

# DEPARTMENTS

## New and Forthcoming at Reference

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Anthony, R. (2003). **101 Grade A Resumes for Teachers**. 3<sup>rd</sup> ed. Hauppauge, NY: Barron's. 175p. ISBN 0-7641-1987-7. OCLC#51770242. \$13.95

Twenty-one sections are divided into two parts. Part One presents resume essentials such as arrangement, headings, references, proofreading and cover letters. Includes resumes for specific positions; administrators, international teaching, and second career and non-licensed individuals. Part Two contains sample resumes for a wide range of positions, including special services and international settings.

Bishop, A., et al. Ed. (2003). **Second International Handbook of Mathematics Education**. Dordrecht; Boston: Kluwer Academic Publishers. 2 v. 982p. ISBN 1-4020-1008-7. OCLC#51289968. \$400.00

Organized into four sections: policy dimensions of mathematics education, responses in mathematics education to technological developments, issues in research in mathematics education, and professional practice in mathematics education. Intended to be an essential resource for scholars and researchers of the field of mathematics education as well as those in governments and educational systems who shape policy in mathematics education. Chapters cover mathematical literacy, international comparative research in the field, influence of technology, technology as a tool for teaching, mathematics teachers as researchers, regulating the entry of teachers of mathematics into the profession, and educating new mathematics teachers. List of principal authors. Names and subject indexes.

Blake, N., et al. Eds. (2003). **The Blackwell Guide to the Philosophy of Education**.

Malden, MA: Blackwell. 414p. ISBN 0-631-22118-2. OCLC#49394169. \$69.95

This collection of twenty essays by thirty-six international contributors reflects some of the current topics and themes being addressed in the field. Arranged in five parts, essays are grouped under social and cultural theories, politics and education, philosophy as education, teaching and curriculum, and ethics and upbringing. The essays were written in pairs, as requested by the editors, to provide a sense of the various dimensions and approaches that are to be found within each topic. Each of the essays contains recommendations for further reading. Provides a lengthy bibliography of references and an index.

Bogdan, R., & Biklen, S. (2003). **Qualitative Research for Education: An Introduction to Theory and Methods**. 4<sup>th</sup> ed. Boston, MA: Allyn and Bacon. 291p. ISBN 0-205-37556-1. OCLC#50072543. \$86.00

This fourth edition of a well-known text on qualitative research, first published twenty years ago, serves as a reference for this research approach. As indicated in the introduction, while it is meant to be a resource for beginning researchers, it can also be used as a handbook for those practicing research. It provides an understanding of the uses of qualitative research in education, discusses the theoretical and historical background, and specific research methods. Following the introductory chapter on the

foundations of qualitative research, chapters cover research design; fieldwork; qualitative data; data analysis and interpretation; writing up the research; applied qualitative research for education. The appendix includes examples of observational questions for educational settings, an example of field notes, a glossary, and references.

**Cabell's Directory of Publishing Opportunities in Educational Curriculum and Methods.** (2002-2003). 6<sup>th</sup> ed. Beaumont, TX: Cabell Publishing. 2 v. 1151p. ISBN 0-911753-18-4. ISSN 1534-3286. OCLC#49803209. \$99.95

More than 350 journals are represented in this publication. The preface offers helpful guidelines for potential authors, particularly for authors new to the publishing process. Arranged alphabetically, journal entries contain the submission address, publication guidelines, circulation data with subscription price, review information, and manuscript topics. In addition, the entry section on manuscript guidelines/comments provides: editorial procedures, manuscript acceptance policy, preparation of copy, how to reference citations in the text, reference format, and editorial policy. An index organizes the journals into twenty-eight topic areas with information regarding type of review process, number of external reviewers, and acceptance rate.

**Cabell's Directory of Publishing Opportunities in Educational Psychology and Administration.** (2002-2003). 6<sup>th</sup> ed. Beaumont, TX: Cabell Publishing. 2 v. 799p. ISBN 0-911753-19-2. ISSN 1534-3286. OCLC#49803185. \$89.95

Over 225 journals are represented in this publication, which offers the same features as the *Cabell's Directory* focused on educational curriculum and methods.

Campbell, D., et al. (2003). **How to Develop a Professional Portfolio: A Manual for Teachers.** 3<sup>rd</sup> ed. Boston, MA: Allyn and Bacon. 106p. ISBN 0-205-39341-1. OCLC#51558943. \$27.00

Provides pre-service and in-service teachers with specific guidelines for organizing a portfolio of professional goals. Six chapters cover the development of a working and presentation portfolio, the rationale and guidelines for creating an electronic portfolio, application of the Interstate New Teacher Assessment and Support

Consortium's teaching standards to a professional portfolio, and the use of a portfolio throughout a teaching career. Appendixes include NCATE affiliated professional organizations, artifacts checklist, and glossary.

Collins, J., & O'Brien, N. Eds. (2003). **The Greenwood Dictionary of Education.** Westport, CT: Greenwood Press. 431p. ISBN 0-89774-860-3. OCLC#52312149. \$59.95

This is the first dictionary of education to be published since Carter Good's *Dictionary of Education* in 1973. The focus of the editors and contributors has been to produce a comprehensive list with descriptive entries of the contemporary usage of words and terms in the broad and interdisciplinary field of education. The publication is geared to the general public interested in education issues, K-12 professionals, education students, educators, researchers and scholars in higher education settings. It is also offered as a useful resource to staff of public, academic, and school libraries for concise interpretation of educational terminology. More than 2600 terms relevant to educational research, theory, and practice are explained. The main focus is education practice in the United States, although terms are relevant to many education practices in other countries. Each entry identifies the contributing authors by initials separately listed. The contributing editors and teams of contributors are listed under their subject areas of expertise, of which there are twenty-five. Included is a lengthy bibliography of sources consulted by the editors and contributors.

DiStefano, A., Kjell, A., Rudestam, E., & Silverman, R. Eds. (2004). **Encyclopedia of Distributed Learning.** Thousand Oaks, CA: Sage Publications, 2004. 549p. ISBN 0-7619-2451-5. OCLC#52595252. \$99.95

A resource that provides descriptions, explanations, and institutional and social challenges related to distributed education. The encyclopedia is intended for a wide audience including educators, students, and policymakers. Contains 174 entries of various lengths organized around six primary themes: administrative processes; technical tools and supports; policy, finance, and governance; social and cultural perspectives; student and faculty issues; and teaching and learning processes and technology.

Entry topics are broad, ranging from historical predecessors of distributed education to future projection, from teaching skills to theories of pedagogy, from home schooling to residence halls. Appendixes include print and non-print resources and prominent distributed learning programs. Index and Reader's Guide.

**Educators Guide to Free Internet Resources.** (2003-2004). Elementary/Middle School Ed. 2<sup>nd</sup> ed. Randolph, WI: Educators Progress Service. 310p. ISBN 0-87708-379-7. OCLC#49597265. \$39.95.

This second annual edition of the *Educators Guide*, focused on the elementary and middle schools, offers a variety of 1,697 teaching aids, available through the Internet, which are geared either for teacher or student use. The main section lists the titles with brief annotations, suggested grade level, format, source, and URL. The 1,536 new titles in this edition are clearly indicated. Includes a title index with page references, subject and source indexes. A companion volume is the 21<sup>st</sup> edition of the secondary school edition, 2003-2004.

Farmer, V. Ed. (2003). ***The Black Student's Guide to Graduate and Professional School Success.*** Westport, CT: Greenwood Press. 424p. ISBN 0-313-32311-9. OCLC#50291151. \$69.95

Developed by the editor to help Black students become informed about graduate education and to guide them through the process, this publication is organized into three parts. The first part presents twenty-one chapters, with all but one written by Black scholars, on how to prepare for and become a successful student in graduate and professional school. Part two provides essays authored by thirty-nine Black scholars and one Native American from various professions who describe the experiences that led to their success both in graduate and professional school and in their chosen career field. In part three, twenty-seven outstanding Black graduate and professional students have written autobiographical essays that describe individual challenges, solutions, and accomplishments, thereby personalizing the information and advice that is offered throughout this volume.

Farrell, M. (2003). ***The Special Education Handbook.*** 3rd ed. London: David Fulton. 226p. ISBN 1-85346-974-2. OCLC#50402499. \$42.95.

The focus of this publication is special education in the United Kingdom. It offers an in-depth overview of UK special education issues and how they are addressed. The audience includes teachers, students, administrators, parents, social and health services professionals, and volunteers. While the entries for special education terminology are arranged alphabetically, the coverage is based on six broad themes: basic terms, ideas and values; venues relating to special education and school organization (boarding schools, early education settings, home education, primary schools, etc.); roles, duties and responsibilities, procedures and rules; individual differences among learners with special educational needs (SEN); curriculum, assessment and resources; and pedagogy. A classified list/thematic index of the A-Z entries is an aid to readers wishing to systematically study this resource. The appendixes include selected legislation and related reports and documents from the Warnock Report to the present; selected regulations, 1981 to the present; selected special educational needs codes among other documents.

Friedman, M., et al. (2003). ***Educators' Handbook on Effective Testing.*** Columbia, SC: Institute for Evidence-Based Decision-Making in Education. 880p. ISBN 0-9666588-2-5. OCLC#52587657. \$120.00.

Designed to assist educators in understanding testing, interpreting test results, and justifying their selection, construction, and use of tests. Only tests used by educators are analyzed in the handbook. Five sections cover test reviews under the headings of admission, placement, instructional prescription, achievement certification, and referral. A sixth section discusses criteria for the evaluation of educational practices. Each section has an introductory feature highlighting issues relevant to that testing area. Test review format includes usefulness of the test, technical adequacy, special features, feasibility considerations, and excerpts from other test reviews. Extensive indexes such as test acronyms, test classification, publishers' directory. Glossary.

Gaquin, D., & DeBrandt, K. Eds (2003). ***The Almanac of American Education, 2004.*** Lanham,

MD: Bernan Press. 353p. ISBN 0-89059-896-7. OCLC#53483942. \$49.00

The Almanac provides historical and current statistical and demographic information that guides readers in understanding and comparing national, state, and county education data. It is organized into three sections: National School Enrollment and Educational Attainment Statistics; State Education Statistics; and County Education Statistics. The

first section is no longer available in print from the Census Bureau, and the county data statistics are a special tabulation from the National Center for Education Statistics (NCES) files and the 2000 Census. For the state statistics, there is descriptive information for various geographic areas. Each section contains notes and definitions to explain the meaning of the individual statistical terms used. This publication has numerous tables and figures for enrollment, educational attainment levels, expenditures, teacher characteristics and salaries, and other comparative data analyses. Offers a descriptive guide to educational Internet resources. Index.

Greenwood, D. (2003). *Action! In the Classroom: A Guide to Student Produced Digital Video in K-12 Education*. Lanham, MD: Scarecrow Press. 207p. ISBN 0-8108-4662-4. OCLC#50809243. \$40.95

This book is a resource for teachers as they guide their students through the video production process. The first section focuses on integrating video production into the class curriculum, with chapters on video projects and how to manage them, how to teach communication skills, and the basics of aesthetic education and visual communication through video. The second section offers chapters on preproduction and the development of a story or script, an understanding of professional video production, the process of cutting, sequencing, special effects and other skills and knowledge base. The third section discusses video production equipment appropriate for student productions. Includes a chapter on media literacy and the evaluation of media content. Illustrated throughout with student forms, sample storyboards, and the particulars of equipment. Bibliography, index, and companion website: <http://www.action-in-the-classroom.com>

Guthrie, J. Ed. (2003). *Encyclopedia of Education*. 2<sup>nd</sup> ed. New York, Macmillan Reference USA. 8 v. 3357p. ISBN 0-02-865594-X (set). OCLC#49872009. \$775.00

This second edition has been rewritten to incorporate the societal changes that have impacted education in the more than thirty years that have passed since the 1971 edition. As explained in a lengthy preface, all articles were newly commissioned, with three biographical exceptions. Its purpose is to be comprehensive in its descriptive coverage for the United States and worldwide. The broad audience for this edition includes parents, teachers, administrators, scholars, policymakers, and the interested public. More than 850 articles, ranging from 500 to 5,000 words, are arranged in an alphabetical listing. There are 121 biographical entries of major educators, historical to the present-day. Entries include references to other entries and a bibliography. This edition differs from the first in that the international focus is not of education within individual nations but on descriptions and comparative information on global regions, and in addition, selected articles provide cross-national comparisons. Volume 1 contains an alphabetical list of articles and contributors. Volume 8 includes a thematic outline of content and groups entry terms within appropriate categories; a selection of primary source documents, including abridged versions of U.S. Supreme Court cases; an alphabetical list of commonly administered tests, with organization address and website; state departments of education; Internet resources; bibliography; index.

Henson, K. (2004). *Grant Writing in Higher Education: A Step-By-Step Guide*. Boston: Allyn and Bacon. 226p. ISBN 0-205-38919-8. OCLC#50982233. \$30.50

Written as a practical guide to assist beginning and experienced grant writers to develop grant proposals. Eight chapters cover the process of grant writing, including grant-writing myths, parts of a proposal, budget preparation, three winning proposals, using action research, appropriate writing style, and using the Internet. Appendixes include a sample of a proposal, survey questionnaire, first draft, and journal article. Index.

Isenberg, J. & Jalongo, M., Eds. (2003). **Major Trends and Issues in Early Childhood Education: Challenges, Controversies, and Insights**. 2<sup>nd</sup> ed. New York: Teachers College Press. 2003. 208p. ISBN 0-8077-4351-8. OCLC#50919797. \$26.95

Intended to support both beginning researchers and advanced scholars in the field. Chapter authors identify trends and address key issues within twelve chapters grouped into three parts. Part I considers the child and family issues. Part II looks at curricular trends and issues affecting practice. Part III examines policy and professional development issues. Chapter authors are scholar-practitioners writing on inclusion, developmental appropriateness, assessment, emergent literacy, and global education. Index.

Johnson, J. (2003). **Distance Education: The Complete Guide to Design, Delivery, and Improvement**. New York: Teachers College Press. 230p. ISBN 0-8077-4373-9. OCLC#51848392. \$34.95

Organized in four parts, this publication gives a comprehensive look at distance education from its beginnings to its future. It is intended for a variety of audiences such as institutions and individuals exploring the topic of distance education, faculty and staff involved in distance education, and instructors teaching undergraduate and graduate courses related to technology and learning. Part I presents the evolution of distance education around the world. Part II describes exemplary programs such as Britain's Open University. Part III presents four abbreviated case studies to illustrate two important aspects of distance education - pedagogy and student support services. Part IV addresses the topics of assessment, evaluation, standards, and accreditation. Appendixes, references, and index.

Kouzes, J. (2003). **The Jossey-Bass Academic Administrator's Guide to Exemplary Leadership**. 1<sup>st</sup> ed. San Francisco: Jossey-Bass. 112p. ISBN 0-7879-6664-9. OCLC# 51281054. \$18.00

Intended to assist individuals throughout the higher education community in furthering their abilities to lead others. Designed to describe what leaders do, explain the fundamental principles that support practice, provide examples of those who demonstrate leadership practice, and offer specific

recommendations. Chapter one describes the five practices of exemplary leadership based on the authors' research. Chapters two through six focus on the five practices, one to a chapter. Each practice is illustrated with case examples and recommended actions to put the practice to use. Chapter seven discusses leadership as a learnable set of practices. Detailed information on the authors' research methodology, statistical data, and validation studies by other researchers is available on the author's web site: <http://www.theleadershipchallenge.com>.  
References and index.

Maddox, T., Ed. (2003). **Tests: A Comprehensive Reference for Assessment in Psychology, Education, and Business**. 5<sup>th</sup> ed. Austin, TX: Pro-Ed. 581p. ISBN 0-89079-908-3. OCL#49892347. \$136.35

Presents the tests of 219 publishers, updates information from the fourth edition, and presents descriptions of new and revised tests. Three main sections -- psychology, education, and business -- are divided into subsections. Each test has a primary classification in one of the subsections. Tests in each subsection are listed alphabetically by title. Each test entry includes test title and author(s), copyright date, intended population, purpose statement, brief description, format information, scoring method, relevant cost and availability, and primary publisher. Five indexes cover test title, author, publisher, tests not in the fifth edition, and publishers not in the fifth edition.

Matthews, D. Ed. (2003). **Learning Disabilities Sourcebook: Basic Consumer Health Information About Learning Disabilities**. 2<sup>nd</sup> ed. Detroit, MI: Omnigraphics. 621p. ISBN 0-7808-0626-3. OCLC#51009171. \$78.00

Describes specific learning disabilities such as dyslexia, developmental speech and language disabilities, developmental arithmetic disorder, and developmental writing disorder as well as hearing impairment and Tourette syndrome. Eight parts include an overview of learning disabilities; descriptions of learning disorders; information about reading, writing and mathematical disabilities; a description of various impairments and disorders affecting learning ability; and discusses daily issues faced by learning disabled people and their families. Part VIII chapters cover additional help and resources, such as national

organizations and financial aid information for students with disabilities. Index.

Modoc Press, Comp. (2003). **Directory of Distance Learning Opportunities: K-12.**

Westport, CT: Greenwood Press. 302p. ISBN 1-57356-515-6. OCLC#50638819. \$69.95

Provides an overview of distance learning for K-12 students, with more than 6000 courses lists by 154 institutions and consortia. Course delivery methods described are mainly print-based (correspondence study) or web-based, with Internet delivery of the course work. An alphabetical listing of entries for the individual institutions contains the description of the institution, access, tuition/fees, enrollment period, equipment requirements, credit and grading, library services, and accreditation, followed by descriptions of the courses by grade level. Indexes for a subject index of courses offered by level; course level index of institutions, and a geographic index.

Naar-King, S., Ellis, D., & Frey, M. Eds. (2004). **Assessing Children's Well-Being: A Handbook of Measures.** Mahwah, NJ: Lawrence Erlbaum Associates. 307p. ISBN 0-8058-3173-8. OCLC# 51294111. \$69.95.

This handbook provides key screening instruments for clinicians and researchers working with pediatric populations. The areas discussed in this volume cover a wide spectrum of assessment issues that child health clinicians and researchers need to address, such as health status and quality of life; pain management; child behavior; child development; child coping; cognitions, attributions, and attitudes; and environment. Each chapter begins with an introductory overview followed by key assessment measures. Each measure provides the reference source, how to obtain the measure, purpose of the measure, a description of the measure, standardization and norms, reliability and validity, and summary of strengths and limitations. Entries also include additional references or readings. The appendix includes measures not copyrighted or that the authors gave permission to reproduce.

Partin, R. (2003). **The Social Studies Teacher's Book of Lists.** 2<sup>d</sup> ed. San Francisco: Jossey-Bass. ISBN 0-7879-6590-1. OCLC#51060266. \$56.95

For use in planning lessons for grades 4-12, 554 lists are printed in reproducible form, numbered

consecutively, and organized into seven sections: United States History, World History, American Government, Consumer Economics, Sociology, Psychology, and Geography. This edition includes a thematic table of contents, organized by the National Council for Social Studies' ten thematic areas. An introductory section presents a variety of activities to use with the lists, such as cooperative learning reports, scavenger hunt, pairing puzzles, dictionary game, Internet research, and interest builders. Includes academic standards bibliography.

Pinar, W. Ed. (2003). **International Handbook of Curriculum Research.** Mahwah, NJ: L. Erlbaum Associates. 704p. ISBN 0-8058-3222-X. OCLC#50042638. \$180.00

Reports on scholarly developments and school curriculum development initiatives worldwide. Thirty-six essays on 29 nations, including four introductory essays, provide a view of the state of curriculum studies globally. The introductory essays focus on curriculum research issues that cross national boundaries, such as the globalization of curriculum studies and environmental education. Chapters five through thirty-eight include the countries of Japan, Argentina, Mexico, Namibia, Norway, Romania, and Southeast Asia. Author and subject index.

Stronge, J. (2003). **Handbook on Teacher Evaluation: Assessing and Improving Performance.** Larchmont, NY: Eye On Education. 253p. ISBN 1-930556-58-6. OCLC#51886374. \$49.95

First in a series on the evaluation of four distinct educational groups; teachers, educational specialists, administrators, and classified employees. This title is organized as a guide for developing and implementing a teacher evaluation system. Three major sections cover development and implementation, roles and responsibilities, and tools. Eight chapters include a history of teacher evaluation, a model, performance standards, rating scales, documentation, policy, and legal guidelines. Part Two provides eight comprehensive sets of teacher job responsibilities. The specific positions listed include classroom, English second language, preschool, reading recovery and special education resource teacher. The final section has forms such as teacher evaluation records, portfolio guidelines, student and parent surveys, and an improvement assistant plan. A CD-ROM offers the

ability to customize the forms to meet a specific school or school district's needs. List of figures.

Swanson, H., Harris, K., & Graham, S. Eds. (2003). **Handbook of Learning Disabilities**. New York: Guilford Press. 587p. ISBN 1-57230-851-6. OCLC#50643923. \$70.00

Thirty-two chapters divided into four parts review major theoretical, methodological, and instructional advances in the field. The first section focuses on foundations of and current perspectives on learning disabilities. Within this section chapters include major research-based landmarks, issues of classification, definition and public policy, and effective service delivery models. The second section addresses the causes and behavioral manifestations of learning disabilities with chapters on basic cognitive processing, memory, language processes, social cognition, neurological correlates, and genetic influences. The third section includes chapters from leading researchers focusing on effective instruction. Section chapters cover word skills, reading comprehension, writing, spelling, and science and social sciences. Formation of instructional models is the focus of the fourth section. Chapter topics include research related to strategy instruction, direct instruction, cooperative learning, and curriculum-based measurement models. The final section focuses on methodology. Areas covered include exploratory and confirmatory models, subtype analysis, and qualitative research.

Author and subject indexes.

Teferra, D. & Altbach, P. Eds. (2003). **African Higher Education: An International Reference Handbook**. Bloomington: Indiana University Press, c2003. 714p. ISBN 0-253-34186-8. OCLC# 50590714. \$89.95

Presents an extensive analysis of higher education in Africa. Nearly 80 contributors, mainly from within Africa, and a number of experts outside Africa, have contributed to this volume. The first part includes thirteen chapters addressing various themes, such as trends and perspectives in African higher education, financing of higher education, women in universities, student activism in African higher education, foreign aid financing, the language predicament in African universities, and African higher education and the world. The second part examines higher education in fifty-two countries in Africa. The third part contains higher education resources: a lengthy bibliography on

higher education in Africa; and 301 doctoral dissertations on higher education in Africa arranged by country and by themes. Chapter references; numerous tables and figures. Index of themes and countries.

Torres, C., & Antikainen, A. Eds. (2003). **The International Handbook on the Sociology of Education: An International Assessment of New Research and Theory**. Lanham, MD: Rowman & Littlefield. 415p. ISBN 0-7425-1769-1. OCLC#49495018. \$85.00

Three sections cover new developments in social theory and methodology, the practice of sociology in different countries and regions of the world, and an appraisal of critical issues in the field. Section one's eight chapters include social capital in education, socio-cultural approaches to cognition, and critical ethnography. Within section two several case studies consider the development of the discipline and its concerns worldwide. In the third section five chapters present international presentations of citizenship in textbooks, global and national influences, and cultural similarities and differences in effective education. Index.

Walberg, H., Reynolds, A., & Wang, M., Eds. (2003). **Early Childhood Programs for a New Century**. Washington, DC: CWLA Press. 400p. ISBN 0-87868-834-X. OCLC#47666972. \$28.95

This book is part of the University of Illinois at Chicago series on children and youth. The introduction by the editors provides an overview of trends in early childhood programs. The chapters are organized into three parts: preschool education and care, covering the first five years to include Head Start and model programs; early school age programs and practices to include discussion of school readiness, grade retention, and early intervention; and national investments, with chapters that examine the implications of research and practice for developing programs and formulating policies. An epilogue by the editors discusses themes and recommendations for the new century. Chapter references and tables, contributor information, author and subject indexes.

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