

DEPARTMENTS

New and Forthcoming at Reference

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Armstrong, F., & Moore, M. (Eds.). (2004). **Action Research for Inclusive Education: Changing Places, Changing Practice, Changing Minds.** London, New York: Routledge Farmer. 146p. ISBN 0-415-31802-5. OCLC# 52814143. \$47.95.

As stated in the foreword, the individual chapter authors present "inclusive ideas and values" and how they might ideally be incorporated into the everyday work of the classroom. Eleven experienced primary through postsecondary school educators from England provide their viewpoints, experience, and research for coverage of such topics as disability and empowerment; the contributions of special schools to the development of inclusive practices in mainstream schools; students who challenge; cultural differences and minority voices as agents of change; gay students, teachers and research action.

Association for Supervision and Curriculum Development. (2004). **ASCD, 1984-2004: Defining Moments, Future Prospects.** Alexandria, VA: ASCD. 96p. ISBN 0-87120-963-2. OCLC# 53824124. \$15.95.

This volume, a follow-up of the 1986 publication *ASCD in Retrospect*, presents the most recent twenty years of highlights, events, and documentation of this association, which was founded in 1943. Brief chapters describe ASCD's commitment to democratic principles, to teaching and learning, to diversity, to leadership and professionalism, to internationalization. The chapter on community offers graphs to describe the current membership. The conclusion discusses the challenges for the 21st century. An appendix offers key events in ASCD history, a list of ASCD presidents,

1984-2004, council report topics and chairs to 2004. Notes, references, and index.

Burns, M. (Sr. Ed.). Goethals, G., Sørensen, G. (Eds.). (2004). **Encyclopedia of Leadership.** Thousand Oaks, CA: Sage. 4 v. ISBN 0-7619-2597-X. OCLC#54066411. \$756.00.

Provides general and specific entries for students and teachers in courses ranging from history to psychology to anthropology to law. The encyclopedia contains 373 substantive entries (ranging in length from 1000 to 6000 words), 150 photographs and other illustrations, and 300 sidebars drawn from public records, newspaper accounts, memoirs, and ethnography. About 150 entries are devoted to biographical essays focused on leaders (and their followers) and on case studies of leadership events and moments. Four appendixes provide readers with additional information: bibliography of significant leadership books, directory of leadership programs, primary sources, presidential speeches on foreign policy and war, and primary sources: sacred texts. Includes list of entries, reader's guide, list of sidebars, and index.

Canestrari, A., & Marlowe, B. (Eds.) (2004). **Educational Foundations: An Anthology of Critical Readings.** Thousand Oaks, CA Sage. 244p. ISBN 0-7619-3030-2. OCLC# 52601148. \$134.00.

Geared to students who have chosen the teaching profession or for those students researching the field, this collection of readings is authored by accomplished teachers, principals, and policy makers. The authors all have strong opinions, and this book is meant to provide readings that will

offer opportunities for critical reflection and ongoing discussions and debates about teaching and learning. Some essays have been previously published, and other have been written for this publication. They are grouped under five parts: Why teach? Who are today's students? What makes a good teacher? What do good schools look like? How should we assess student learning? How does one develop a critical voice? Some of the authors represented are Jonathan Kozol, TheodoreSizer, Lisa Delpit, Alfie Kohn, Paulo Freire, Henry Giroux, and Deborah Meier. Epilogue and index.

Chauncey, C. (Ed.) (2005). **Recruiting, Retaining, and Supporting Highly Qualified Teachers.** Cambridge, MA: Harvard Education Press. 147p. ISBN 1-8917-9256-3. OCLC#57657743. \$39.95.

Focusing on teacher quality, this volume in the *Harvard Education Letter* Spotlight Series contains chapters previously published as articles in *HEL*, as well as four chapters commissioned for this publication. Chapters include discussions of teaching as a professional career, retaining good teachers, nontraditional teaching paths, novice teachers, mentoring new teachers, national board certification, teacher evaluation, and principal preparation. Chapter notes and references.

Davis, J. (2005). **Framing Education as Art: The Octopus Has a Good Day.** New York: Teachers College Press. 230p. ISBN 0-8077-4578-2. OCLC#57168685. \$23.95.

This multi-faceted book explores arts learning and education within K-12 and broader community settings. Through the approach of a representative child, the stories told are based on evidence from the author's research and teaching in the field. The child's artistic development from preschool to high school is presented within the context of five chapters: the artistic process, the child as artist, the arts in education in school, arts in education in the community, and framing education as art. References and index.

Dede, C., Honan, J., & Peters, L. (Eds.). (2005). **Scaling Up Success: Lessons Learned from Technology-Based Educational Improvement.** San Francisco: Jossey-Bass. 265p. ISBN 0-7879-7659-8. OCLC#56368607. \$57.95.

This book is the result of an effort to learn more about how to transfer knowledge of technology-based educational innovations to other diverse

settings. Through the partnership of the Harvard Graduate School of Education and the Mid-Atlantic Regional Technology in Education Consortium, a conference with the same name as the title of this publication was organized in Cambridge (MA) in March, 2003. Most of the papers presented at the conference and revised subsequent to it are included in this volume. Some of the topics for scaling up that were addressed include: digital infrastructures; data use in classrooms, schools and districts; lessons from successful districts; and a final chapter which synthesizes themes and insights. References, graphs, tables, figures, index.

DuBois, D., & Karcher, M. (Eds.) (2005). **Handbook of Youth Mentoring.** Thousand Oaks, CA: Sage. 608p. ISBN 0-7619-2977-0. OCLC#56793560. \$219.00.

A compendium intended for the researchers, practitioners, and policymakers working in the field of youth mentoring. From the perspectives of both science and practice eight sections include concepts, frameworks, and foundations; mentoring relationships; developmental and cultural perspectives; formal mentoring programs; contexts of mentoring; special populations; and policy issues. Thirty-six individually authored chapters highlight theoretical models for understanding the mentoring process, synthesize and critically evaluate extant research, and offer discussions of crucial issues and areas of debate in practice. Subject and author index.

Duhon-Sells, R. (Ed.) (2004). **Best Practices for Teaching Students in Urban Schools.** Lewiston, NY: E. Mellen Press. 227p. ISBN 0-7734-6220-1. OCLC#56614206. \$109.95.

The papers in this volume of the Mellen Studies in Education are authored by scholars who have experienced the difficulties of growing up in the urban environment and the challenges of attaining academic success. The editor is the Dean of the College of Education, Southern University at New Orleans. The foreword states that universities must prepare teachers to learn how to teach in the urban schools, which is not the same as teaching for the "traditional student." Thus, this collection is meant to provide particular focus for teachers to learn how to engage and inspire urban students. The chapters cover a range of grade levels and subject areas. Topics include parental participation, effective teacher training programs, professional development in urban schools, using Afri-

can American literature, urban education and geography, science and mathematics education.

English, F. (Ed.). (2005). **The Sage Handbook of Educational Leadership: Advances in Theory, Research, and Practice**. Thousand Oaks, CA: Sage. 608p. ISBN 0-7619-2979-7. OCLC# 55798011. \$225.00.

A distillation of what is known and not known about educational leadership. Authors and coauthors were commissioned to consider creative dimensions of educational leadership and practice. Five sections cover: multiple lenses of democratic leadership; management, organization, and law; educational politics and policy; theories of leadership; and the micropolitics of school leadership. Within twenty-three chapters, individual authors examine a history of public school leadership, leadership as social construct, the school superintendent, parent engagement, leading in the midst of diversity, curriculum leadership, school design, unions, collective bargaining, and the challenges of leading. Author and subject index.

Freeman, C. (2004). **Trends in Educational Equity of Girls & Women, 2004**. Washington, DC: National Center for Education Statistics. 109p. NCES publication #2005016. OCLC# 57303678. Free.

Drawing upon a wide range of published and unpublished statistical materials, the report presents an overview of the educational status of girls and women in the U.S. An update of an earlier publication, *Trends in Educational Equity of Girls & Women* (NCES 2000-030), this publication has thirty-eight indicators, a number of which are new, reflecting current research on topics relevant to educational equity. The indicators begin with preprimary and early elementary education, move through elementary and secondary education and postsecondary education, and finally consider educational outcomes. The general focus of the report is on overall comparisons between males and females. Indicators include computer use, victimization at school, alcohol and drug use, dropouts, high school coursetaking patterns, college athletics, undergraduate degrees, adult education, educational attainment, and median earnings of young females. Appendix with supplemental tables and bibliography.

Giordano, G. (2005). **How Testing Came to Dominate American Schools: The History of**

Educational Assessment. New York: P. Lang. 288p. ISBN 0-8204-7255-7. OCLC# 53919031. \$32.95.

Examines the ongoing discussion and dispute about standardized tests. Eight chapters with brief summaries cover: the influence of science on testing; how educators adapt to standardized tests; military tests; educational testing and politics; test-based racism; ongoing criticism; and the testing industry. References, illustrations, author and subject index.

Latterell, C. (2005). **Math Wars: A Guide for Parents and Teachers**. Westport, CT: Praeger. 188p. ISBN 0-275-98423-0. OCLC#56103787. \$39.95.

Offers tools to enable parents, mathematics teachers, mathematics professors, and others to know about the current state of mathematics education. Additionally, the text is written with the express goal of enabling parents to have a say in the mathematical education of their children. Twelve chapters cover constructivism; NCTM standards, NCTM-oriented curriculum, mathematics education internationally, and resources. Three appendixes include gender differences in mathematics ability and placement testing. Glossary, notes, bibliography and index.

Levinson, D. (2005). **Community Colleges: A Reference Handbook**. Santa Barbara, CA: ABC-CLIO. 255p. ISBN 1-57607-766-7. OCLC# 57574267. \$45.00.

Part of the Contemporary Education Issues series, this book analyzes community colleges whose open access policy has precluded a clear picture of their educational effectiveness as they enter their second century of existence. Eight chapters examine community colleges in the context of the larger domain of higher education and developments in K-12. Chapter one presents a general overview of the community college by discussing its structure and the changing demographics of college students in the U.S. Chapters two through six cover the growth of community colleges, demands of access vs. excellence, transfer versus career function, life long learning, trends in community colleges as highlighted at a plenary session held at the 2001 annual meeting of the American Association of Community Colleges. Chapters seven and eight list organizations, associations, and government agencies and

selected print and non-print resources. Glossary and index.

Mathison, S. (Ed.). (2005). **Encyclopedia of Evaluation**. Thousand Oaks, CA: Sage. 481p. ISBN 0-7619-2609-7. OCLC#55054983. \$150.

Written to be a who, what, where, how, and why of evaluation with an intended audience of evaluation practitioners, theorists, and the public. Organized alphabetically with almost 600 entries, the encyclopedia offers a view of evaluation as a practice, as a profession, and as a discipline. With world wide contributors, a global overview of evaluation is presented within this work. A Reader's Guide is organized into 18 thematic categories that include ethics and standards, evaluation planning, laws and legislation, organizations, people, publications, qualitative methods, and utilization. Author and subject indexes and list of contributors.

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

A compilation of informative data for 872 institutions that offer teacher education programs. Data were collected via questionnaire, Internet search, and databases maintained by the National Center for Educational Statistics. Information is applicable to the 2002-2003 academic year. All institutions included have been accredited by the responsible regional accrediting agency, and all institutional programs listed have been approved by the applicable state agency responsible for teacher certification. The directory documents many facets of teacher education on college campuses such as size of the enterprise, productivity of teacher education programs, diversity of program offerings and degree programs, and colleges' heavy reliance on state controls. Institution index.

Moss, D., Glenn, W., & Schwab, R. (Eds.). **Portrait of a Profession: Teaching and Teachers in the 21st Century**. Westport, CT: Praeger, 2005. 230p. ISBN 0-275-98218-1. OCLC# 56109214. \$44.95.

Eight chapters individually authored offer an overview of the profession of teaching. Chapter one frames a discussion around four time periods: the colonial and revolutionary period, the common school era, the progressive era, and the modern

era. Building upon the history of American teachers, chapter two focuses on the search for a knowledge base necessary to advance teaching as a profession. The development of a nationally recognized teacher preparation program is chronicled in chapter three. Chapters four and five give voice to teachers through teacher narratives and discussion of teaching challenges. Focusing on two key challenges to the profession, chapter six covers technology and professional development. Teaching qualifications and the future of the profession are addressed in chapters seven and eight. Index, figures, and tables.

National Research Council (U.S.). Committee on How People Learn, A Targeted Report for Teachers. Donovan, M., & Bransford, JH. (Eds.). (2005). **How Students Learn: History, Mathematics, and Science in the Classroom**. Washington, DC: National Academies Press. 615p. ISBN 0-309-07433-9. OCLC#57010240. \$34.95.

Building upon the expanded edition of *How People Learn* (National Research Council, 2000), the report provides examples of how HPL principles and findings might be incorporated in teaching specific subjects in the K-12 curriculum. Thirteen chapters examine the application of HPL's core learning principles in three content areas; history, mathematics, and science from the elementary to high school level. Chapters were authored by individual contributors with extensive experience in teaching or partnering with teachers. Each chapter has notes and references. Includes biographical sketches of committee members and contributors, and index.

National Research Council (U.S.). Committee on Research in Education. Towne, L., Wise, L., & Winters, T. (Eds.). (2005). **Advancing Scientific Research in Education**. Washington, DC: National Academies Press. 120p. ISBN 0-309-09321-X. OCLC#57003942. \$32.00.

This publication is a follow-up of the report, *Scientific Research in Education* (National Research Council, 2002). The No Child Left behind Act of 2001 and the Education Sciences Reform Act of 2002 have been key in intensifying efforts to discuss and plan improved education research methods. This recent final report by the National Research Council provides thirteen recommendations grouped under three objectives: promoting quality, building the knowledge base, and enhancing professional development. Chapters for each of these objectives expand upon the recommen-

dations. The summary and conclusion chapter describes and charts the recommendations as they relate to federal research agencies, professional associations and publishers, and schools of education and universities. References. Appendixes provide the related workshop agendas and a summary of the second workshop on tools and strategies for education research.

Nieto, S. (2004). ***Affirming Diversity: The Sociopolitical Context of Multicultural Education***. 4th ed. Boston, MA: Allyn & Bacon. 464p. ISBN 0-205-38692-X. OCLC# 51629961. \$72.00.

Explores the meaning, necessity, and benefits of multicultural education for students from all backgrounds through research that considers the following: influences on schooling such as school organization and educational policies and practices, and case studies and snapshots. Presents data on the multicultural nature of schools and society, including information about different cultural groups, their experiences in schools, and the issues and challenges they face. Eleven chapters are organized in three parts. Part one describes the case study approach and summarizes the terminology used in the book. Part two presents a framework for multicultural education in a sociopolitical context. Part three focuses on the implications of the case studies and snapshots for teaching and learning in a multicultural society. Each chapter concludes with a series of problems or situations for readers to consider, and with suggestions for classroom activities and community actions. Epilogue, appendix, glossary, bibliography, and index.

Presser, S. (Ed.) (2004). ***Methods for Testing and Evaluating Survey Questionnaires***. Hoboken, NJ: John Wiley & Sons. 2004. 606p. ISBN 0-47145841-4. OCLC#56222423. \$53.50.

Written to provide a state-of-the-field review of question evaluation and testing methods and to serve both as a record of the many accomplishments in the field, and as a pointer to the ongoing challenges. Chapter one overviews the field and subsequent chapter content. The volume is divided into seven sections: cognitive interviews, supplements to conventional pretests, experiments, statistical modeling, mode of administration, special populations, and multimethod applications. Twenty five chapters individually authored cover a wide range of topics including dynamics of cognitive interviewing, experimental design considerations, modeling measurement error, devel-

opment and testing of web questionnaires, developing and evaluating cross-national survey instruments, and methods for developing and evaluating a state-choice questionnaire to value wetlands. References and index.

Rury, J. (2005). ***Education and Social Change: Themes in the History of American Schooling***. 2nd ed. Mahwah, NJ: L. Erlbaum Associates. 273p. ISBN 0-8058-5294-8. OCLC# 54913670. \$32.50.

An introduction to the history of American education considering the relationship between education and social change. Six chapters cover: history, social change, and education; colonial origins; the 19th century; ethnicity, gender, and race; the progressive era; and education in postwar America. Epilogue, references, and index.

Seale, C. (Ed.). (2004). ***Qualitative Research Practice***. Thousand Oaks, CA: Sage. 620p. ISBN 0-7619-4776-0. OCLC#53030837. \$130.00.

A book about research practice with methodological discussion being contextualized in the actual conduct of research projects. Seven parts cover encountering method, analytic frameworks, field relations, context and method, quality and credibility, audiences and applications, and the international context. Each part of the book, with the exception of part seven, is preceded by a short introduction explaining its rationale and its contents in brief. The thirty-eight individually authored chapters include biographical research, narrative research, ethnomethodology, ethical issues, Internet as research context, quality in qualitative research, action research, and globalization of qualitative research. Index.

Todd Behr, C., & Pattabiraman N. (2004). ***The Effect of State Public K-12 Education Expenditures on Income Distribution***. Washington, DC: National Education Association. 34p. NEA Research Working Paper. Available through <http://www.nea.org>.

Following an executive summary, the chapters cover income and poverty trends and distribution, methodology, empirical results, and the report's conclusions. Contains an appendix of summary tables and dependent variables, and a bibliography.

Tong, B. (Ed.). (2004). **Asian American Children: A Historical Guide**. Westport, CT.: Greenwood Press. 268p. ISBN 0-313-33042-5. OCLC# 54454634. \$55.00.

Part of a publication series intended to survey and synthesize scholarship on children and adolescents of different classes, races, genders, regions, religions, sexualities, and abilities. Part I consists of synthetic essays written by experts in the field whose surveys are chronological and contextual. Essays cover representations of Asians in *St Nicholas Magazine*, 1888-1910; and transnational among second-generation Asian Indians. Part II provides access to hard-to-find primary source documents, in part or whole, such as Stanley Hayami's diary; petition for immigration of Amerasian children; immigration interview transcripts, 1919; and a life history interview. Bibliography and index.

Villa, R., & Thousand, J. (Eds.) (2005). **Creating an Inclusive School**. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development. 219p. ISBN 1-4166-0049-3. OCLC# 33133450. \$26.95.

Eight chapters cover and update inclusive education, offering readers the legal and historical background of inclusive education, a constellation of rationales for inclusion, advice on how to facilitate the transformation of schools so as to embrace an inclusive ethic and practice, promising educational practices supportive of differentiating instruction for diverse learners, and answers to common questions and concerns about inclusive education. Contributors include teachers, administrators, and parents of students with disabilities. Index and author information.

Weiss, H., et al. (Ed.). (Harvard Family Research Project). (2005). **Preparing Educators to Involve Families: From Theory to Practice**. Thousand Oaks, CA: Sage. 182p. ISBN 1-4129-0910-4. OCLC# 56840404. \$34.95.

This publication reflects the data gathered by the John D. and Catherine T. MacArthur Foundation's Research Network on Successful Pathways through Middle Childhood and the Harvard Family Research Project's work on family involvement. Many of the case studies presented are the result of the School Transition Study, a collaboration of HFRP and Stanford University. The introduction explains how to use the casebook and method, and also provides a table to serve as a guide to

the cases and the theoretical approaches. A total of twelve cases are presented. References, graphs, tables, and index.

Who Passed the GED Tests: 2002 Statistical Reports. (2004). Washington, DC: American Council on Education. 91p. OCLC#56818736. \$22.00.

Developed primarily for GED partners who rely on statistical tables and graphs for program status and trend information, the 2002 report shares the results of GED testing conducted in 2002. New as of 2002 is a section profiling the number of adults who need a high school diploma and describing those who have earned one. Three additional sections featuring detailed statistics by jurisdiction combine exhibits, tables, and text to present: the potential need for high school credentials among U.S. adults; trend information about the GED Testing Program; and information about the GED Testing Program such as lists of ACE and GEDTS boards and committees.

Zubay, B. & Soltis, J. (2005). **Creating the Ethical School: A Book of Case Studies**. New York: Teachers College. 127p. ISBN 0-8077-4514-6. OCLC#56068814. \$19.95.

The case studies presented are based on actual situations within the context of the independent K-12 school, Berkeley Carroll School in Brooklyn (NY) of which Zubay is principal. Administrators, teachers, and parents joined in this effort to make ethical awareness, reasoning, and behavior an integral part of the school community. The purpose of this book is to provide case studies and discussions for raising the ethical awareness of private and public school educators within diverse school settings. Chapters focus on the steps taken to nurture ethical consciousness in a school community; teacher/student cases; teacher/administrator cases; teacher/parent(s) cases; teacher/teacher cases; parent(s)/administrators cases, heads/trustees/school cases. Appendixes describe student understandings of right and wrong and the Berkeley Carroll School Ethical Standards. Suggested readings on moral theory and ethics and education.

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