

## DEPARTMENTS

### New and Forthcoming at Reference

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Beckman, J. (Ed.). (2004). ***Affirmative Action: An Encyclopedia***. Westport, CT: Greenwood Press, 2004. 2 vols. ISBN 0-313-33024-7. OCLC#53443248. \$175.00.

Intended to provide an overview of current scholarship on topics related to affirmative action and impacting an array of disciplines such as law, history, and sociology. Almost 500 entries provide current, basic information on relevant concepts, events, individuals, organizations, statutes, court cases, movements, and ethnic groups. Contributing authors were drawn from many parts of the world, including India, Japan, and the Caribbean, as well as from a diverse array of disciplines and institutions in the United States. Arranged alphabetically, entries include "see also" cross-references to related entries and a bibliography of information resources, both print and electronic. The volumes also contain a series of entries exploring issues of equality and affirmative action in other countries, a timeline of important events since 1865, a guide to related topics, and two appendixes reprinting the full text of the affirmative action decisions handed down by the Supreme Court in June, 2003.

***Breaking Ranks II: Strategies for Leading High School Reform***. (2004). Reston, VA: National Association of Secondary School Principals. 219p. ISBN 0-88210-353-9. OCLC#54673797. \$22.00 (nonmember).

As stated in the foreword, this publication is a "working document" for school principals. It begins with a review of the first *Breaking Ranks* publication, *Breaking Ranks: Changing an American Institution* (NASSP, 1996). This edi-

tion focuses on the specific recommendations in the earlier edition in which principals have a significant role. The first chapter outlines the core thirty-one recommendations organized under key areas: collaborative leadership and professional learning communities; personalization and the school environment; and curriculum, instruction, and assessment. The three chapters that follow are guides for implementing each of these areas, with steps and illustrative material, and a high school profile. A section on strategies and recommendations highlights and describes the work of thirty-three schools. Includes references for general resources on school restructuring and strategic use of data; references for each of the thirty-one core recommendations; websites. Appendixes include an academic self-assessment tool; an example of a personalized learning plan, an instructional practices inventory. Volume references and index.

Hunt, T., Joseph, E., & Nuzzi, R. (Eds.). (2004). ***Catholic Schools in the United States: An Encyclopedia***. Westport, CT: Greenwood Press. ISBN 1-57356-532-6. OCLC#54503736. \$175.00.

Aims to provide a comprehensive resource on K-12 Catholic education. An introductory section covers the history of Catholic schools in the United States. Three hundred and forty alphabetically arranged entries cover the basic tenets, issues, and movements in Catholic education. A guide to related topics organizes the encyclopedia's entries into larger subject areas such as administration; anti-Catholicism; church documents; curriculum; education associations; and Vatican persons and agencies. Includes a lengthy list of references and index.



Clay, DI. (2004). **Helping Schoolchildren with Chronic Health Conditions: A Practical Guide**. New York: Guilford Press. 178p. ISBN 1-59385-043-3. OCLC#53950905. \$30.00.

Designed to be a resource guide for school personnel, including administrators, counselors, teachers, school psychologists, and social workers for children and their parents, and for health care professionals. Information covered includes the common issues associated with specific health conditions, practical information, specific strategies for dealing with related issues, specific interventions, and tips for minimizing the negative impact a health condition may have on a child's ability to attend and benefit from school. Lists of specific strategies, tables of checklists, handouts, and assessment instruments are available for photocopying and use with individual cases. Issues and specific health care conditions are cross-referenced. Seven chapters cover topics such as legal responsibilities of the school, developing 504 plans, helping with chronic health conditions, and a case example. References and index.

Hoxby, C. (Ed.). (2004). **College Choices: The Economics of Where to Go, When to Go, and How to Pay for It**. Chicago: University of Chicago Press. 435p. ISBN 0-226-35535-7. OCLC#56548030. \$128.00.

The editor notes that the authors' contributions to this volume make it clear that college attendance is not affected by new policies, but that new policies impact on students' other college choices. Chapter contributions discuss college enrollment and college completion with an analysis of different educational outcomes; merit aid; federal tax credits for higher education expenses; financing college tuition; financial aid; financial aid and students' college choices; resident and nonresident tuition; students' perceptions of college opportunities; peer effects in higher education. Numerous figures and tables. Each chapter contains references and scholars' comment; Author and subject indexes.

Hammack, F. (Ed.). (2004). **The Comprehensive High School Today**. New York: Teachers College Press. 157p. ISBN 0-8077-4456-5. OCLC#53919236. \$22.95.

A collection of selected papers focusing on the idea of comprehensiveness in U.S. secondary education. Seven chapters cover an offered definition of the core dilemma of secondary edu-

cation, how changes in U.S. society have changed the landscape of secondary education, research on detracking schools, a survey of recent projects that connect schools to their communities, and the future of the comprehensive high school. Index.

Kincheloe, J., & Weil, D. (Eds.). (2004). **Critical Thinking and Learning: An Encyclopedia for Parents and Teachers**. Westport, CT: Greenwood Press. 532p. ISBN 0-313-32389-5. OCLC#52208343. \$99.95.

As stated in the preface, "This encyclopedia develops a conception of critical thinking that respects the intellectual abilities of teachers and assumes that educational practitioners are capable of developing sophisticated cognitive abilities and passing such rigorous modes of thinking along to their students in every curricular domain." The lengthy introduction helps utilize this work, highlighting entries that develop the theory of critical thinking and offers ways that teachers can implement these ideas in the classroom. Thirty-seven topics, from art to xenophobia, are explored by the contributors' sixty-eight articles. Other examples of subjects covered: bilingual education, Bloom's taxonomy, childhood and adolescence, cultural studies, curriculum, diversity, educational psychology, empowerment, identity, literacy, organizational change, race and racism, thinking skills. Bibliography; index; biographical notes about the contributors.

Decker, C. (2005). **Planning and Administering Early Childhood Programs**. 8<sup>th</sup> ed. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall. 490p. ISBN 0-13-112548-6. OCLC#53814498. \$66.00.

Following an overview of early childhood education programs, this resource is organized into three parts: constructing early childhood program frameworks (planning, implementing, and evaluating the program; regulations and policy establishment); operationalizing the program (personnel, physical facility planning; financing and budgeting); implementing children's programs (planning; nutrition, health, safety services; assessing, recording, reporting progress; working with the family and community; contributing to the profession). Appendixes include a bibliography of resources for program planning; state licensing and certification agencies; competencies for administrators of early care and education programs; accreditation criteria ex-

amples; professional organizations; suppliers of materials and equipment; financial assistance. References; author and subject indexes.

Monolescu, D., Schifter, C., & Linda Greenwood, L. (Eds.). (2004). ***The Distance Education Evolution: Issues and Case Studies***. Hershey, PA: Information Science. 326p. ISBN 1-59140-120-8. OCLC#52121358. \$59.95.

Intended as a practical guide to those involved or interested in effective distance education, such as educators, administrators, faculty, and students. Two sections cover distance education issues and case studies. The first section presents chapters on such topics as evaluating a distance education program, online teaching and copyright, and faculty participation in distance education programs. The second section gives case studies from a number of different disciplines. Chapters include teaching a studies-in-race course online, media entrepreneurship, and a social psychology course. Index.

Eisenberg, M. Carrie A. Lowe, C., & Spitzer, K. (2004). ***Information Literacy: Essential Skills for the Information Age***. 2<sup>nd</sup> ed. Westport, CT.: Libraries Unlimited. 408p. ISBN 1-59158-143-5. OCLC#53059361. \$47.50.

This book provides the background for the term "information literacy." Essentially a guidebook for this topic, it begins with the chapter defining the term and exploring its meaning with regard to visual, media, computer, digital, and network literacies. The chapters that follow include the developments in the evolution of the concept (national and international); information literacy research; the economic perspective, particularly related to workplace skills; K-12 education information literacy in connection with national and state standards, educational restructuring, and specific K-12 efforts; higher education information literacy; technology information literacy; and a summary chapter. Contains extensive references to documents on the subject. Appendixes include information literacy standards for student learning; chronology of the topic; correlation of information literacy skills with selected national subject standards; ACRL information literacy competency standards for higher education; references; and an annotated ERIC bibliography. Numerous charts and tables.

Juvonen, J. et al. (2004). ***Focus on the Wonder Years: Challenges Facing the American Mid-***

***die School***. Santa Monica, CA: Rand. 155p. ISBN 0-8330-3390-5. OCLC#54831085. \$27.50.

Describes findings from a Rand research project to assess the effectiveness of middle schools and identify the schools' major challenges. The research team reviewed twenty years of relevant literature and analyzed existing national and international data. Ten chapters cover project goals and methodology, educational history of the U.S. middle school, core practices, academic achievement, conditions for student learning, principals, teacher competence, parental involvement, reform models, and conclusions and recommendations. Appendixes include characteristics of public schools serving middle grades, international and national data sets, and research recommendations.

Frey, P. (2004). ***Standards of Practice for Teachers: A Brief Handbook***. Larchmont, NY: Eye on Education. 94p. ISBN 1-930556-73-X. OCLC#53330837. \$29.95.

The authors present six Standards of Practice: Belief, Communication, Curriculum, Instruction, Assessment, and Professional Development. The Standards are a synthesis of practical experience and the growing body of literature on quality teaching. Each standard presented has a narrative and a continuum. The Standards define four levels of mastery: a novice level for new teachers; apprentice level for beginning teachers in their early years; professional level for practicing teachers; and expert level for teachers at a leadership level. At the end of the Standards section is a series of vignettes to demonstrate practical applications for the continuums.

Gerler, E. (Ed.). (2004). ***Handbook of School Violence***. New York: Haworth Reference Press. 368p. ISBN 0-7890-1623-0. OCLC#52377490. \$59.95.

Addresses the causes of school violence, the prevention of school violence, and interventions in cases of school violence. A companion work to the *Journal of School Violence*. The handbook content includes a web site (<http://genesis.light.com/hsv%20files>) for scholars and practitioners to work online. Eleven chapters cover topics such as connectedness and school violence, student threat assessment, peer mediation, weapons in schools, understanding youth gangs, and school crisis interventions. Index.



Jones, L., & Olkin, I. (Eds.) (2004). ***The Nation's Report Card: Evolution and Perspectives***. Bloomington, IN: Phi Delta Kappa Educational Foundation / American Educational Research Association. 598p. ISBN 0-87367-848-6. OCLC#54976696. \$69.95.

This book describes the history and the challenges of the National Assessment of Educational Progress (NAEP). The editors' introduction is followed by a chronology of NAEP, 1963-2003. Part one discusses the evolution and perspectives with chapters to include the beginnings of NAEP, interviews, NAEP and the U.S. Office of Education, a history of the National Assessment Governing Board (NAGB), a view from the National Center of Education Statistics; Part two discusses the development of assessment materials: the assessment of citizenship, writing and mathematics; Part three focuses on sampling and scoring, with chapters on survey design issues, sampling and field operations at Westat, 1983-2001, and emerging technical innovations in NAEP. Part four covers recent challenges, with a chapter on innovations in instrumentation and dissemination, and a section on references. The appendixes include a glossary; an abbreviations list; listings of U.S. Commissioners and Secretaries of Education, NAGB members, NAEP Executive Directors, various committees; a summary report of two conferences on a National Assessment of Educational Progress; NAEP Assessments, 1969-2012; name index. Biographies of contributing authors.

Lare, G. (2004). ***Acquiring and Organizing Curriculum Materials***. 2<sup>nd</sup> ed. Lanham, MD: Scarecrow. 265p. ISBN 0-8108-4841-X. OCLC#55489939. \$69.95.

Intended to be a comprehensive tool for collection development and an important reference regarding sources of curriculum materials. Materials have been gathered from companies, associations, projects, and government agencies that publish, produce, and distribute curriculum materials. These materials are listed by curriculum subject area and material format. Additionally, there is an extensive list of World Wide Web sites and links that provide teaching activities and lesson plans, curriculum guides and standards, and curriculum resource links. Twenty-two chapters include processing and access, professional associations providing curriculum materials, textbook acquisition and organization, and ancillary textbook materials publishers. Index and appendix.

McPherson, M. & Nunes, M. (2004). ***Developing Innovation in Online Learning: An Action Research Framework***. London: Routledge Falmer. 148p. ISBN 0-415-33513-2. OCLC#53162410. \$159.95.

Designed as a resource for education managers, course developers, and educational researchers, the book covers both the theory and practice of applying action research principles to develop online learning. Seven chapters cover the four basic building blocks of action research in online learning: the organizational context; the pedagogic model; the educational setting; and the evaluation model. Each chapter begins with an academic discussion and concludes with references to a longitudinal case study. Includes bibliography, appendix with NICLS module online, glossary of acronyms, and index.

Moon, J. (2004). ***A Handbook of Reflective and Experiential Learning: Theory and Practice***. New York: Routledge Falmer. 252p. ISBN 0-415-33515-9. OCLC#53145493. \$130.00.

Considers reflective and experiential learning as forms of generic learning as well as presenting practical methods of using experiential and reflective learning. Twelve chapters divided into three sections cover topics such as the process of learning, exploring experiential learning, assessment issues, reflective activities, and enhancing reflective and experiential learning. A resources section with practical exercises, glossary, bibliography, and index.

Pandiscio, H. (2004). ***Job Hunting in Education: An Insider's Guide to Success***. Lanham, MD: Scarecrow Education. 169p. ISBN 1-57886-116-0. OCLC# 53896573. \$39.95.

A guide for those seeking positions either as a teacher or administrator, and also, those responsible for hiring teachers and administrators. Eighteen chapters include resumes, cover letters, interview preparation, interview guidelines, and interviewing committees.

Cross, C. (Ed.). (2004). ***Putting the Pieces Together: Lessons from Comprehensive School Reform Research***. Washington, DC: The National Clearinghouse for Comprehensive School Reform. 178p.

Intended for parents, policymakers and educators, this volume is designed to inform readers about comprehensive school reform or CSR.

With contributions from multiple authors, four chapters cover the history and context for the development of comprehensive school reform (CSR), challenges faced in implementing CSR programs, evidence about the effectiveness of various models, and a researcher's and a practitioner's perspective of CSR. The Center for Comprehensive School Reform and Improvement web site (<http://www.csrclearinhouse.org>) is the successor to the NCCSR web site.

**Teacher Education Programs in the United States: A Guide.** (2004). Westport, CT: Praeger. 487p. ISBN 0-275-98156-8. OCLC# 55764416. \$95.00.

This resource was published in cooperation with the American Association of Colleges for Teacher Education and is part of the American Council on Education/Praeger series on higher education. The directory provides data for 872 institutions that offer teacher education programs. The information was collected through a questionnaire, an Internet search, and databases maintained by the National Center for Educational Statistics. The data is current for the 2002-2003 academic year. Includes the member institutions of the American Association of Colleges for Teacher Education and regionally accredited institutions that responded to the questionnaire. Arranged alphabetically by state and by name of institution, the entries include the institution description; institution control (public or private); calendar; officials; faculty number; degrees awarded; admission requirements; fees and expenses; financial aid; accreditation; undergraduate programs; graduate programs; licensure/reciprocity.

Thomas, P. (2004). **Numbers Games: Measuring and Mandating American Education.** New York, NY: P. Lang. 166p. ISBN 0-8204-6825-8. OCLC#53903700. \$29.95.

Geared to general and professional audiences, this publication is concerned with the predominant assumption in American public education that the best assessment of student learning is based largely on the use of numbers, quantitative data. The author expresses his advocacy for broad-based literacy education and for greater inclusion of qualitative data for student assessment. Part one discusses the numbers games, American style, with two chapters: the American psyche and politics media and education. Part

two discusses the numbers games within and against the classroom, with chapters on the numbers and forces behind teaching practices and dismantling public education by the numbers. References.

Wakefield, S., et al. (Eds.). (2004). **Unfocused Kids: Helping Students to Focus on Their Education and Career Plans: A Resource for Educators.** Greensboro, NC: CAPS Press, LLC; American Counseling Association Fdn. ISBN 1-1561-09105-7. OCLC#56558744. \$47.90.

Intended to provide a hands-on resource for educators to include school counselors, career specialists, classroom teachers, administrators, curriculum directors, schools board members, and others. Divided into eight sections the book is a compilation of a broad variety of career guidance ideas, suggestions, resources, and programs. The eight sections cover societal trends and workplace issues, comprehensive school counseling programs, project-based career guidance models, innovative approaches to workplace training, parent involvement in career planning, career development activities/games, career development practices for special populations, internet delivery systems in career guidance. Thirty-two chapters by individual contributors and authors offer an encyclopedic coverage to the topic of career guidance. A conclusion addresses how to and what needs to be done.

Withrow, F. (2004). **Literacy in the Digital Age: Reading Writing, Viewing, and Computing.** Lanham, MD: Scarecrow Education. 107p. ISBN 1-57886-033-4. OCLC#52495523. \$21.95.

Directed at a general audience, this publication offers an overview of the topic that is both personal and informed by the author's experience as an educator. Chapters discuss how infants and children learn; signs, codes, and symbols; reading and writing; literacy and technology; literacy, curriculum, and school achievement; learning in the twenty-first century; the role of the federal government in learning technologies. References.

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