D E P A R T M E N T S

NEW AND FORTHCOMING AT REFERENCE

Compiled by
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Accommodations in Higher Education Under the Americans with Disabilities Act (ADA): A No-Nonsense Guide for Clinicians, Educators, Administrators, and Lawyers. Michael Gordon and Shelby Keiser, eds. DeWitt, NY: GSI Publications. New York: Guilford Press, 1998. 236p. ISBN 1-57230-359-X. OCLC#38580172. $30.00.

Provides information about the process for identifying and accommodating disabilities under the Americans with Disabilities Act. Chapters cover postsecondary educational accommodations, test accommodations, legal requirements, attention-deficit /hyperactivity disorder, learning disabilities, mood and anxiety disorders, physical disabilities, and visual disorders. Includes chapter references, a variety of resources on associations, agencies, and Internet sites. Also provided are the Association on Higher Education and Disability (AHEAD) guidelines for documenting a learning disability, and ADHD Consortium guidelines for documenting attention-deficit/hyperactivity disorder in adolescents and adults.

American Education Annual: Trends and Issues in the Educational Community: Academic Year 1997-1998. Mary Alampi and Peter M. Comeau, eds. Detroit: Gale, 1999. 804p. ISBN 0-7876-3001-2. ISSN 1522-1237. OCLC#40063558. $125.00.

Contains forty-eight essays and ten reprinted articles on significant issues, research, and events in American education for 1997-1998. Essays include historical context, different positions on the issues, key figures, effects, future impact, a bibliography and further reading. State, local, and national topics are covered, such as the 1997 initiatives in children's educational television, California Basic Educational Skills Test, Denver's Bilingual Education Program, and national testing standards. Includes an appendix of contributors. The general index lists the names, topics, and terms discussed in this volume. Future editions will have a cumulated index for names and terms covered in previous editions. Advisors to this first edition include SLA Education Division members Karen Bacsanyi, Linda Golian, and Mary Vass.

Barker, Cornelius L. and Claudette J. Searchwell. *Writing Meaningful Teacher Evaluations—Right Now!: The Principal's Quick-Start Reference Guide.* Thousand Oaks, CA: Corwin Press, 1998. 60p. ISBN 0-8039-6732-2. OCLC#38856096. $59.95.

This guide is meant to assist administrators with teacher evaluations. The first part contains performance statements for the categories of teacher proficiency with curriculum, evaluating student growth, preparation and readiness, instructional performance, and interaction/climate. The second part contains suggestions for areas of concern about teacher performance, sample written evaluations, other aids, and a cross-reference of key terms in the text.

Best Ideas for Reading from America's Blue Ribbon Schools: What Award-Winning Elementary and Middle School Principals Do. National Association of Elementary School Principals. Thousand Oaks, CA: Corwin Press, 1998. 140p. ISBN 0-8039-6772-1. OCLC#39765445. $43.95.

The descriptions are written by school principals and incorporated into four sections illustrating the best ideas for working with individual students, facilitating reading in small groups, engaging entire classrooms and grade levels, and involving everyone in the school. The 1996–1997 Blue Ribbon Elementary and Middle Schools are arranged by state. This is the third in the series of Best Ideas from America's Blue Ribbon Schools (1994, 1995).

Bozeman, William C. *Educational Technology: Best Practices from America's Schools.* 2nd ed. Larchmont, NY: Eye on Education, 1999. 283p. ISBN 1-883001-59-5. OCLC#39143061. $39.95.

Compiles exemplary programs and projects in U.S. elementary and secondary schools. Several chapters discuss computer technology concepts and instructional computer applications. The program and project profiles are based on a 1997 literature review and a survey of nominations requested from State Departments of Education, professional organizations, and leaders in the field. Index by keywords, level of schooling, and state. Appendix of professional publications, associations and organizations.

Cabell's Directory of Publishing Opportunities in Education. David W.E. Cabell and Deborah L. English, eds. 5th ed. 2 vols. 1319p. ISBN 0-911753-12-5. OCLC#40450800. $89.95.

Entries for over 440 journals provide contact information, circulation data, number of reviewers, acceptance rate, time required for review, the availability of reviewer comments, type of readers, and manuscript topics. Manuscript and publication guidelines and format for submission are also described in detail. The index classifies journals into 27 topic areas.

Chute, Alan G. et al. *The McGraw-Hill Handbook of Distance Learning.* New York: McGraw-Hill, 1999. 236p. ISBN 0-07-012028-5. OCLC#39923563. $39.95.

Intended for individuals assisting their organizations to implement distance learning programs. Chapters include audio, video, and computer-based distance learning technologies; advanced computer technologies, such as computer conferencing and the Internet; designing a distance learning system; program design, delivery, and evaluation; system management and expansion; and special issues for educational institutions. Glossary, appendix of vendors, and index.

The Forgotten Half Revisited: American Youth and Young Families, 1988-2008. Samuel Halperin, ed. Washington, DC: American Youth Policy Forum, 1998. 182p. ISBN 1-887031-63-4. OCLC#40556272. $15.00.

Reports on the accomplishments of youth, ages 18-24, since the publication of the previous reports of the William T. Grant Foundation Commission on Work, Family, & Citizenship: *The Forgotten Half: Non-College Youth in America and Pathways to Success for American Youth and Young Families* (both 1988).

A summary precedes the introduction. Chapters cover a statistical overview, public opinion, the American family, community resources, school reform, postsecondary education employment, and youth service. Chapter notes.

Gender Gaps: Where Schools Still Fail Our Children. American Association of University Women. New York: Marlowe & Co., 1999. 208p. ISBN 1-56924-665-3. OCLC#40073887. $13.95.

This report, commissioned by the AAUW Education Foundation, is the follow-up of the 1992 report, *How Schools Shortchange Girls.* The American Institute of Research conducted the research on the progress toward equity since the early report. Chapters discuss and compare progress in course-taking patterns, assessment, standards, educational risks and resiliency, extracurriculars, and student career choices. The final chapter describes some educational trends for monitoring in the next decade. Includes tables, endnotes, bibliography, and index.

Grading the Nation's Report Card: Evaluating NAEP and Transforming the Assessment of Educational Progress. James W. Pellegrino et al., eds. Committee on Evaluation of National and State Assessments of Educational Progress, Board on Testing and Assessment, Commission on Behavioral and Social Sciences and Education, National Research Council. Washington, DC: National Academy Press, 1998. 280p. ISBN 0-309-06285-3. OCLC# 40043514. $42.98.

From a congressional mandate the National Research Council's Committee on the Evaluation of National and State Assessments of Educational Progress examined NAEP's mission and measurement objectives; sampling, design, and analysis strategies; framework and assessment development and achievement-level-setting processes; and the reporting and utility of NAEP's results. Includes executive summary, references, appendixes, and index.

Handbook of Group Intervention for Children and Families. Karen Callan Stoiber and Thomas R. Kratochwill, eds. Boston: Allyn and Bacon, 1998. 428p. ISBN 0-205-15695-9. OCLC#37567278. $49.95.

This work is intended for students and practitioners; program developers, administrators, and policymakers; and researchers and program evaluators. Forty authors contributed chapters grouped under three sections: conceptualization of groups for prevention and intervention, applications for child and adolescent issues, and applications for parent and family issues. Chapters contain lengthy references.

Heide, Ann and Linda Stilborne. *The Teacher's Complete & Easy Guide to the Internet*. Web site resource materials developed by Val Johnston. Revised and updated 2nd ed. New York and London: Teachers College Press, 1999. 354p. computer laser optical disk (4 3/4 in.). ISBN 0-8077-3779-8. OCLC#39024743. $29.95.

This updated edition for teachers' use offers ideas for school projects, World Wide Web resources for classroom use, "how to" for developing web pages, information about listservs, e-mail and other online communications, and the basics of Internet connections in the schools. Appendix includes a sample acceptable use policy and WWW curriculum links. Accompanying CD-ROM includes additional links for teachers and students.

International Handbook of Science Education. Barry J. Fraser and Kenneth G. Tobin, eds. Dordrecht, Boston: Kluwer Academic, 1998. 2 vols. (1271p.) ISBN 0-7923-3531-7. OCLC#37546835. $395.00.

A seventy-two chapter overview of international scholarship in science education for use by researchers, teacher educators, policy-makers, advisors, teachers and graduate students. Divided into ten major sections including educational technology, curriculum, teacher education, equity, and research methods. Each section contains a lead chapter providing an overview and synthesis with shorter chapters giving research and critical thinking on key issues in that area. Index of names and subjects.

Jody, Marilyn. *Using Computers to Teach Literature: A Teacher's Guide*. Marilyn Jody, Marianne Saccardi. 2nd ed. Urbana: IL: National Council of Teachers of English, 1998. 220p. Rev. ed. of: *Computer Conversations*, 1996. ISBN 0-8141-0825-3. OCLC#40126929. $33.95.

Provides information for English teachers on the use of computers in the literature classroom. Examines the possibilities of telecommunications as an educational strategy in the literature classroom. Seven chapters include books in electronic format, computer conversation basics, networks and conversations online, and an introduction to the World Wide Web. Provides updated information on children's books, electronic texts, funding sources and staff development opportunities, state certification requirements, and resources for teachers. Appendixes and bibliography.

Latino Education: Status and Prospects: State of Hispanic America 1998. Maria Fisher et al. Washington, DC: National Council of La Raza, 1998. 111p. ISBN OCLC#40614222. $25.00.

Fifth in a series of statistical reports published by the Council beginning in the 1980s. This is the first prepared under the auspices of the NCLR Task Force on Education which is charged with the responsibility of developing a comprehensive, Latino-focused education policy and program agenda. The report is designed for education policy-makers, community-based organizations, and other education advocates, and lay audiences. Six chapters include a summary of Hispanic demographics, the condition of Hispanic children from pre-kindergarten through the 12th grade, and representation of Latinos as elementary and secondary school teachers and principals.

Literacy: An International Handbook. Daniel A. Wagner et al., eds. Boulder, CO: Westview Press, 1999. 526p. ISBN 0-8133-9058-3. OCLC#40119899. $125.00.

Over 100 authors present an historical and contemporary review of literacy. Chapters are grouped under nine topics: historical and philosophical roots; psychological approaches; sociological and anthropological approaches; language and literacy; curriculum, instruction and assessment; numeracy; policy perspectives; contemporary regional perspectives; and literacy and new technologies. Includes author and subject indexes.

Mauch, James E. *Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty*. James E. Mauch and Jack W. Birch. 4th ed., rev. and expanded. New York: M. Dekker, 1998. 335p. ISBN 0-8247-0169-0. OCLC#38856278. $59.75.

Designed to inform and advise about the thesis and dissertation process. Ten chapters cover getting started, research advisor, thesis or dissertation committee, writing the manuscript, defense of the thesis or dissertation, and the completed thesis or dissertation. This edition also includes use of technology from research to writing, a section on qualitative research, more than twenty operational models, and a lengthy bibliography. Appendixes, author and subject index.

Phillips, Lynn. *The Girls Report: What We Know & Need to Know About Growing Up Female.* NY: National Council for Research on Women, 1998. 121p. ISBN 1-880547-24-4. OCLC#39503362. $20.00.

This second report on adolescent girls from the National Council for Research on Women is a follow-up to the 1991 report, *Risk, Resiliency, and Resistance: Current Research on Adolescent Girls.* Provides a forum to share information and examines new trends in research, programming, and policy on adolescent girls in the United States. Explores such issues of concern as health, sexuality, violence, schooling, and economic realities.

Spitzer, Kathleen L. *Information Literacy: Essential Skills for the Information Age.* Kathleen L. Spitzer et al. Syracuse, NY: ERIC Clearinghouse on Information & Technology, Syracuse University, 1998. 377p. ISBN 0-937597-44-9. OCLC#40841322. $18.00

Builds on earlier 1994 title, *Information Literacy in an Information Society: A Concept for the Information Age* (Christina Doyle). Traces the history and development of the term "information literacy". Ten chapters include information literacy research, information literacy in the context of national and state standards, information literacy efforts, and technology and information literacy. Each chapter includes a summary. Contains figures and appendixes.

Standards for Reading Professionals. Developed by the Professional Standards and Ethics Committee of the International Reading Association. Revised. Newark, DE: International Reading Association, 1998. 40p. ISBN 0-87207-197-9. OCLC#39706765. $12.95.

This revision of the 1992 edition of the same title presents the required proficiencies for reading professionals including role descriptions and academic preparation. The matrix of competencies is divided into three categories: classroom professional (from early childhood through adult education); specialized reading professional (reading specialist, coordinator, teacher educator); and allied professional (related service professionals, administrator). The appendixes contain suggested readings, related web sites, competencies for the paraprofessional, conferences and conventions where the *Standards* was reviewed, and the International Reading Association Code of Ethics.

Take This Job and Love It!: Making the Mid-Career Move to Teaching. Belmont, MA: Recruiting New Teachers, Inc., 1998. 240p. ISBN 1-884139-04-3. OCLC#40272977. $19.95.

Addresses common concerns and questions working adults have about making a career switch into teaching. Includes a directory of more than 300 programs and institutions that provide teacher preparation programs leading to teacher licensure, and/or certification, and/or college degree. Programs are listed alphabetically by state, and each entry contains information on program type, scholarships/financial aid, services offered, and contact person.

Two-Year Colleges for Women and Minorities: Enabling Access to the Baccalaureate. Barbara Townsend, ed. New York: Garland Pub., 1999. 256p. ISBN 0-8153-3173-8. OCLC#40683468. $57.00.

Two-year colleges with predominantly women and minority student bodies as well as those with at least a 25% black, Hispanic, or Native American enrollment are the subject of this book. Seven chapters cover collective and distinctive patterns of two-year special-focus colleges, women's colleges, historically black colleges, tribal colleges, Hispanic-serving colleges, and church -affiliated colleges. Index included.

Uncommon Measures: Equivalence and Linkage Among Educational Tests. Michael J. Feur et al., eds. Committee on Equivalency and Linkage of Educational Tests, Board on Testing and Assessment, Commission on Behavioral and Social Sciences and Education, National Research Council. Washington, DC: National Academy Press, 1999. 119p. ISBN 0-309-06279-9. OCLC#40193520. $27.00.

This report and its companions, *Evaluation of the Voluntary National Tests: Phase I* (1999) and *High Stakes: Testing for Tracking, Promotion, and Graduation* (1999) are the efforts of the National Research Council's Board on Testing and Assessment. Focusing on the issues surrounding the proposed Voluntary National Tests, these reports also contribute to information about the way tests are planned, designed, implemented, reported, and used for education policy goals. This final report specifically questioned the feasibility of establishing an equivalency scale that would enable commercial and state tests to be linked to one another and to the NAEP. Five chapters cover the challenge of linkage, technical aspects of linkage, linking to NAEP, tests and testing in the U.S., and conclusions. References, glossary and biographical sketches.

Watson, Charles R. (Charles Ray). *Best Practices From America's Middle Schools.* Larchmont, NY: Eye on Education, 1999. 246p. ISBN 1-883001-66-8. OCLC#40061220. $34.95.

Program selection was based on national and regional middle-level conferences, the Internet, the ERIC database, and recommendations from practitioners. Most programs originated at the school level and were adapted or implemented by teachers, parents, and principals. Programs have undergone assessment and evaluation. Five broad chapters with subsections include instruction, curriculum, assessment, at-risk students, and middle-school teachers. Includes a matrix of programs and middle level issues.

Wiles, Jon. *Curriculum Essentials: A Resource for Educators.* Boston: Allyn and Bacon, 1999. 216p. ISBN 0-205-27988-0. OCLC#39532920. $30.00.

A professional collection of resources on curriculum as a field of study. Three criteria were used for inclusion: 1) a time-tested contribution, 2) a contribution of obvious utility in the field, and 3) a widespread practice in schools. Five sections cover ideas about curriculum; models, documents, and research bases; development processes; tools for curriculum development; and applications. Sections include further readings. Appendixes and index.

The Wonderful World of Mathematics: A Critically Annotated List of Children's Books in Mathematics. 2nd ed. Diane Thiessen et al., eds. Reston, VA: National Council of Teachers of Mathematics, 1998. 355p. ISBN 0-87353-439-5. OCLC#38595483. $17.95.

More than five hundred fifty books are reviewed with sixty percent new titles. Each review describes the book's content, illustrations, writing style and activities for readers. Books are rated according to usefulness in teaching mathematics concepts. Five sections include early number concepts, number-extensions and connections, measurement, geometry and spatial sense, series and other resources. Author and title index.

Working With Lesbian, Gay, Bisexual, and Transgender College Students: A Handbook for Faculty and Administrators. Ronni L. Sanlo, ed. Westport, CT: Greenwood Press, 1998. 459p. ISBN 0-313-30227-8. OCLC#37187520. $75.00.

This handbook is designed to assist faculty and administrators with decision-making processes and to provide guidelines for positive action. Book sections address areas that have been the focus of controversy and questioning. Sections include career planning and advising, health issues, issues in athletics, and faculty and the classroom. Chapters within each section have been written by individual contributors and provide concrete recommendations for implementation. The final chapter, "The Lavender Web: LGBT Resources on the Internet," is written interactively with a host web site. The web site allows the web information to be constantly updated and provides a book-ordering source. URL is HYPERLINK http://www.uic.edu/orgs/lgbt/internet_chapter.html. Glossary, tables, and references.

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