in the series *International Review of History Education*

2015. Paperback 978-1-68123-032-0 \$45.99. Hardcover 978-1-68123-033-7 \$85.99. eBook 978-1-68123-034-4 \$50

Debates about the identity of school history and about the nature and purpose of the learning that does, can and should take place in history classrooms continue in many countries around the world. At issue, in many of these debates, beyond the concerns about history and national identity, are often unaddressed questions about the role and inter-relationship of historical knowledge and historical understanding in historical learning.

Research on historical thinking is on-going and a complex tradition of enquiry has developed across national borders in the last 30 years, focusing, in particular on developing students understanding of historical meta-concepts such as 'evidence' and 'causation'. There has been comparatively little focus, however, on the historical content that students study, on how they study it and on how mastery of historical content contributes to students overall picture of

a historical past.

This volume gathers together recent research and theorising from around the world on key issues central to historical learning and instruction. What sense do students make of the history that they are taught? Are students able to organise historical knowledge in order to form large scale representations of the past and what difficulties can children face in doing so? What are the relationships that obtain between history as an academic discipline, as practised in universities, and history as a subject taught in schools? What can research tell us about the effects of instructional strategies that aim to help students 'join up' what they learn in class into meaningful historical knowledge and understanding?



## Killing the Model Minority Stereotype Asian American Counterstories and Complicity

Nicholas Daniel Hartlep, *Illinois State University*  
Brad J. Porfilio, *CSU, East Bay*

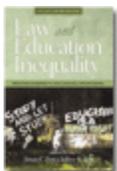
2015. Paperback 978-1-68123-110-5 \$45.99. Hardcover 978-1-68123-111-2 \$85.99. eBook 978-1-68123-112-9 \$50

*Killing the Model Minority Stereotype* comprehensively explores the complex permutations of the Asian model minority myth, exposing the ways in which stereotypes of Asian/Americans operate in the service of racism. Chapters include counter-narratives, critical analyses, and transnational perspectives. This volume connects to overarching projects of decolonization, which social justice educators and practitioners will find useful for understanding how the model minority myth functions to uphold white supremacy and how complicity has a damaging impact in its perpetuation. The book adds a timely contribution to the model minority discourse.

“The contributors to this book demonstrate that the insidious model minority stereotype is alive and well. At the same time, the chapters carefully and powerfully examine ways to deconstruct and speak back to these misconceptions of Asian Americans. Hartlep and Porfilio pull together an important volume for anyone interested in how racial and ethnic stereotypes play out in the lives of people of color across various contexts.” - Vichet Chhuon, University of Minnesota Twin Cities

“This volume presents valuable additions to the model minority literature exploring narratives challenging stereotypes in a wide range of settings and providing helpful considerations for research and practice.” - David W. Chih, University of Illinois at Urbana-Champaign

“Asian Pacific Islander adolescents and young adults are especially impacted by the model minority stereotype, and this volume details the real-life consequences for them and for all communities of color. The contributors provide a wide-ranging critique and deconstruction of the stereotype by uncovering many of its manifestations, and they also take the additional step of outlining clear strategies to undo the stereotype and prevent its deleterious effects on API youth. *Killing the Model Minority Stereotype: Asian American Counterstories and Complicity* is an essential read for human service professionals, educators, therapists, and all allies of communities of color.” - Joseph R. Mills, LICSW, Asian Counseling and Referral Service, Seattle WA



## Law & Education Inequality Removing Barriers to Educational Opportunities

Susan C. Bon, *University of South Carolina*  
Jeffrey C. Sun, *University of Louisville*

A volume in the series *Law & Educational Inequality*  
2015. Paperback 978-1-68123-173-0 \$45.99. Hardcover 978-1-68123-174-7 \$85.99. eBook 978-1-68123-175-4 \$50

Over the past decade, No Child Left Behind, Common Core, Race to the Top, data mining initiatives, Title IX gender equity, Individuals with Disabilities Education Act, Americans with Disabilities Act, and executive actions on immigration illustrate key federal initiatives that have redefined standards, priorities, and practices within educational institutions. Similarly, state policies in terms of school funding, school choice, teacher qualifications, student bullying, and other measures have added another layer of complexity to the education law and policy dialogue particularly when addressing matters of education inequality. These emergent policies beg the question: how have these policies contributed to easing the effects of educational inequality?

The purpose of this book is to examine the role of law as potentially countering or impeding desirable education reforms, and it calls on readers to consider how policymakers, lawyers, social scientists, and educators might best alter the course in an effort to advance a more just and less unequal educational system.



## Leadership and School Quality

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

A volume in the series *Research and Theory in Educational Administration*

2015. Paperback 978-1-68123-038-2 \$45.99. Hardcover 978-1-68123-039-9 \$85.99. eBook 978-1-68123-040-5 \$50

Leadership and School Quality is the twelfth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Hence, the chapters include analyses that investigate relationships between school organizations and leadership behaviors that have an impact on teacher and school effectiveness.



## Learning the Left

Popular Culture, Liberal Politics, and Informal Education from 1900 to the Present

Paul J. Ramsey, *Eastern Michigan University*

2015. Paperback 978-1-68123-053-5 \$45.99. Hardcover 978-1-68123-054-2 \$85.99. eBook 978-1-68123-055-9 \$50

Learning the Left examines the ways in which young people and adults learned (and continue to learn) the tenets of liberal politics in the United States through the popular media and the arts from the turn of the twentieth century to the present. This collection of essays foregrounds mass culture as an educational site; it is hoped that this focus on the history of the civic functions of the popular media and arts will begin a much-needed conversation among a variety of scholars, notably historians of education.



## Literacy as Gendered Discourse

Engaging the Voices of Women in Global Societies

Daphne W. Ntiri, *Wayne State University*

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

2015. Paperback 9781623969035 \$45.99. Hardcover 9781623969042 \$85.99. eBook 9781623969059 \$50

This volume continues IAP's dedication to the diverse field of international adult learning in the tradition of those books related to the We Learn and AAHE conferences. It is an edited and refereed collection and part of the larger body of scholarly publications associated with professional organizations such as AAACE, MAACE, We Learn, Women Studies Association, African Studies Association, Gender Studies Association and Global Studies network.

Literacy as gendered discourse is important because it fills a unique niche in the canon of studies that investigate the challenges and prevailing norms associated with women and literacy studies, adult learning and development. It also offers a current volume for scholars and practitioners based on both research and practice-based research. This collection is appropriate for a wide variety of professors, researchers, practitioners, and students in the field of adult literacy studies, women/gender and development studies.

In order to create this valuable contribution to the literacy and women's studies literature, international scholars have contributed their research in which they study and explore the lives of women in various countries. Their work establishes findings that help to illuminate and analyze the different manifestations of women's global experiences through the unique lens of local respondents or through their own lens as academic researchers. In these ways the results provide powerful insight and useful lessons applicable to the fields of gender study, women's studies, adult literacy, development studies, international studies, etc..



## Machines

Abraham P. DeLeon, *The University of Texas at San Antonio*

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

2015. Paperback 9781623968809 \$45.99. Hardcover 9781623968816 \$85.99. eBook 9781623968823 \$50

This book is about machines: those that have been actualized, fantastical imaginal machines, to those deployed as metaphorical devices to describe complex social processes. *Machines* argues that they transcend time and space to emerge through a variety of spaces and places, times and histories and representations. They are such an integral fabric of daily reality that their disappearance would have immediate and dire consequences for the survival of humanity. They are part and parcel to our contemporary social order. From labor to social theory, art or consciousness, literature or television, to the asylums of the 19th century, machines are a central figure; an outgrowth of affective desire that seeks to transcend organic limitations of bodies that wither, age and die. *Machines* takes the reader on an intellectual, artistic, and theoretical journey, weaving an interdisciplinary tale of their emergence across social, cultural and artistic boundaries. With the deep engagement of various texts, *Machines* offers the reader moments of escape, alternative ways to envision technology for a future yet to materialize. *Machines* rejects the notion that technological innovations are indeed neutral, propelling us to think differently about those “things” created under specific economic or historical paradigms. Rethinking machines provides a rupture to our current technocratic impetus, shining a critical light on possible alternatives to our current reality. Let us sit back and take a journey through *Machines*, holding mechanical parts as guides to possible alternative futures.



## Making the Connection

### Data-Informed Practices in Academic Support Centers for College Athletes

Eddie Comeaux, *University of California, Riverside*

2015. Paperback 978-1-68123-024-5 \$29.99. Hardcover 978-1-68123-025-2 \$59.99. eBook 978-1-68123-026-9 \$50

*Making the Connection: Data-Informed Practices in Academic Support Centers for College Athletes* is practical and ideal for those who seek to use research to inform their individual and organizational practices. This volume is primarily intended for upper-level undergraduate and graduate students, though scholars, researchers, teachers, practitioners, coaches, athletics administrators, and advocates of intercollegiate athletics will also find it useful. It comprises a series of chapters that cover a wide range of evidence-based approaches designed to enhance the practices of those who work closely with college athletes. Given the breadth of the field overall, this single volume is not exhaustive, but the current concerns, challenges, and themes of relevance to higher education researchers, practitioners, and others are well addressed.

The intent of the text is to spark conversation about how college and university constituents can reframe their thinking about the importance of innovative research to careful, informed practice. Likewise, the contributors hope that it will inspire greater awareness and action among practitioners, as well as advance scholarship in the area of athletics. Each chapter includes current research, and in some cases theoretical perspectives, which should assist practitioners enhance the well-being of college athletes. Each chapter also offers guided discussion questions that are ideal for use as the basis of further conversation in the classroom setting.

Adopters of this text will benefit from leading voices in the field who delve into complex issues, shedding new light and presenting unique opportunities for understanding a diversity of perspectives on evidence-based practices in support centers for athletes. In all, this volume provides a rich portrait of data-driven practices designed to assist practitioners and others who work closely with college athletes, and lays the groundwork for an ambitious and long overdue agenda to further develop innovative research that informs the practices of athletics stakeholders and improves the quality of experiences for college athletes.



## Mathematical Understanding for Secondary Teaching A Framework and Classroom-Based Situations

M. Kathleen Heid, *The Pennsylvania State University*  
Patricia S. Wilson, *University of Georgia*  
Glendon W. Blume, *The Pennsylvania State University*

2015. Paperback 978-1-68123-113-6 \$59.99. Hardcover 978-1-68123-114-3 \$89.99. eBook 978-1-68123-115-0 \$50

A perennial discussion about teacher development is the optimal content background for teachers. In recent years, that discussion has taken center stage in the work of mathematics education researchers, mathematicians, mathematics professional developers, and mathematics education policymakers. Much of the existing and prior work in this area has been directed toward mathematical knowledge for teaching at the elementary level. The work described in this volume takes a sometimes-neglected approach, focusing on the dynamic nature of mathematical understanding rather than on a stable description of mathematical knowledge, and on mathematics for secondary teaching rather than mathematics for teaching at the elementary level.

The work reported in *Mathematical Understanding for Secondary Teaching: A Framework and Classroom-Based Situations* is a practice-based response to the question of what mathematical understandings secondary teachers could productively use in their teaching. For each of more than 50 events, our team of almost 50 mathematics educators who were experienced mathematics teachers developed descriptions of the mathematics that teachers could use—each of those descriptions (consisting of the event and the mathematics related to the event) is what we call a Situation. We developed our Framework for Mathematical Understanding for Secondary Teaching (MUST) based on an analysis of our entire set of Situations. We call the work practice-based because the MUST framework is based on actual events that we witnessed in our observations of secondary mathematics practice.

Groups of mathematics teachers can use this volume to enhance their own understandings of secondary mathematics. School leaders and professional developers in secondary mathematics will find our MUST Framework and Situations useful as they work with teachers in enhancing and deepening their understanding of secondary mathematics. Mathematics teacher educators and mathematicians who teach mathematics to prospective and in-service secondary teachers will be able to couch their mathematical discussions in the Situations—examples that arise from secondary mathematics classrooms. They will be able to use this volume as they design courses and programs that enhance mathematics from the perspectives identified in the MUST framework. Policymakers and researchers can use our MUST framework as they consider the mathematics background needed by teachers.



## Mathematics Teaching Putting Research into Practice at All Levels

Johnny W. Lott  
Jennifer Luebeck

A volume in the series *The AMTE Monograph Series*  
2015

(Originally published in 2010)

The seventh monograph of AMTE highlights examples of important scholarship of and for the mathematics teacher education community. This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources, and detailed accounts of work to improve teacher preparation. Chapters in this monograph take up a variety of issues such as using online social networking in the preparation of teachers, examining the impact of textbook specific professional development, and offering a mathematics-specific reading in the content area course.



## Middle Math Improving the Undergraduate Preparation of Teachers of Middle Grades Mathematics

Mary B. Eron  
Sidney L. Rachlin

A volume in the series *The AMTE Monograph Series*  
2015. Paperback 9781623969431 \$45.99. eBook 9781623969448 \$50

(Originally published in 2005)

This monograph represents the work of many mathematics teacher educators explored the content knowledge and pedagogical knowledge that make up the middle grades learning experience. The middle grades remains a unique period of time in students' development and as such provides both challenges and promising opportunities for those who prepare teachers of middle grades mathematics. This work is the final product of an exciting NSF supported endeavor that gathered leaders in the field and explored curriculum, case studies of program models at several institutions, as well as issue papers on such key topics as assessment, technology, and preparing culturally responsive teachers. AMTE hopes this monograph will stimulate discussion and bring attention to this critical period of schooling.



## Mindfulness for Educational Practice A Path to Resilience for Challenging Work

Gordon S. Gates, *Washington State University*

A volume in the series *Research on Stress and Coping in Education*

2015. Paperback 9781623968151 \$45.99. Hardcover 9781623968168 \$85.99. eBook 9781623968175 \$50

This book is the 8th Volume in the Research on Stress and Coping in Education Series. Mindfulness is gaining attention within many disciplines including education and the authors present original research and current theory for examining ways such practice can be used to improve school outcomes for students and strengthen supports for teachers and school leaders. The chapters are written to be useful for practitioners and pre-service educators by posing recommendations for those considering these strategies and techniques. Specific treatment is given to work of teachers, principals, and superintendents.

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

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

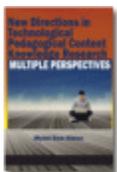
*The collective chapters in this volume, drawn largely from the experience of practitioners working in the schools everyday, are characterized by qualitative and action research methods and phenomenological reports of educators as they embark on a process of professional development through mindfulness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

Robert W. Roeser

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

Professor of Psychology  
Portland State University  
Portland, Oregon

September 14, 2014



## New Directions in Technological Pedagogical Content Knowledge Research Multiple Perspectives

Dr. Myint Swe Khine, *Emirates College for Advanced Education, United Arab Emirates*

2015. Paperback 978-1-68123-104-4 \$45.99. Hardcover 978-1-68123-105-1 \$85.99. eBook 978-1-68123-106-8 \$50

In the past decades wide-ranging research on effective integration of technology in instruction have been conducted by various educators and researchers with

the hope that the affordances of technology might be leveraged to improve the teaching and learning process. However, in order to put the technology in optimum use, knowledge about how and in what way technology can enhance the instruction is also essential. A number of theories and models have been proposed in harnessing the technology in everyday lessons. Among these attempts Technological and Pedagogical Content Knowledge (TPACK) framework introduced by Mishra and Koehler has emerged as a representation of the complex relationships between technology, pedagogy and content knowledge. The TPACK framework extends the concept of Shulman's pedagogical content knowledge (PCK) which defines the need for knowledge about the content and pedagogical skills in teaching activities. Since then the framework has been embraced by the educational technology practitioners, instructional designers, and educators. TPACK research received increasing attention from education and training community covering diverse range of subjects and academic disciplines and significant progress has been made in recent years. This book attempts to bring the practitioners and researchers to present current directions, trends and approaches, convey experience and findings, and share reflection and vision to improve science teaching and learning with the use of TPACK framework.

A wide array of topics will be covered in this book including applications in teacher training, designing courses, professional development and impact on learning, intervention strategies and other complex educational issues. Information contained in this book will provide knowledge growth and insights into effective educational strategies in integration of technology with the use of TPACK as a theoretical and developmental tool. The book will be of special interest to international readers including educators, teacher trainers, school administrators, curriculum designers, policy makers, and researchers and complement the existing literature and published works.



## Not For Ourselves Alone

### The Legacies of Two Pioneers of Black Higher Educational Institutions in The United States

H. J. Lucas, *Bethune Cookman University*

2015. Paperback 9781623969585 \$45.99. Hardcover 9781623969592 \$85.99. eBook 9781623969608 \$50

For over 200 years Black colleges and universities have anchored the African American community. The legacy of these institutions has been to equip African Americans with the skills needed to be successful leaders. This book considers the leadership of Bishop Daniel Alexander Payne of Wilberforce University and Rev. Dr. Joseph Robert of Morehouse College as pioneers of Black higher education.

This book aims to respond to the research question: if quality of leadership is the most important element in the production of a quality college or university then what are the important variables, incidents, and/or circumstances that result in quality amongst Black higher educational institutions? Important dimensions of this book are the data collection and analysis of artifacts that uncover Presidents Payne and Robert's leadership style and approach. Comparing and contrasting their leadership dynamics, this book adds a second dimension by assessing these presidents' use of servant leadership in creating servant institutions.

Throughout the narrative, the reader is immersed in the telling of Presidents Payne and Robert's development as pioneers of Black higher education. Experiencing the challenges and triumphs of each through the telling of their personal and professional contributions, this book is one-of-a kind. Carefully weaving together primary source materials throughout the narrative, this book ensures the reader is informed of the various complexities of leadership within Black higher education post-Civil War. By book's end, the reader is guided through a masterfully written, comparative historical study that uncovers surprising similarities and differences between the presidents and the colleges.

Overall this book offers insight into the unique experiences of founding leaders in Black higher education in the United States. This book reintroduces to the world two immensely influential thinkers, educators and religious leaders whose ideas, decisions, sacrifices and legacies have and continue to impact generations of African American leaders.



## On the High Wire

### Education Professors Walk Between Work and Parenting

George Theoharis, *Syracuse University*

Sharon Dotger, *Syracuse University*

A volume in the series *Work-Life Balance*

2015. Paperback 9781623969271 \$45.99. Hardcover 9781623969288 \$85.99. eBook 9781623969295 \$50

The purpose of the work/life balance series is to highlight particular challenges that higher education faculty face as they participate in the demands of the academy and try to prevent those demands from invading their personal lives. On The High Wire looks at a specific subset of university faculty, education faculty with school-aged children, and the specific professional/personal balance these faculty need to find. The title On the High Wire suggests the precarious nature of the "walk" for education faculty who are parents of school-aged children. We know that our identities are central to how we experience the world and how the world reacts to us. This reality is clearly visible in this book. These multiple identities and roles come into conflict at multiple points and in different ways. This book explores these identities and roles through autoethnographic accounts written by varied education faculty in order to make these

tensions visible for the field to address.



## Peace Education Evaluation Learning from Experience and Exploring Prospects

Celina Del Felice, *Humble Bees*  
Aaron Karako  
Andria Wisler

A volume in the series *Peace Education*

2015. Paperback 9781623969738 \$45.99. Hardcover 9781623969745 \$85.99. eBook 9781623969752 \$50

Practice and research of peace education has grown in the recent years as shown by a steadily increasing number of publications, programs, events, and funding mechanisms. The oft-cited point of departure for the peace education community is the belief in education as a valuable tool for decreasing the use of violence in conflict and for building cultures of positive peace hallmarked by just and equitable structures. Educators and organizations implementing peace education activities and programming, however, often lack the tools and capacities for evaluation and thus pay scant regard to this step in program management. Reasons for this inattention are related to the perceived urgency to prioritize new and more action in the context of scarce financial and human resources, notwithstanding violence or conflict; the lack of skills and time to indulge in a thorough evaluative strategy; and the absence of institutional incentives and support. Evaluation is often demand-driven by donors who emphasize accounting given the current context of international development assistance and budget cuts. Program evaluation is considered an added burden to already over-tasked programmers who are unaware of the incentives and of assessment techniques. Peace education practitioners are typically faced with forcing evaluation frameworks, techniques, and norms standardized for traditional education programs and venues. Together, these conditions create an unfavorable environment in which evaluation becomes under-valued, de-prioritized, and mythologized for its laboriousness.

This volume serves three inter-related objectives. First, it offers a critical reflection on theoretical and methodological issues regarding evaluation applied to peace education interventions and programming. The overarching questions of the nature of peace and the principles guiding peace education, as well as governing theories and assumptions of change, transformation, and complexity are explored. Second, the volume investigates existing quantitative, qualitative, and mixed methods evaluation practices of peace educators in order to identify what needs related to evaluation persist among practitioners. Promising practices are presented from peace education programming in different settings (formal and non-formal education), within various groups (e.g. children, youth, police, journalists) and among diverse cultural contexts. Finally, the volume proposes ideas of evaluation, novel techniques for experimentation, and creative adaptation of tools from related fields, in order to offer pragmatic and philosophical substance to peace educators' "next moves" and inspire the agenda for continued exploration and innovation. The authors come from variety of fields including education, peace and conflict studies, educational evaluation, development studies, comparative education, economics, and psychology.



## The Phenomenon of Obama and the Agenda for Education - 2nd Edition Can Hope (Still) Audaciously Trump Neoliberalism?

Paul R. Carr, *Université du Québec en Outaouais*  
Brad J. Porfilio, *CSU, East Bay*

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

2015. Paperback 9781623968328 \$45.99. Hardcover 9781623968335 \$85.99. eBook 9781623968342 \$50

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

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

presented by Obama during the campaign that brought him to the presidency.



## Preparing Teachers to Work with English Language Learners in Mainstream Classrooms

Luciana C. de Oliveira, *Teachers College, Columbia University*  
Mike Yough, *Purdue University*

2015. Paperback 9781623969240 \$45.99. Hardcover 9781623969257 \$85.99. eBook 9781623969264 \$50

There is a growing need for knowledge and practical ideas about the preparation of teachers for English language learners (ELLs), a growing segment of the K-12 population in the United States. This book is for teachers, administrators, and teacher educators looking for innovative ways to prepare teachers for ELLs and will position teachers to empower these students. This volume will appeal mostly to those preparing teachers in contexts that have not have historically had large numbers of ELLs, but have had a high rate of recent growth (e.g., Midwestern U.S.).

This work is the combination of teacher preparation and ELL issues. This volume is unique in tackling pre-service and inservice teacher preparation. Additionally, the chapters collectively aim to go beyond merely equipping teachers to meet the needs of ELLs, but to reach a level of effectiveness with the outcome of equity.

The book highlights the knowledge, skills, and beliefs of teachers about ELLs. Part I addresses teacher perceptions of, and beliefs about, ELLs and teacher preparation specifically addressing what they should know in terms of students' perspectives. Chapters attend to the experiences and beliefs of immigrant teachers about their roles, the role of service learning in teacher preparation, and the potential of understanding home literacy practices to change teacher beliefs about ELLs. Part II focuses on skills necessary to teach ELLs—writing skills teachers can draw on to inform their teaching practices, technological skills teachers need to develop, and skills related to focusing on the Common Core State Standards for English language arts and mathematics. Each chapter explicitly addresses implications for teacher education or professional development.



## Priorities of the Professoriate Engaging Multiple Forms of Scholarship Across Rural and Urban Institutions

Fred A. Bonner, II, *Prairie View A&M University*  
Rosa M. Banda, *Rutgers*  
Petra A. Robinson, *Louisiana State University*  
Chance W. Lewis, *University of North Carolina at Charlotte*  
Barbara Lofton, *University of Arkansas-Fayetteville*

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

2015. Paperback 978-1-68123-070-2 \$45.99. Hardcover 978-1-68123-071-9 \$85.99. eBook 978-1-68123-072-6 \$50

Established in 2006, the American Association of Blacks in Higher Education (AABHE), formerly constituted as the Black Caucus (American Association of Higher Education), has been the consistent voice of Black issues in academe. According to the stated mission, the AABHE pursues the educational and professional needs of Blacks in higher education with a focus on leadership, equity, access, achievement and other vital issues impacting students, faculty, staff, and administrators. AABHE also facilitates and provides opportunities for collaborating and networking among individuals, institutions, groups and agencies in higher education in the United States and internationally. This 2012 year will mark the beginning of the AABHE research consortium, an arm of the organization that will advance scholarly research and publications to highlight critical issues pertinent to the success and uplift of Black populations across the higher education diaspora.

This book will explore important issues across multiple fields—fields represented by the scholars/members of AABHE. AABHE scholars will contribute chapters based on their disciplinary expertise. The work of Earnest Boyer as articulated in the book *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship* will be used as the conceptual foundation to ground this important work. A particular focus on the elements of Boyer's seminal work will include chapters devoted to the Scholarship of Teaching and Learning; Scholarship of Engagement; Scholarship of Discovery; and Scholarship of Integration. This scholarly book is unique in that it provides essential insight on how not only faculty, but also administrators who are invested in insuring that the priorities of the professoriate are aligned with the mission and vision of urban postsecondary institutions.



## Refractions of Mathematics Education

### Festschrift for Eva Jablonka

Christer Bergsten, *Linköping University, Sweden*  
Bharath Sriraman, *University of Montana*

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

2015. Paperback 978-1-68123-029-0 \$45.99. Hardcover 978-1-68123-030-6 \$85.99. eBook 978-1-68123-031-3 \$50

The diversity of research in mathematics education has been addressed as both, a problem and a strength. When manifested through adherence to different intellectual roots and theoretical orientations, diversions constitute 'refractions' of mathematics education. The collection and analysis of empirical data in a study are by necessity refracted through the specific analytical lens employed, as well as the aim of the study itself. Refractions can also refer to looking at old phenomena through new lenses.

The chapters in this book are refracted through philosophical, political, mathematical and personal lenses by distinguished authors in the field, addressing issues about the elusive experience of doing mathematics, purification of texts, refractions, mathematics and ethnomathematics, political messages in textbook tasks, mathematics education policy debate, the political in mathematics education research, philosophy and mathematics, meanings and representations, identity of mathematical modeling, and dilemmas in the teaching of calculus.

An ancient Sanskrit adage states that Knowledge is something that grows when shared, but shrinks when hoarded. Academics engaged in the generation of new Knowledge are blessed with both the time and the freedom to engage in pursuits that allow for intellectual pleasure. As a phenomenon of the Zeitgeist many have succumbed to the increased corporatization of academic work, engaging in activities for monetary and self advancement purposes. Are there any real intellectuals left in academia, à la Adorno, Bourdieu, Chomsky, Foucault, among others? This Festschrift is dedicated to academics that don't bother with self promotion or aggrandizement of themselves or their ideas in simplistic terms.



## Research in Global Citizenship Education

Jason Harshman, *University of Iowa*  
Tami Augustine, *The Ohio State University*  
Merry M. Merryfield, *The Ohio State University*

A volume in the series *Research in Social Education*

2015. Paperback 978-1-68123-067-2 \$45.99. Hardcover 978-1-68123-068-9 \$85.99. eBook 978-1-68123-069-6 \$50

Globalization is changing what citizens need to know and be able to do by interrupting the assumption that the actions of citizens only take place within national borders. If our neighborhoods and nations are affecting and being affected by the world, then our political consciousness must be worldminded. The outcomes of globalization have led educators to rethink what students need to learn and be able to do as citizens in a globally connected world.

This volume focuses on research that examines how K-12 teachers and students are currently addressing the challenge of becoming citizens in a globally interconnected world. Although there is an extensive body of literature on citizenship education within national contexts and a growing literature on global education, this volume offers research on the work educators are doing across multiple countries to bring the two fields together to develop global citizens.



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

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

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

2015. Paperback 9781623968540 \$45.99. Hardcover 9781623968557 \$85.99. eBook 9781623968564 \$50

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

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



## Resisting Reform Reclaiming Public Education through Grassroots Activism

Kjersti VanSlyke-Briggs, *State University of New York–Oneonta*  
Elizabeth Bloom, *Hartwick College*  
Danielle Boudet, *Oneonta Area for Public Education*

2015. Paperback 978-1-68123-081-8 \$24.99. Hardcover 978-1-68123-082-5 \$49.99. eBook 978-1-68123-083-2 \$50

This book is a poignant celebration of grassroots empowerment as our contributors, people who just a short time ago thought of themselves as ordinary citizens, document their call to action when their children and their profession are on the line. Practicing teachers and parents who see the direct impact of education reform on young people and are looking for straightforward and accessible information to help them understand what is happening and acquire the tools for resistance will find direction in this text. Providing inspiration, as well as practical guidance on how to become active in reclaiming education this book covers topics including the corporate takeover of education, high stakes testing, Common Core Standards, teacher preparation, grassroots activist responses, and much more.



## Rethinking Education for a Global, Transcultural World

Encarna Soriano, *Universidad de Almería*

A volume in the series *Research in Social Education*

2015. Paperback 978-1-68123-001-6 \$45.99. Hardcover 978-1-68123-002-3 \$85.99. eBook 978-1-68123-003-0 \$50

The global networking promoted by technology, globalization and migration that are occurring at a large scale, requires school systems that develop in the students new types of skills, based on the ability to understand the world and its problems and instill a sense of responsibility and cooperation to enhance the resolution of the great problems of mankind.

Rethinking education is essential in a global, transcultural, changing and communicated world. Throughout the book *Rethinking Education for a Global, Transcultural World* is argued and analyzed how to build relationships between the school and society, and the possibilities of transcending the barriers in different national contexts: Chile, Israel, Mexico, Morocco, Poland, and Spain.

The main goal we want to achieve with the contributions made in the book is to know how education systems and schools in different countries respond to the social changes caused by globalization, migration and new communication technologies.

The authors are professors of different scientific disciplines and different faiths, cultures and points of view, living the realities described in the chapters and thinking from these realities how to improve and how should be the education in a global, challenging and ever-changing world. We stress the importance of this book and its implications in the education of children and youth and in the preparation of teachers. For this reason, this is a book designed for teachers of primary and secondary schools, parents, principals, supervisors, university teachers who prepare school teachers, university students and those who want to know and think about education in a global and intercultural world and new forms of communication to face learning, whether at local or at world level.

The mission of all is continue building education, and to facilitate this work in this book are presented contributions and recommendations of professionals around the world that will allow the reader to know, analyze, understand and appreciate the importance of education to prepare students to function with open and critical thinking in a global world. The chapters do not offer a panacea, but offer many ideas on how, through education, prepare citizens for a global and transcultural society.



## Revisiting Education in the New Latino Diaspora

Edmund Hamann, *University of Nebraska-Lincoln*  
Stanton Wortham, *University of Pennsylvania*  
Enrique G. Murillo, Jr, *California State University-San Bernardino*

A volume in the series *Education Policy in Practice: Critical Cultural Studies*  
2015. Paperback 9781623969936 \$45.99. Hardcover 9781623969943 \$85.99. eBook 9781623969950 \$50

For most of US history, most of America's Latino population has lived in nine states—California, Arizona, New Mexico, Colorado, Texas, Illinois, Florida, New Jersey, and New York. It follows that most education research that considered the experiences of Latino families with US schools came from these same states. But in the last 30 years Latinos have been resettling across the US, attending schools, and creating new patterns of inter-ethnic interaction in educational settings. Much of this interaction with this New Latino Diaspora has been initially tentative and improvisational, but too often it has left intact the patterns of lower educational success that have prevailed in the traditional Latino diaspora.

Revisiting Education in the New Latino Diaspora is an extensive update, with all new material, of the groundbreaking volume Education in the New Latino Diaspora (Ablex Publishing) that these same editors produced in 2002. This volume consciously includes a number of junior scholars (e.g., C. Allen Lynn, Soria Colomer, Amanda Morales, Rebecca Lowenhaupt, Adam Sawyer) and more established ones (Frances Contreras, Jason Irizarry, Socorro Herrera, Linda Harklau) as it considers empirical cases from Washington State to Georgia, from the Mid-Atlantic to the Great Plains, where rural, suburban, and urban communities start their second or third decades of responding to a previously unprecedented growth in newcomer Latino populations. With excuses of surprise and improvisational strategies less persuasive as Latino newcomer populations become less new, this volume considers the persistence, the anomie, and pragmatism of Latino newcomers on the one hand, with the variously enlightened, paternalistic, dismissive, and xenophobic responses of educators and education systems on the other. With foci as personal as accounts of growing up as an adoptee in a mixed race family and the testimonio of a 'successful' undocumented college graduate to the macro scale of examining state-level education policies and with an age range from early childhood education to the university level, this volume insists that the worlds of education research and migration studies can both gain from considering the educational responses in the last two decades to the 'newish' Latino presence in the 41 U.S. states that have not long been the home to large, well-established Latino populations, but that now enroll 2.5 million Latino students in K-12 alone.

*"Timely and compelling, Revisiting Education in the NLD offers new insight into the Latino Diaspora in the US just as the discussions regarding immigration policy, bilingual education, and immigrant rights are gaining steam. Drawing from a variety of perspectives, contributing authors interrogate the very concept of the diaspora. The wide range of research in this volume thoughtfully illustrates the nuanced phenomena and provides rich descriptions of complex situations. No longer a simple question of immigration, the book considers language and legal status in schools, international adoption, teacher preparation, and the relationships between established and relatively new Latino communities in a variety of contexts. Comprised of rich, thoughtful research Revisiting Education provides a fascinating window into the context of Latino reception nationwide. ~ Rebecca M. Callahan, Associate Professor - University of Texas-Austin*

*As the leader of a 10-years-and-counting research study in Mexico that has identified and interviewed transnationally mobile students with prior experience in U.S. schools, I can affirm that in addition to students with backgrounds in California, Arizona, Texas, and Colorado, migration links now join schools in Georgia, Minnesota, Oklahoma, Alabama, etc. to schools in Mexico. For that reason and many others I am excited to see this far-ranging, interdisciplinary, new text that considers policy implementation through lenses as different as teacher preparation, Latino adoption into culturally mixed families, the fate of Latino newcomers in 'low density' districts where there are few like them, and the misuse of Spanish teachers as interpreters. This is an relevant book for American educators and scholars, but also for readers beyond U.S. borders. Hamann, Wortham, Murillo, and their contributors should be celebrated for this fine new collection. ~ Dr. Víctor Zúñiga, Dean of Research and Extension, Universidad de Monterrey*



## Rubric Nation Critical Inquiries on the Impact of Rubrics in Education

Michelle Tenam-Zemach, *Nova Southeastern University*  
Joseph E. Flynn, *Northern Illinois University*

2015. Paperback 9781623969615 \$45.99. Hardcover 9781623969622 \$85.99. eBook 9781623969639 \$50

What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool.

This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.



## Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers

Denise S. Mewborn, *University of Georgia*  
Hollylynn S. Lee

A volume in the series *The AMTE Monograph Series*  
2015

(Originally published in 2009)

The sixth monograph of AMTE highlights examples of the important scholarship of the mathematics teacher education community. This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources, and detailed accounts of work to improve preservice and inservice teacher preparation. Chapters address important issues such as: designing tasks to emphasize mathematics knowledge for teaching; capitalizing on opportunities for student teaching mentor learning; and learning to lead classroom mathematics discussions.



## School Counseling for Black Male Student Success in 21st Century Urban Schools

Malik S. Henfield, *University of San Francisco*  
Ahmad R. Washington, *University of Louisville*

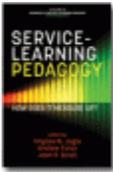
A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2015. Paperback 978-1-68123-19 \$45.99. Hardcover 978-1-68123-19 \$85.99. eBook 978-1-68123-19 \$50

Discussions and research related to the salience of Black male student needs and development in relation to their general success and well-being is well-documented in many fields. Indeed, many studies have found that healthy masculine identity development is associated with a number of positive outcomes for males in general, including Black males. In school counseling literature, however, this discussion has been relatively absent—particularly regarding those students living in urban contexts. Indeed, research devoted to the study of Black males in the school counseling literature focuses almost exclusively on race and issues associated with its social construction with only cursory, if any, attention given to their masculine identity development as a function of living in urban communities and attending urban schools. Based on this lack of information, it is probably a safe assumption that intentional, systematic, culturally relevant efforts to assist Black males in developing healthy achievement and masculine identities based on their unique personal, social, academic experiences and future career goals are not being applied by school counselors concerned with meeting students' needs.

School counselors are in a unique position, nonetheless, to lend their considerable expertise—insights, training and skills—to improving life outcomes among Black males—a population who are consistently in positions of risk according to a number of quality of life indicators. Without knowledge and awareness of Black males' masculine identity development in urban areas, coupled with the requisite skills to influence the myriad factors that enhance and impede healthy development in such environments, they are missing out on tremendous opportunities which other professions appear to understand and, quite frankly, seem to take more seriously. As such, this book proposes to accomplish two specific goals:

1. Highlight the plight of Black males with specific emphasis on the ecological components of their lives in relation to current school culture and trends.
2. Encourage school counselors to give more thought to Black male identity development that takes into consideration differential experiences in society as a whole, and schools in particular, as a function of the intersection of their race, as well as their gender.

The first rationale for this book, then, is to highlight the plight of Black males with specific emphasis on the ecological components of their lives in relation to current school culture and trends (e.g., standards-based accountability practices) in urban environments. However, I recognize the role of school counselors has never been fully integrated into educational reform programs. As such, their positions are often unregulated and determined by people in positions of power who do not understand their training, job-specific standards and, thus, potential impact on the lives of Black male students. As a result, their vast potential to develop strong interventions designed to address the myriad racial and masculine factors that serve to enhance and impede Black males' academic achievement is often unrealized. Therefore, the second reason for this special issue is to include the scholarship of professional school counselors and counselor educators with policy change in mind. Scholars will be invited to contribute manuscripts that explore race, masculinity and academic achievement in relation to the role of school counselors. This is designed to encourage school counselors and counselor educators to give more thought to Black male identity development that takes into consideration differential experiences in society as a whole, and schools in particular, as a function of the intersection of their race, as well as their gender.



## Service-Learning Pedagogy How Does It Measure Up?

Virginia M. Jagla, *National Louis University*  
Andrew Furco, *University of Minnesota*  
Jean R. Strait, *Hamline University*

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

2015. Paperback 9781623969554 \$45.99. Hardcover 9781623969561 \$85.99. eBook 9781623969578 \$50

Service-learning is a powerful method of teaching and learning that has been used effectively for more than two decades. Its efficacy has been researched in a variety of ways and this volume continues to expand that research base. In particular, in this volume, *Service-Learning Pedagogy: How Does It Measure Up?*, we explore three broad areas of service-learning research and practice that reflect broader discussions of the role of pedagogy in today's educational reform efforts: Teacher Education, Crossing Boundaries: Deepening Relationships in Service-Learning and New Paradigms/Conceptual Frameworks.

Many have called for more rigorous methods when researching service-learning pedagogy. That has been the major impetus for this volume. We seek to generate knowledge regarding service-learning pedagogy, while developing theories about it. We surface some elusive affective characteristics of the pedagogy, which we know has the power to produce transformational learning. To this end, the authors who have contributed to this volume effectively add to the growing body of knowledge in the field and help us get closer to understanding the extent to which service-learning does and does not measure up.



## Teaching Peace Through Popular Culture

Laura Finley, *Barry University*  
Joanie Connors, *Western New Mexico University*  
Barbara Wien, *American University*

A volume in the series *Peace Education*

2015. Paperback 9781623969769 \$45.99. Hardcover 9781623969776 \$85.99. eBook 9781623969783 \$50

Authored by scholars from a variety of disciplines, including English, Theology, Philosophy, Communications, Sociology, Humanities and Peace Studies, this edited volume provides detailed descriptions of the many ways popular culture can be used to teach peace.

Chapters discuss documentary and feature film, music, television, literature and more, providing both educators and the general public with a timely and useful tool. From popular dystopian novels like *The Hunger Games* to feature films like *The Matrix* to modern rap and hip-hop music, contributors not only provide critical analysis of the violence in popular culture but also an assessment of how the same or alternate forms can be used by peace educators. Additionally, each chapter project synopses and teaching ideas, as well as recommended resources.



## Understanding Neoliberal Rule in Higher Education Educational Fronts for Local and Global Justice

Mark Abendroth, *SUNY Empire State College*  
Brad J. Porfilio, *CSU, East Bay*

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

2015. Paperback 978-1-68123-125-9 \$45.99. Hardcover 978-1-68123-126-6 \$85.99. eBook 978-1-68123-127-3 \$50

The word fundamentalism usually conjures up images of religions and their most zealous followers. Much less often the word appears in connection with political economy. The phrase "free market" gives the connotation that capitalism is freedom. Neoliberalism is the rise of global free-market fundamentalism. It reaches into nearly every aspect of our daily lives as it seeks to dominate and eliminate the last vestiges of public domains through wanton privatization and deregulation. It degrades all that is public. The good news is that a global community of resistance continues to struggle against neoliberal oppression. Formal and informal education entities contribute to these struggles, offering visions and strategies for creating a better future.

The purpose of this volume is twofold. Several contributors will highlight how the neoliberal agenda is impacting educational policy formation, teaching and learning, and relationships between institutions of higher education and communities. Other contributors will highlight how the global community has gradually become conscious of the ideological doctrine and how it is responsible for human suffering and misery.

The volume is needed because the growing body of educational research linked to exploring the impact of neoliberalism on education and society fails to provide conceptual or historical understanding of this ideology. It is also an important scholarly intervention because it provides insights as to why educators, scholars, and other global citizens have challenged the intrusion of market forces over life inside universities and colleges.

Teaching faculty, research faculty, and anyone who yearns to understand what is behind the debilitating trend of commercial forces subverting humanizing educational projects would benefit from this volume. Activists, educators, youth, and scholars who seek strategies and visions for building democratic higher education and a more democratic society would consider this volume essential reading.



## Understanding Neoliberal Rule in K-12 Schools Educational Fronts for Local and Global Justice

Mark Abendroth, *SUNY Empire State College*  
Brad J. Porfilio, *CSU, East Bay*

A volume in the series *Critical Constructions: Studies on Education and Society*  
2015. Paperback 978-1-68123-122-8 \$45.99. Hardcover 978-1-68123-123-5 \$85.99. eBook 978-1-68123-124-2 \$50

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Teacher educators, schoolteachers, and anyone who yearns to understand what is behind the debilitating trend of commercial forces subverting humanizing educational projects would benefit from this volume. Activists, educators, youth, and scholars who seek strategies and visions for building democratic schools and a society would consider this volume essential reading.



## Urban Educational Leadership for Social Justice International Perspectives

Jeffrey S. Brooks, *Monash University*  
Melanie C. Brooks, *University of Idaho*

A volume in the series *Educational Leadership for Social Justice*  
2015. Paperback 978-1-68123-176-1 \$45.99. Hardcover 978-1-68123-177-8 \$85.99. eBook 978-1-68123-178-5 \$50

The chapters in *Urban Educational Leadership for Social Justice: International Perspectives* constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt, the United States, Thailand and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understand that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively, they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge and deepen extant lines of inquiry and begin others.



## Use of Visual Displays in Research and Testing Coding, Interpreting, and Reporting Data

Matthew T. McCrudden, *Victoria University of Wellington*  
Gregory Schraw, *University of Nevada - Las Vegas*  
Chad Buckendahl, *Alpine Testing*

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*

2015. Paperback 978-1-68123-101-3 \$45.99. Hardcover 978-1-68123-102-0 \$85.99. eBook 978-1-68123-103-7 \$50

Visual displays play a crucial role in knowledge generation and communication. The purpose of the volume is to provide researchers with a framework that helps them use visual displays to organize and interpret data; and to communicate their findings in a comprehensible way within different research (e.g., quantitative, mixed methods) and testing traditions that improves the presentation and understanding of findings. Further, this book includes contributions from leading scholars in testing and quantitative, qualitative, and mixed methods research, and results reporting. The volume's focal question is: What are the best principles and practices for the use of visual displays in the research and testing process, which broadly includes the analysis, organization, interpretation, and communication of data?

The volume is organized into four sections. Section I provides a rationale for this volume; namely, that including visual displays in research and testing can enhance comprehension and processing efficiency. Section II includes addresses theoretical frameworks and universal design principles for visual displays. Section III examines the use of visual displays in quantitative, qualitative, and mixed methods research. Section IV focuses on using visual displays to report testing and assessment data.



## Using Past as Prologue Contemporary Perspectives on African American Educational History

Dionne Danns, *Indiana University*  
Michelle A. Purdy, *Washington University in St. Louis*  
Christopher M. Span, *University of Illinois at Urbana-Champaign*

A volume in the series *Research on African American Education*

2015. Paperback 978-1-68123-170-9 \$45.99. Hardcover 978-1-68123-171-6 \$85.99. eBook 978-1-68123-172-3 \$50

In 1978, V. P. Franklin and James D. Anderson co-edited *New Perspectives on Black Educational History*. For Franklin, Anderson, and their contributors, there were glaring gaps in the historiography of Black education that each of the essays began to fill with new information or fresh perspectives. There have been a number of important studies on the history of African American education in the more than three decades since Franklin and Anderson published their volume that has pushed the field forward. Scholars have redefined the views of Black southern schools as simply inferior, demonstrated the active role Blacks had in creating and sustaining their schools, sharpened our understanding of Black teachers' and educational leaders' role in educating Black students and themselves with professional development, provided a better understanding and recognition of the struggles in the North (particularly in urban and metropolitan areas), expanded our thinking about school desegregation and community control, and broadened our understanding of Black experiences and activism in higher education and private schools.

Our volume will highlight and expand upon the changes to the field over the last three and a half decades. In the shadow of 60th anniversary of *Brown v. Board of Education* and the 50th anniversary of the 1964 Civil Rights Act, contributors expand on the way African Americans viewed and experienced a variety of educational policies including segregation and desegregation, and the varied options they chose beyond desegregation. The volume covers both the North and South in the 19th and 20th centuries. Contributors explore how educators, administrators, students, and communities responded to educational policies in various settings including K-12 public and private schooling and higher education. A significant contribution of the book is showcasing the growing and concentrated work in the era immediately following the *Brown* decision. Finally, scholars consider the historian's engagement with recent history, contemporary issues, future directions, methodology, and teaching.



## The Work of Mathematics Teacher Educators Continuing the Conversation - 2006

Kathleen Lynch-Davis  
Robin L. Rider

A volume in the series *The AMTE Monograph Series*  
2015. Paperback 9781623969455 \$45.99. eBook 9781623969462 \$50

(Originally published in 2005)

A major focus of teacher education is the development of preservice teachers. However, it should not be the only focus of those who work in teacher education. Educating inservice teachers is equally important, and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well. This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators. This monograph discusses issues in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education.



## The Work of Mathematics Teacher Educators Continuing the Conversation

Kathleen Lynch-Davis  
Robin L. Rider

A volume in the series *The AMTE Monograph Series*  
2015. Paperback 9781623969417 \$45.99. eBook 9781623969424 \$50

(Originally published in 2004)

A major focus of teacher education is the development of preservice teachers. However, it should not be the only focus of those who work in teacher education. Educating inservice teachers is equally important, and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well. This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators. This monograph discusses issues in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education.



## #youthaction Becoming Political in the Digital Age

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

A volume in the series *Adolescence and Education*  
2014. Paperback 9781623967956 \$45.99. Hardcover 9781623967963 \$85.99. eBook 9781623967970 \$50

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

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



## Action Research Models, Methods, and Examples

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

A volume in the series *Applied Research in Education and the Social Sciences*  
2014. Paperback 9781623966553 \$45.99. Hardcover 9781623966560 \$85.99. eBook 9781623966577 \$50

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

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

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



## An Activist Handbook for the Education Revolution United Opt Out's Test of Courage

Morna M. McDermott, *United Opt Out National*  
Peggy Robertson, *United Opt Out National*  
Rosemarie Jensen, *United Opt Out National*  
Ceresta Smith, *United Opt Out National*

2014. Paperback 9781623969325 \$25.99. Hardcover 9781623969332 \$59.99. eBook 9781623969349 \$50

**Contributions by: Rosemarie Jensen, Shaun Johnson, Morna McDermott, Laurie Murphy, Peggy Robertson, Ruth Rodriguez, Tim Slekar, Ceresta Smith, *United Opt Out National***

**Forward by Ricardo Rosa, *University of Massachusetts, Dartmouth***

This book is intended for educators, parents and community activists interested in reclaiming our public schools and reclaiming the public narrative around education policy. The book infuses research about the recent history of education policy reform, the strategies United Opt Out uses for fighting back against these policies, and proposes solutions that work to create sustainable, equitable, anti-racist, democratic and meaningful public education. This book is for anyone interested in an “insider’s look” behind the scene of forming an organization, or leading a resistance. Simultaneously the book provides scholarly-based research about the broader issues, policies and data around education reform, and the opt out movement.

Education policy has been heating up ever since NCLB but especially since the roll out of Race to The Top and the Common Core State Standards. Nationally publicized debates and discord over these policies are garnering public attention of teachers, parents, and whole communities. We hope this book will add to the library of other recent books such as Mercedes Schneider’s *A Chronicle of Echoes* (2014), Diane Ravitch’s *Reign of Error* (2013) and Bowers & Thomas (eds) *Detesting and Degrading Schools* (2012), that have exposed the complex corporate interest in shaping education policies and the destructive influence such policies will have on our children and on our democracy. This book uses first person narratives infused with research and scholarship, to create personalized accounts into the life of education activism. Each chapter includes an *Activists Handbook* section to provide support for our activist/readers in their own efforts. We hope that our experiences will inspire others to take this charge upon themselves as well.



## Adolescents In The Internet Age, 2nd Edition Teaching And Learning From Them

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

A volume in the series *Lifespan Learning*

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

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

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

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



## Advancing Methodologies to Support Both Summative and Formative Assessments

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

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

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

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

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



## American Educational History Journal

### Volume 41 #1 & 2

Paul J. Ramsey, *Eastern Michigan University*

A volume in the series *American Educational History Journal*

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

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



## Beyond Tears, Tirades, and Tantrums

### Clinical Simulations for School Leader Development

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

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

Clinical simulations provide school leaders with opportunities to enact and examine their leadership approaches, decisions, and policies, without consequence. Building on medical education's use of standardized patients, this book introduces standardized individuals and clinical simulations into the field of school leader preparation. In live, one-to-one interactions, school leaders engage in variety of professional situations with standardized students, parents, teachers, and community members.

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

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

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



## Beyond The Pride and The Privilege The Stories of Doctoral Students and Work-Life Balance

Agustina Purnamasari, *Iowa State University*  
Genise Henry, *University of Texas at Austin*  
Chinasa Ordu, *Kent State University*  
Edna Martinez, *California State University, San Bernardino*

A volume in the series *Work-Life Balance*  
2014. Paperback 9781623969066 \$45.99. Hardcover 9781623969073 \$85.99. eBook 9781623969080 \$50

Attrition among doctoral students has become a perennial issue in higher education (Gardner, 2009; Golde, 2000) as 40 to 60 percent of doctoral students do not complete their program of study (Bair & Haworth, 2005). Such outcomes are inconsistent with the rigorous evaluation that occurs prior to being accepted into a doctoral program (Bair & Haworth, 2005). Despite deemed levels of student excellence, promise and efforts made by programs to counter student departure (Offerman, 2011), attrition rates remain alarmingly high (Bair & Haworth, 2005; Gardner, 2009). The purpose of this book is to provide a view into doctoral student work-lives and their efforts to find a balance between often seemingly conflicting responsibilities. In addition to contributing to the ongoing dialogue on work-life balance in doctoral studies (Brus, 2006; Golde, 1998; Moyer, Salovey, & Casey-Cannon, 1999), the intention of this book is to provide other doctoral students with potential coping mechanisms, guidance, and assurance that they are not alone in this process. Lastly, we anticipate that these doctoral student narratives will help illuminate potential strategies that doctoral programs, departments, and institutions can incorporate in their efforts to help students successfully complete their program of study. As such the intended audience is doctoral students, higher education professionals, faculty members, and educational leaders.

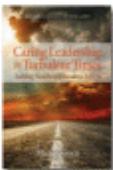


## Building Sustainable Futures for Adult Learners

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

A volume in the series *Adult Learning in Professional, Organizational, and Community Settings*  
2014. Paperback 9781623968717 \$45.99. Hardcover 9781623968724 \$85.99. eBook 9781623968731 \$50

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



## Caring Leadership in Turbulent Times Tackling Neoliberal Education Reform

Mary G. Green, *Acadia University*

A volume in the series *Educational Leadership for Social Justice*  
2014. Paperback 9781623967291 \$45.99. Hardcover 9781623967307 \$85.99. eBook 9781623967314 \$50

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

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

enlightening and compelling stories about the unique and shared experiences of people navigating turbulence within an organization.

Author Mary Green draws on her career spent teaching and learning to provide a unique Canadian perspective and context. She offers a rigorous self, social, historical, and political reflection of educators, who despite experiencing particular challenges, draw purpose from faith in the possibilities and potential of more caring practice in education. The content will prove useful to those committed to infusing more humanity into work in education with reference to individuals, institutions, and the social and political challenges in the field. Specifically, this book is relevant to graduate students in faculties of education, policy makers, principals, other administrators, and organizational leaders. Universal issues of power and politics reveal interconnections between the personal and the global workplace, underscoring the importance of care in the workplace.



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

Thomas D. Cox, *University of Central Florida*

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

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

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



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

Patricia A. Bauch, *The University of Alabama*

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

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

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

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



## A Chronicle of Echoes Who's Who in the Implosion of American Public Education

Mercedes K. Schneider

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

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

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



## Clinical Simulations for School Leader Development A Companion Manual for School Leaders

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

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

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



## Collective Unravelings of the Hegemonic Web

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

A volume in the series *Curriculum and Pedagogy*

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

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



## Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice

Stafford Hood, *University of Illinois at Urbana-Champaign*  
Rodney Hopson, *George Mason University*  
Henry Frierson, *University of Florida*

A volume in the series *Evaluation and Society*

2014. Paperback 9781623969356 \$45.99. Hardcover 9781623969363 \$85.99. eBook 9781623969370 \$50

Racial, ethnic, linguistic, and cultural diversity has become of global importance in places where many never would have imagined. Increasing diversity in the U.S., Europe, Africa, New Zealand, and Asia strongly suggests that a homogeneity-based focus is rapidly becoming an historical artifact. Therefore, culturally responsive evaluation (CRE) should no longer be viewed as a luxury or an option in our work as evaluators. The continued amplification of racial, ethnic, linguistic, and cultural diversity and awareness among the populations of the U.S. and other western nations insists that social science researchers and evaluators inextricably engage culturally responsive approaches in their work. It is unacceptable for most mainstream university evaluation programs, philanthropic agencies, training institutes sponsored by federal agencies, professional associations, and other entities to promote professional evaluation practices that do not attend to CRE. Our global demographics are a reality that can be appropriately described and studied within the context of complexity theory and theory of change (e.g., Stewart, 1991; Battram, 1999). And this perspective requires a distinct shift from "simple" linear cause-effect models and reductionist thinking to include more holistic and culturally responsive approaches.

The development of policy that is meaningfully responsive to the needs of traditionally disenfranchised stakeholders and that also optimizes the use of limited resources (human, natural, and financial) is an extremely complex process. Fortunately, we are presently witnessing developments in methods, instruments, and statistical techniques that are mixed methods in their paradigm/designs and likely to be more effective in informing policymaking and decision-making. Culturally responsive evaluation is one such phenomenon that positions itself to be relevant in the context of dynamic international and national settings where policy and program decisions take place. One example of a response to address this dynamic and need is the newly established Center for Culturally Responsive Evaluation and Assessment (CREA) in the College of Education at the University of Illinois at Urbana-Champaign.

CREA is an outgrowth of the collective work and commitments of a global community of scholars and practitioners who have contributed chapters to this edited volume. It is an international and interdisciplinary evaluation center that is grounded in the need for designing and conducting evaluations and assessments that embody cognitive, cultural, and interdisciplinary diversity so as to be actively responsive to culturally diverse communities and their aspirations. The Center's purpose is to address questions, issues, theories, and practices related to CRE and culturally responsive educational assessment. Therefore, CREA can serve as a vehicle for our continuing discourse on culture and cultural context in evaluation and also as a point of dissemination for not only the work that is included in this edited volume, but for the subsequent work it will encourage.



## Continuing to Disrupt the Status Quo? New and Young Women Professors of Educational Leadership

Whitney Sherman Newcomb, *Virginia Commonwealth University*

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

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

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



## Creating Visions for University- School Partnerships

JoAnne Ferrara, *Manhattanville College*  
Janice L. Nath, *University of Houston*  
Irma N. Guadarrama, *University of Texas - Pan Am*

A volume in the series *Research in Professional Development Schools*  
2014. Paperback 9781623967710 \$45.99. Hardcover 9781623967727 \$85.99. eBook 9781623967734 \$50

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



## Critical Perspectives on Black Education Spirituality, Religion and Social Justice

Noelle Witherspoon-Arnold, *University of Missouri-Columbia*  
Melanie C. Brooks, *University of Idaho*  
Bruce Makoto Arnold, *Louisiana State University*

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*  
2014. Paperback 9781623967475 \$45.99. Hardcover 9781623967482 \$85.99. eBook 9781623967499 \$50

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

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



## Critique as Uncertainty

Ole Skovsmose

A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*  
2014. Paperback 9781623967536 \$45.99. Hardcover 9781623967543 \$85.99. eBook 9781623967550 \$50

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

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

mathematics education.



## Cultural Psychology and Its Future Complementarity in a New Key

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

A volume in the series *Niels Bohr Professorship Lectures in Cultural Psychology*  
2014. Paperback 9781623966256 \$45.99. Hardcover 9781623966263 \$85.99. eBook 9781623966270 \$50

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

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



## Curriculum and Teaching Dialogue Vol. 16 # 1 & 2

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

A volume in the series *Curriculum & Teaching Dialogue*  
2014. Paperback 9781623968069 \$45.99. Hardcover 9781623968076 \$73.99. eBook 9781623968083 \$50

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

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



## The Duality of Women Scholars of Color Transforming and Being Transformed in the Academy

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

A volume in the series *Research on Women and Education*  
2014. Paperback 9781623965020 \$45.99. Hardcover 9781623965037 \$85.99. eBook 9781623965044 \$50

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

perspectives in this book, is the coined concept of “synergistic mentoring” Accordingly, “Synergistic mentoring is defined as a mentor and mentee working together collaboratively to (a) generate a greater good for both, (b) integrate diverse perspectives into the context, and (c) construct together an otherwise unattainable goal attempted independently.

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



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

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

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

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

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

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



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

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

A volume in the series *Research in Curriculum and Instruction*  
2014. Paperback 9781623966287 \$45.99. Hardcover 9781623966294 \$85.99. eBook 9781623966300 \$50

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



## Educational Reform in Europe History, Culture, and Ideology

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

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

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

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

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



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

Liliana Minaya-Rowe, *University of Connecticut*

A volume in the series *Research in Bilingual Education*

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

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

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

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



## Emerging Perspectives on Gesture and Embodiment in Mathematics

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

Francesca Ferrara, *Università di Torino, Italy*

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

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

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

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

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



## End of Academic Freedom

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

William M. Bowen, *Cleveland State University*

Michael Schwartz, *Cleveland State University*

Lisa Camp, *Case School of Engineering*

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

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

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



## Ethical Leadership and the Community College Paradigms, Decision-Making, and Praxis

J. Luke Wood, *San Diego State University*  
Carlos Nevarez, *California State University, Sacramento*

A volume in the series *Transformative Leadership in Postsecondary Education*  
2014. Paperback 9781623968090 \$45.99. Hardcover 9781623968106 \$85.99. eBook 9781623968113 \$50

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

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



## Evaluating Values, Biases, and Practical Wisdom

Ernest R. House, *University of Colorado*

A volume in the series *Evaluation and Society*  
2014. Paperback 9781623969158 \$45.99. Hardcover 9781623969165 \$85.99. eBook 9781623969172 \$50

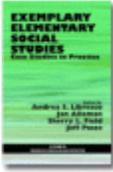
In this book, Ernie House reframes how we think about evaluation by reconsidering three key concepts of values, biases, and practical wisdom. The first part of the book reconstructs core evaluation concepts, with a focus on the origins of our values and biases. The second part explores how we handle values and biases in practice, and the third shows how we learn practical wisdom and use it in evaluations.

Value is the central concept in this volume, yet it's a fuzzy concept. In Part I, Ernie clarifies the concept of value by addressing basic questions: What are values? Where do they come from? Why do we have them? Why is our conception so confused? How do we handle values in evaluations?

In Part II, another central concept is added, that of biases. Prominent evaluation frameworks have focused on biases, including Campbell and Stanley's (1963) framework for validating causal inferences and Scriven's (1972) conception of objectivity, which is achieved by correcting for biases in general. In addition, research on thought processes has made progress by focusing on cognitive biases (Kahneman, 2011). Even so, through a case example, Ernie demonstrates that the concept of biases is under-appreciated and not well engaged in evaluation practice.

The third important concept, featured in Part III, is practical wisdom, which is the knowledge that evaluators acquire through experience. Practical wisdom informs what we do, possibly as much as theory. Experienced evaluators often conduct evaluations in similar ways, regardless of their theory, because practical wisdom determines much of what they do. Ernie provides concrete examples of practical wisdom and how we employ it. Throughout the book, he draws on the empirical research on thinking processes, especially Kahneman's *Thinking Fast and Slow* (2011).

This book will be of interest and relevance to all evaluation scholars and practitioners, as it thoughtfully engages core constructs of the field. The book can also well serve as a supplementary text in multiple evaluation courses, as it offers valuable conceptual and practical perspectives on our craft.



## Exemplary Elementary Social Studies Case Studies in Practice

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

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

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

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

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



## Ferocious Resolve Politics, Courage, and What it's Like to be a Professor

Autumn Cyprès, *Virginia Commonwealth University*

2014. Paperback 9781623969219 \$45.99. Hardcover 9781623969226 \$85.99. eBook 9781623969233 \$50

This is a critical examination of the people who teach and produce research and scholarship in our institutions of higher education. The insights revealed through probing interviews with individual professors who have made careers in the halls of academia help readers understand the politics, power struggles and perils, both large and small, which shape the modern university. Given the important role these institutions play in our society, such an examination is not only helpful, but essential. This book is a helpful primer for faculty looking to build a career and those interested in understanding how professors are tasked in their profession.

Endorsements: "I can think of no question more commonly asked among academics, new and veteran alike, than what it means to flourish in this profession, particularly for those who speak against the grain. In this important new book, Autumn Cyprès draws on the voices of established scholars in order to bring clarity and insight to the competing implicit and explicit rules and contested political and cultural terrains that we all must navigate. Readers will find helpful advice not merely to succeed in this profession, but to change the profession itself." - Kevin Kumashiro, University of San Francisco

"Professor Cyprès' book is a wake up call to the professoriate to rescue our profession from the clutches of those wanting to make scholars obedient servants of power. Her analysis and prescriptions provide guidelines and hope for revitalizing and energizing this once honored profession." - From the foreword by Joel Spring, Queens College and Graduate Center, City University of New York

In this important new book, Autumn Tooms Cyprès provides her readers with a critical examination of the people who teach and produce research and scholarship in our institutions of higher education. The insights she reveals through her probing interviews with individual professors who have made careers in the halls of academia help us to understand the politics, power struggles and perils, both large and small, which shape the modern university. Given the important role these institutions play in our society, such an examination is not only helpful, but essential. - Pedro A. Noguera, New York University



## Fieldbook of ibstpi Evaluator Competencies

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

A volume in the series *The Ibstpi Book Series*

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

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

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



## From Policy to Practice Sustainable Innovations in School Leadership Preparation and Development

Karen L. Sanzo, *Old Dominion University*

A volume in the series *UCEA Leadership Series*

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

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



## Getting at the Core of the Common Core with Social Studies

Thomas N. Turner, *University of Tennessee*  
Jeremiah Clabough, *University of Alabama at Birmingham*  
William Cole, *Sequoyah High School in Madisonville, Tennessee*

A volume in the series *Teaching and Learning Social Studies*

2014. Paperback 9781623968748 \$45.99. Hardcover 9781623968755 \$85.99. eBook 9781623968762 \$50

For social studies teachers reeling from the buffeting of top-down educational reforms, this volume offers answers to questions about dealing with the Common Core State Standards (CCSS). Each chapter presents and reviews pertinent standards that relate to the social studies. Each chapter also deals with significant topics in the social studies from various social sciences to processes such as inquiry to key skills needed for success in social studies such as analysis and literacy.

The most important aspect of these chapters though is the array of adaptable activities that is included in each chapter. Teachers can find practical approaches to dealing with CCSS across the social studies panorama. The multiple authorships of the various chapters mean a variety of perspectives and viewpoints are

presented. All of the authors have fought in the trenches of K-12 public education. Their activities reflect this in a way that will be useful to novice or veteran teachers.



## Getting to Know Ourselves and Others Through the ABCs A Journey Toward Intercultural Understanding

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

A volume in the series *Literacy, Language and Learning*  
2014. Paperback 9781623967680 \$45.99. Hardcover 9781623967697 \$85.99. eBook 9781623967703 \$50

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

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



## Globalizing Minds Rhetoric And Realities In International Schools

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

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

Globalization has a profound effect on the mission and goals of education worldwide. One of its most visible manifestations is the worldwide endorsement of the idea of “education for global citizenship,” which has been enthusiastically supported by national governments, politicians, and policy-makers across different nations. Increasingly, the educational institutions feel under pressure to respond to globalization forces by preparing students to engage competitively and successfully with this new realm, lest their nations be left in the dust. What is the role of international schools in implementing the idea of “education for global citizenship”? How do these schools create a culturally unbiased global curriculum when the adopted models have been developed by Western societies and at the very least are replete with (Western) cultural values, traditions, and biases?

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



## Governance and Transformations of Universities in Africa A Global Perspective

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

A volume in the series *International Higher Education*

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

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

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

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



## Growing Up Between Two Cultures Issues and problems of Muslim children

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

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

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

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



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

Olivia Saracho, *University of Maryland*

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

2014. Paperback 9781623966133 \$75.99. Hardcover 9781623966140 \$125.99. eBook 9781623966157 \$85

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

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

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



## Handbook of Research Methods in Early Childhood Education - Volume I Research Methodologies

Olivia Saracho, *University of Maryland*

A volume in the series *Contemporary Perspectives in Early Childhood Education*  
2014. Paperback 9781623966102 \$75.99. Hardcover 9781623966119 \$125.99. eBook 9781623966126 \$85

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## The Handbook on Innovations in Learning

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

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

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



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

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

A volume in the series *The Center for PAInT Series on Arts-integrated Education*  
2014. Paperback 9781623967260 \$45.99. Hardcover 9781623967277 \$85.99. eBook 9781623967284 \$50

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



## Higher Education Finance Research Policy, Politics, and Practice

Mary P. McKeown-Moak, *Moak, Casey & Associates*  
Christopher M. Mullin, *Board of Governors of the State University System of Florida*

A volume in the series *Conducting Research in Education Finance: Methods, Measurement, and Policy Perspectives*  
2014. Paperback 9781623964931 \$45.99. Hardcover 9781623964948 \$85.99. eBook 9781623964955 \$50

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

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



## In the Service of Learning and Empowerment Service-Learning, Critical Pedagogy, and the Problem-Solution Project

Vera L. Stenhouse, *Georgia State University*  
Olga S. Jarrett, *Georgia State University*  
Rhina M. Fernandes Williams, *Georgia State University*  
E. Namisi Chilungu, *Georgia State University*

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

Too often teachers and students doubt their own abilities to forge collective work and dynamic critical learning in the midst of education reform practices that limit their opportunities to do so. This doubt can be heightened for elementary school teachers or even their students who are led to believe that they are not capable of engaging critically with their education and their world. *The Problem-Solution Project* erases this doubt through merging service-learning, critical

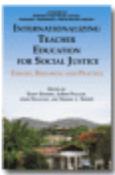
pedagogy, and constructivism. This approach to teaching and learning is designed to empower teachers and students while they meet curriculum standards and actively contribute to the transformation of their world.

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

Features include:

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

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



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

Suniti Sharma, *Saint Joseph's University*  
JoAnn Phillion, *Purdue University*  
Jubin Rahatzad, *Purdue University*  
Hannah L. Sasser, *Purdue University*

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*  
2014. Paperback 9781623966041 \$45.99. Hardcover 9781623966058 \$85.99. eBook 9781623966065 \$50

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



## Intersectionality and Urban Education Identities, Policies, Spaces & Power

Carl A. Grant, *University of Wisconsin–Madison*  
Elisabeth Zwi, *Universidad Pedagógica Nacional Francisco Morazan*

A volume in the series *Urban Education Studies Series*  
2014. Paperback 9781623967321 \$45.99. Hardcover 9781623967338 \$85.99. eBook 9781623967345 \$50

In urban education, “urban” is a floating signifier that is imbued with meaning, positive or negative by its users. “Urban” can be used to refer to both the geographical context of a city and a sense of “less than,” most often in relation to race and/or socioeconomic status (Watson, 2011). For Noblit and Pink (2007), “Urban, rather, is a generalization as much about geography as it is about the idea that urban centers have problems: problems of too many people, too much poverty, too much crime and violence, and ultimately, too little hope” (p. xv). Recently, urban education scholars such as Anyon (2005), Pink and Noblit (2007), Blanchett, Klinger and Harry (2009), and Lipman (2013) have elucidated the social construction of oppression and privilege for urban students, teachers, schools, families, and communities using intersectionality theories. Building on their work, we see the need for an edited collection that would look across the different realms of urban education—theorizing identity markers in urban education, education in urban schools and communities, thinking intersectionally in teacher education & higher education, educational policies & urban spaces—seeking to better understand each topic using an intersectional lens. Such a collection might serve to conceptually frame or provide methodological tools, or act as a reference point for scholars and educators who are

trying to address urban educational issues in light of identities and power. Secondly, we argue that education questions and/or problems beg to be conceptualized and analyzed through more than one identity axis. Policies and practices that do not take into account urban students' intertwining identity markers risk reproducing patterns of privilege and oppression, perpetuating stereotypes, and failing at the task we care most deeply about: supporting all students' learning across a holistic range of academic, personal, and justice-oriented outcomes.

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



## It Takes Team Effort Men and Women Working Together to Enhance Children's Lives

Lemuel W. Watson, *University of South Carolina*

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

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

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



## Knowing What's Local Ethnographic Inquiry, Education and Democracy

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

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

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

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

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

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



## Learner's Privilege and Responsibility

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

Wen Ma, *Le Moyne College*

Chuang Wang, *University of North Carolina at Charlotte*

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

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

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

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



## Learning Over Time

Learning Trajectories in Mathematics Education

Alan P. Maloney, *North Carolina State University*

Jere Confrey, *North Carolina State University*

Kenny H. Nguyen, *Catlin Gabel School*

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

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

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

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



## Mathematics in Middle and Secondary School A Problem Solving Approach

Alexander Karp, *Teachers College, Columbia University*  
Nicholas Wasserman, *Teachers College, Columbia University*

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

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

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

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



## Mentoring African American Males A Research Design Comparison Perspective

Dr. William Ross, *Prairie View A&M University*

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

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

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



## Mentoring for the Professions Orienting Toward the Future

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

A volume in the series *Perspectives on Mentoring*

2014. Paperback 9781623968359 \$45.99. Hardcover 9781623968366 \$85.99. eBook 9781623968373 \$50

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

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



## No Small Lives Handbook of North American Early Women Adult Educators, 1925-1950

Susan Imel, *The Ohio State University*  
Gretchen T. Bersch, *University of Alaska Anchorage*

2014. Paperback 9781623968830 \$45.99. Hardcover 9781623968847 \$85.99. eBook 9781623968854 \$50

No Small Lives: Handbook of North American Early Women Adult Educators, 1925-1950 contains the stories of 26 North American women who were active in the field of adult education sometime between the years of 1925 and 1950. Generally, women's contributions have been omitted from the field's histories. No Small Lives is designed to address this gap and restore women to their rightful place in the history of adult education in North America.

The primary audience for this book is adult education professors and their graduate students. This book can be used in courses including history and sociology of adult education, the adult learner, courses specific to exploring women's contributions and activities. The secondary audience is the broader fields of women's studies, feminist history, sociology and psychology or those fields that include an examination of women in the early twentieth century. It could also be useful to those focusing on more specific topics such as gender and race studies, prejudice, marginalization, power, how women were sometimes portrayed as invisible or as central figures, and women in leadership and policy making.



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

Kelly Ann Kolodny, *Framingham State University*

A volume in the series *Contemporary Research in Education*

2014. Paperback 9781623966881 \$45.99. Hardcover 9781623966898 \$85.99. eBook 9781623966904 \$50

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

century normal school movement but, more broadly, educational reform during this period.

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

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



## Paul Diederich and the Progressive American High School

Robert L. Hampel, *University of Delaware*

A volume in the series *Readings in Educational Thought*

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

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



## Pólvara, sangre y sexo dialogismos contemporáneos entre la literatura y el cine en América Latina

Assen Kokalov, *Purdue University North Central*

A volume in the series *Research in Queer Studies*

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

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



## Peace and Conflict Studies Research A Qualitative Perspective

Robin Cooper, *Nova Southeastern University*  
Laura Finley, *Barry University*

A volume in the series *Peace Education*

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

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

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



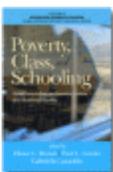
## Perspectives and Provocations in Early Childhood Education Volume 3

Carol Branigan Felderman, *American University*  
Brian Kissel, *University of North Carolina, Charlotte*  
Kindel Nash, *University of Missouri, Kansas City*

A volume in the series *Early Childhood Education Assembly*

2014. Paperback 9781623968984 \$45.99. Hardcover 9781623968991 \$85.99. eBook 9781623969004 \$50

In classrooms where children's voices are valued, young readers and writers possess power. Their ability to exert this power through literacy is especially evident in classrooms where children, who are traditionally marginalized, can use their voices to be change agents. In this third volume of Perspectives and Provocations in Early Childhood Education, the authors' stories explore students' agentic power to change themselves, their teachers, school administrators, and the world.



## Poverty, Class, and Schooling Global Perspectives on Economic Justice and Educational Equity

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

A volume in the series *International Advances in Education: Global Initiatives for Equity and Social Justice*

2014. Paperback 9781623967659 \$45.99. Hardcover 9781623967666 \$85.99. eBook 9781623967673 \$50

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

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



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

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

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

(sponsored by the Family School Community Partnership Issues SIG)

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

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



## Real-Life Distance Education Case Studies in Practice

Anthony A. Pina, *Sullivan University System*  
Al. P. Mizell, *Nova Southeastern University*

A volume in the series *Perspectives in Instructional Technology and Distance Education*  
2014. Paperback 9781623965266 \$45.99. Hardcover 9781623965273 \$85.99. eBook 9781623965280 \$50

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



## Rebel Music

### Resistance through Hip Hop and Punk

Priya Parmar, *Brooklyn College – CUNY*  
Anthony J. Nocella II, *Hamline University*  
Scott Robertson, *University of California, Los Angeles*  
Martha Diaz, *New York University*

A volume in the series *Critical Constructions: Studies on Education and Society*  
2014. Paperback 9781623969097 \$45.99. Hardcover 9781623969103 \$85.99. eBook 9781623969110 \$50

Arising from the street corners and underground clubs, *Rebel Music: Resistance through Hip Hop and Punk*, challenges standardized schooling and argues for equity, peace, and justice. *Rebel Music* is an important, one-of-a-kind book that takes readers through fun, radical, educational chapters examining Hip Hop and Punk songs, with each section addressing a particular social issue. *Rebel Music* values the experiences found in both movements as cultural capital that is de-valued in the current oppressive, standard, test-driven, rule-bound, and corporate schooling experience, making youth “just another brick in the wall.” This collection is a “rebel yell” to administrators, teachers, parents, police, politicians, and counselors who demonize Hip Hop and Punk to listen up and respect youth culture. Finally, *Rebel Music* is a celebration of radical voices and an organizing tool for those who use music to challenge oppression.



## Research Based Undergraduate Science Teaching

Dennis W. Sunal, *University of Alabama*  
Cynthia Szymanski Sunal, *University of Alabama*  
Emmett L. Wright, *Kansas State University*  
Cheryl L. Mason, *San Diego State University*  
Dean Zollman, *Kansas State University*

A volume in the series *Research in Science Education*  
2014. Paperback 9781623967505 \$45.99. Hardcover 9781623967512 \$85.99. eBook 9781623967529 \$50

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

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

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



## Research on Course Management Systems in Higher Education

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

A volume in the series *Perspectives in Instructional Technology and Distance Education*  
2014. Paperback 9781623966010 \$45.99. Hardcover 9781623966027 \$85.99. eBook 9781623966034 \$50

The e-learning research literature is characterized by studies that investigate the practice of teaching and learning online (pedagogy) and those that investigate the planning and administrative functions associated with e-learning delivery (management). This edited volume directs attention to pedagogy and

management as it relates to the primary e-learning delivery mechanism, the course management system (CMS). Specifically, the research presented in this collection deals with a range of themes relevant to the selection, implementation, use and evaluation of course management systems in higher education.

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



## Research on Technology Use in Multicultural Settings

Tirupalavanam Ganesh, *Arizona State University*  
Anna W. Boriack, *Texas A&M University*  
Jacqueline R. Stillisano, *Texas A&M University*  
Trina J. Davis, *Texas A&M University*  
Hersch C. Waxman, *Texas A&M University*

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

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

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

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



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

Adrienne D. Dixon

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

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

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



## Rethinking Science Education Philosophical Perspectives

Roland M. Schulz

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

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

This book presents a “philosophy of science education” as a research field as well as its value for curriculum, instruction and teacher pedagogy. It seeks to re-think science education as an educational endeavour by examining why past reform efforts have been only partially successful, including why the fundamental goal of achieving scientific literacy after several “reform waves” has proven to be so elusive. The identity of such a philosophy is first defined in relation to the fields of philosophy, philosophy of science, and philosophy of education. It argues that educational theory can support teacher’s pedagogical content knowledge and that history, philosophy and sociology of science should inform and influence pedagogy. Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform. It seeks to contribute in general to the improvement of curriculum design and science teacher education. The perspective to be taken on board is that to teach science is to have a philosophical frame of mind—about the subject, about education, about one’s personal teacher identity.



## Selected writings from the Journal of the Mathematics Council of the Alberta Teachers' Association Celebrating 50 years (1962-2012) of delta-K

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

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

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

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



## Service-Learning in Literacy Education Possibilities for Teaching and Learning

Valerie Kinloch, *The Ohio State University*  
Peter Smagorinsky, *The University of Georgia*

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

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

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

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



## Shifting to Fit The Politics of Black and White Identity in School Leadership

Carol A. Mullen, *Virginia Tech*  
Kim Robertson

A volume in the series *Educational Leadership for Social Justice*  
2014. Paperback 9781623966614 \$45.99. Hardcover 9781623966621 \$85.99. eBook 9781623966638 \$50

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

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

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



## The State Role in School Turnaround Emerging Best Practices

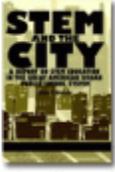
Lauren Morando Rhim, *LMR Consulting*  
Sam Redding, *Academic Development Institute*

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

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

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

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



## STEM and the City

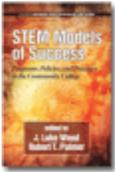
### A Report on STEM Education in the Great American Urban Public School System

Clair T. Berube

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

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

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



## STEM Models of Success

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

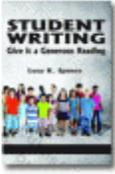
J. Luke Wood, *San Diego State University*  
Robert T. Palmer, *SUNY Binghamton*

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

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

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

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



## Student Writing Give it a Generous Reading

Lucy K. Spence, *University of South Carolina*

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

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

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

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



## Teacher Education and Black Communities Implications for Access, Equity and Achievement

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

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2014. Paperback 9781623966973 \$45.99. Hardcover 9781623966980 \$85.99. eBook 9781623966997 \$50

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

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



## Teaching and Learning at a Distance Foundations of Distance Education, 6th Edition

Michael Simonson, *Nova Southeastern University*  
Sharon Smaldino, *Northern Illinois University*  
Susan M. Zvacek, *University of Denver*

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

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

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

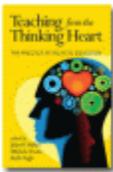
The first theme is the definition of distance education. Before we started writing the first edition of *Teaching and Learning at a Distance* we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond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

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

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

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

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



## Teaching from the Thinking Heart The Practice of Holistic Education

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

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

Forward by Nel Noddings

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

There are very few texts in the field of holistic education that include the voices and practices of teachers, particularly those working in public schools. Many of the examples of holistic education in practice come from Waldorf, Montessori, Reggio Emilia and alternative schools. A unique feature of this book is the many different voices of teachers describing their work in the classroom; they talk about their successes, the challenges and even a few failures.



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

Benjamin Baez, *Florida International University*

A volume in the series *Studies in the Philosophy of Education*  
2014. Paperback 9781623967925 \$45.99. Hardcover 9781623967932 \$85.99. eBook 9781623967949 \$50

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

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



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

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

A volume in the series *Perspectives on Mentoring*

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

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

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

### Endorsements

All mentoring relationships are diverse. Indeed, it is the difference between mentor and mentee that creates the potential for co-learning. Mentoring that bridges cultural gaps opens the way to an exchange of understanding about both internal and external assumptions and perspectives (how each of us thinks and how the world functions for each of us). In this book, the editors and contributors demonstrate the diversity of diversity, with particular focus on education in different societies. I recommend it as essential background reading for anyone designing mentoring programmes, in which cultural diversity will be a significant dynamic. *Dr David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council*

In this boundary-spanning volume, the authors pull back the curtain on the latest evolution of mentoring theory and practice revealing that all mentoring relationships are intrinsically cultural. Not only that, the researchers present creative, empirically sound ideas for mentoring at different scales—personal encounters, networked communities, and loose collectives. This book is robustly inclusive of structural layers of mentoring differentiated by context—whether higher education, schools, or collegial communities—making meaning of cultural diversity as part of one’s inner core of relational and systematic mentoring. Practitioners of mentoring and researchers of mentoring alike should find this work important for understanding the breadth and depth of mentoring in different cultural contexts while allowing its essence to remain unfolding, rather than simply told. All mentoring professionals can gain insight and value from the diversity of theoretical orientations that capture as well as map the impact of global and cultural influences of mentoring in everyday worlds. A must read for all who care about the quality of educational relationships and about making a difference in learning settings. ~ *Dr. Carol A. Mullen, Professor of Educational Leadership, Virginia Tech, University Council for Educational Administration (UCEA) Plenary Session Representative (PSR)*



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

Kevin Kien Hoa Chung, *The Hong Kong Institute of Education*  
Kevin Chi Pun Yuen, *The Hong Kong Institute of Education*  
Dennis M. McInerney, *Hong Kong Institute of Education*

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

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

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

diagnostic criteria, and re/habilitation strategies.

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

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



## Understanding Peace Cultures

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

A volume in the series *Peace Education*

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

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

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

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



## Unnormalizing Education

Addressing Homophobia in Higher Education and K-12 Schools

Joseph R. Jones, *Mercer University*

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

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



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

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

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

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

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

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

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



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

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

A volume in the series *The MARCES Book Series*

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

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

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



## Women and Leadership in Higher Education

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

A volume in the series *Women and Leadership*

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

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

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



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

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

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

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

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

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



## Writing Math Research Papers - 4th Edition

### A Guide for High School Students and Instructors

Robert Gerver

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

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

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