

## New and Forthcoming at Reference

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Alexander, P. A., & Winne, P. H. (Eds.) (2006). *Handbook of Educational Psychology*. 2<sup>nd</sup> ed. Mahwah, NJ: Lawrence Erlbaum Associates. 1200 p. ISBN 0-8058-5971-3; ISBN 13: 978-0-8058-5971-3. \$89.95. 0-8058-4937-8 (cloth). OCLC# 62533845. \$245.

This new edition contains 41 chapters with contributions by internationally renowned scholars of up-to-date reviews and critical syntheses of the following areas: foundations and the future of educational psychology, learners' development, individual differences, cognition, motivation, content area teaching, socio-cultural perspectives on teaching and learning, teachers and teaching, instructional design, teacher assessment, and modern perspectives on research methodologies, data, and data analysis. New chapters have been included, as well as coverage of cognition, motivation, and new methodologies for gathering and analyzing data. This resource is divided into eight parts: *Foundations of the Discipline; Development and Individual Differences; Cognition and Cognitive Process; Motivation; Educational Content; Societal and Cultural Perspectives; The Educational Context; and Assessment of Learning, Development, and Teaching*. Intended for scholars, teacher educators, in-service practitioners, policy makers and academic libraries.

Arnett, J. J. (2006). *Encyclopedia of Children, Adolescents and the Media*. 2 vols. Thousand Oaks, CA: Sage. 1176 p. ISBN 1-4129-0530-3. \$325.

This encyclopedia offers current research and facts on the media's interaction with children and adolescents. The over 400 entries in this work include topics such as the Internet, censorship, sex and violence on television and in video games, rock lyrics, warning labels, body image and digital media downloads. Includes coverage from the fields of psychology, education, media studies and communication, sociology, and public policy. Authors from around the world offer cross-cultural perspectives; there are entries on the media in Europe and Asia.

Bascia, N., Cumming, A., & Datnow, A. (et al.) (Eds.) (2005). *International Handbook of Educational Policy*. Cambridge: Springer. Series: Springer International Handbooks of Education, Vol. 13. 1114 p. ISBN: 1-4020-3189-0. OCLC# 60417764. \$425.

Intended for policy researchers, analysts, academics and graduate students interested in educational policy, educational reform, educational governance and leadership, teacher quality, literacy, and workplace learning. There are fifty chapters written by nearly ninety leading researchers on contemporary and emergent trends in educational policy research. The book is divided into five sections: *Large-Scale Reform; Leadership and Governance; Teaching Quality; Literacies; and Workplace Learning*. Illustrations and comparisons of the conceptual implications are included. The sections cover the contemporary strategic emphasis on large-scale reform; substantive emphases at several levels – on leadership and governance, improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding, finally, with a contrasting topic, workplace learning, which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy.

Block, C.C., & Israel, S.E. (2006). *Quotes to Inspire Great Reading Teachers. A Reflective Tool for Advancing Students' Literacy*. Thousand Oaks, CA: Corwin Press. 200 p. ISBN 1-4129-2647-5. OCLC# 63171176. \$32.95.

This curriculum book includes quotations from thinkers from in and out of education, from many cultures and eras. Each quote is associated with teaching practice and reading domains, including goal setting, comprehension, vocabulary building, assessment and collaboration. Information is provided about how to use the quotes in the classroom to improve students' literacy, metacognitive skills, reflection and critical thinking skills. Each quotation entry includes three questions relating the idea of the quote to teaching, lesson prompts for using the quote, and literature links related to the quote.

D'Amato, R. C., Fletcher-Janzen, E., & Reynolds, C. R., (Eds.). (2005). ***Handbook of School Neuropsychology***. Hoboken, NJ: John Wiley & Sons. 984 p. ISBN: 0-471-46550-X 984. OCLC# 61301689. \$80.75.

The *Handbook of School Neuropsychology* provides information on all aspects of school neuropsychology, from training and credentialing, assessment, and intervention to understanding and serving students with specific disorders or diseases. The 37 chapters are divided into five sections: Foundations of school neuropsychological practice; Development, structure, and functioning of the brain; Neuropsychological assessment for intervention; Understanding and serving learners with diseases and disorders and from special populations; and Neuropsychological interventions in schools. Appendices include a comprehensive neuropsychological questionnaire, sample neuropsychological evaluations, a list of associations, as well as sample neuropsychologically based IEPs. Intended for school and child psychologists, special education professionals, and students in both fields.

Davison, C., & Cummins, J. (Eds.). (2006, October). ***International Handbook of English Language Teaching***. 2 vols. Cambridge: Springer. Series: Springer International Handbooks of Education, Vol. 15. 1200 p. ISBN 1-4020-1332-9. \$360.

This two-volume *Handbook* provides an examination of policy, practice, research and theory related to English language teaching in international contexts. Each volume has three sections and an index. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. Intended for English language teachers (pre-service and postgraduate), researchers, teacher educators in ELT, administrators, graduate students in applied linguistics and education, and policy makers.

DeBettencourt, L. U., & Howard, L. (2006). ***The Effective Special Education Teacher Handbook: A Practical Guide for Success***. Upper Saddle River, NJ: Pearson Education. 176 p. ISBN: 0-13-196192-6; ISBN 13: 978-0-13-196192-0. \$26.

Guide to preparing a professional portfolio demonstrating evidence of competency in self-selected areas (e.g., behavior management, collaboration), guidance in writing lessons plans and IEPs, choosing effective instructional and behavioral techniques and getting evaluated by their supervisors. It also describes professional and ethical standards and reproducible templates and rubrics. Intended for Special Education teachers and student teachers.

Fletcher-Janzen, E., & Reynolds, C.R., (Eds.) (2005). ***The Special Education Almanac***. Hoboken, NJ: John Wiley & Sons. 576 p. ISBN: 0-471-67797-3. OCLC# 58526271. \$42.45.

Written by experts in the field, this almanac contains information about special education law, ethics, assessment, and educational strategies. Included in the 19 chapters are referrals, sources for test publishers, special education organizations, government agencies; resources on testing and report writing; to educational and internship opportunities; and descriptions of medications and syndromes. Intended for all libraries.

Frisby, C., & Reynolds, C. R. (Eds.) (2005). ***Comprehensive Handbook of Multicultural School Psychology***. Hoboken, NJ: John Wiley & Sons. 1200 p. ISBN: 0-471-26615-9. OCLC# 61764466. \$80.75.

This is a guide to current information about multicultural issues, science, and practice in school psychology. With contributions from the world's leading scholars in this area, it highlights the latest research in this area and offers practical information on integrating issues of cultural diversity into research and practice. The seven parts of the book are: Perspectives on Multicultural School Psychology; Cultural Variation within American Subgroups; Educational Foundations; Psychological Foundations; Testing, Assessment, And Intervention Issues; Training and Legal Issues; and International School Psychology. Intended for school psychologists, as well as counselors, teachers, and administrators working in school settings. Indexes.

Hallinan, M. (Ed.) (2006). **Handbook of the Sociology of Education**. Cambridge: Springer: Cambridge. Series: Handbooks of Sociology and Social Research. 600 p. ISBN: 0-387-32517-4; ISBN 13: 978-0-387-32517-0. \$74.95.

Provides an overview of the field of education as viewed from a sociological perspective. Experts in the area present theoretical and empirical research on major educational issues and analyze the social processes that govern schooling, and the role of schools in and their impact on contemporary society. The six sections are: Theoretical and Methodological Orientations; Development and Expansion of Education; the Study of Access to Schooling; The Study of School Organization; The Study of School Outcomes; and Policy Implications of Research in Sociology of Education. Intended for social scientists, graduate students, and educators.

Hamilton, P. (Ed.) (2006). **Visual Research Methods**. 4 vols. Thousand Oaks, CA: Sage. 1696 p. ISBN 1412901510. OCLC# 57484084. \$875.

This collection includes contributions from writers in the symbolic and empirical research traditions on the topic of using visual evidence in social and cultural research. This work covers the varying uses of visual information in research methods. Contributions cover influential statements about the use of visual evidence and the central debates about visual culture and research methods in many fields including educational research. The four parts of this work are Classical Historical Statements, The Objectivity of the Visual, Visual Technologies, and The Visual as Method.

Hobbs, D. & Wright, R. (2006). **The Sage Handbook of Fieldwork**. Thousand Oaks, CA: Sage. 416 p. ISBN 0761974458. OCLC# 61878719. \$130.

This book presents a major overview of fieldwork as a method, examining strengths, weaknesses, and applications of fieldwork technique. 22 chapters cover substantive fields of empirical enquiry written by experts. Traditional and virtual fieldwork are covered. Subjects such as emotion, sexuality, sport, embodiment, identity, self-narrative and organizational fieldwork are covered. Written for use with undergraduate and graduate courses in qualitative research design methodology.

Kincheloe, Joe L., et al. (2006). **The Praeger Handbook of Urban Education**. 2 vols. Westport, CT: Greenwood. 680 p. ISBN: 0-313-33324-6; ISBN 13: 978-0-313-33324-8. OCLC# 62322163. \$224.95.

These two volumes contain sixty-one essays written by specialists in the areas of urban studies and related areas. The ten major sections in these two volumes are: context of urban education; race and ethnicity; social justice; teaching and pedagogy; power and urban education; language issues; cultural issues of urban schools as seen in the media; doing research in city schools; aesthetics and the proximity of cultural institutions; and education policy. Intended for scholars, teachers, parents, urban politicians, school administrators, policy professionals.

Kotz, S., Read, C.B., Balakrishnan, N., & Vidakovic, B. (Eds). (2005). **Encyclopedia of Statistical Sciences**. 2<sup>nd</sup> ed. Hoboken, NJ: Wiley. 9686 p. ISBN: 0-471-15044-4. \$4800.

This encyclopedia provides complete coverage of statistics in a single reference. The second edition adds to the complete first edition updates and supplements, covering new methodologies and extensions and updates of 1500 existing articles. 300 new articles are included. This edition describes new topics in the

statistical literature, and details methods and applications that have become better known since the first edition. Emphasis on applications of statistical methods in sociology, psychology and other disciplines. Cross-reference and bibliographies.

Lauer, P. A. (2006). ***An Education Research Primer: How to Understand, Evaluate and Use It.*** Hoboken, NJ: John Wiley & Sons. 184 p. ISBN: 0-7879-8323-3. OCLC# 62896451. \$30.

Intended for the beginning researcher, this resource provides the basics of educational research, including the relevance to school-based decision-making. It summarizes the various types of educational research, explaining their diverse purposes and methods. Such research as experimental research and descriptive research are explained, as well as the description of control groups and data collection methods used in research. This book was produced with the assistance of Mid-continent Research for Education and Learning (McREL). In addition to nine chapters, there is a glossary of education research terms and a research statistics tutorial. There are also sections on: tips on reading research reports and finding education research. references.

MacArthur, C.A., Graham, S., & Fitzgerald, J. (Eds). (2006). ***Handbook of Writing Research.*** New York: Guilford. 468 p. ISBN: 1593851901. OCLC# 60373908. \$65.

Describes current knowledge on writing development in children and adolescents and the processes underlying successful learning and teaching. Coverage includes information from cognitive and socio-cultural perspectives. It offers work by leading researchers on theoretical models, cutting-edge research methodologies and analytic tools. It provides data on the effectiveness of major instructional approaches and identifies key directions for future research. A section on cultural diversity, gender, special education, and bilingual learners is included. It is divided into five sections: Theories and Models of Writing; Writing Development; Instructional Models and Approaches; Writing and Special Populations; and Methodology and Analytic Tools.

McKenna, M. C., et al. (Eds.). (2006). ***International Handbook of Literacy and Technology: Volume II.*** Mahwah, NJ: Lawrence Erlbaum Associates. 432 p. ISBN: 0-8058-5088-0; ISBN 13: 978-0-8058-5088-8. 0-8058-5087-2 (cloth) \$125.

Offers an international representation of state-of-the art research, theory, and practice related to principal areas in which significant developments are occurring in the study of literacy and technology. It describes commonalities and challenges of literacy educators. This volume also includes contributors from six countries and five continents, as well as commentaries from experts across the field on the potential of technology in key dimensions of literacy. It is divided into five sections: The Role of Technology in the New Literacies; Technology Applications with Specific Populations; Literacy Software and the Internet; Teacher Education and Professional Development; and the Potential of Technology in Key Dimensions of Literacy. Intended for researchers, professionals, and students in reading/literacy education, literacy and technology, educational technology, and related areas, and will serve well as a text for upper-level and graduate courses on these topics.

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). ***School Psychology for the 21<sup>st</sup> Century: Foundations and Practices.*** New York: Guilford. 368 p. ISBN 1593852509. OCLC# 61228616. \$50.

This book provides an up-to-date introduction to school psychology. It covers the historical context of the field and changes in the field inspired by attention to cultural and linguistic diversity. It covers training and credentialing issues in becoming a school psychology, and discusses work in the field including employment trends and opportunities. Legal and ethical issues are covered as well as the school psychologist's role in assessment.

National Education Association. (2006). ***The NEA 2006 Almanac of Higher Education.*** ISBN: 081062687X \$35. Free Online: <http://www2.nea.org/he/healma2k6/index.html>.

This year's almanac delineates the current conditions of faculty and staff work, economic and political forces shaping that work, and the ways in which faculty and staff can negotiate and advocate for improvement. The almanac includes articles such as: "Rights revoked: Attacks on the Right to Organize and Bargain" as well as topics including privatization and marketization, the Bush Administration, and the shift from part-time to full-time non-tenure track faculty. In addition to articles, the Almanac includes the 2004-2005 faculty salary report.

Pierangelo, R., & Giuliani, G., (Eds.) (2006). ***The Special Educator's Comprehensive Guide to 301 Diagnostic Tests***. 2<sup>nd</sup> ed. Hoboken, NJ: John Wiley & Sons. 512 p. ISBN: 0-7879-7813-2; ISBN 13: 978-0-7879-7813-6. OCLC# 64096866. \$32.95.

This second edition contains 301 new and enhanced tests related to learning disabilities. It also explores the stages of evaluation, interpretation, diagnosis, prescription, and remediation. Tests for diagnosing suspected disabilities are included. For anyone interested in special education.

Sharkin, B. (2006). ***College Students in Distress: A Resource Guide for Faculty, Staff, and Campus Community***. Binghamton, NY: Haworth Press. 171 p. ISBN-13: 978-0-7890-2524-1; ISBN-10: 0-7890-2524-8. 34.95

This book provides information on how to identify and refer emotionally troubled students for professional counseling. Also included are general warning signs of student distress, symptoms of specific psychological problems such as anxiety and depression, guidelines for interventions, and methods of making a referral for counseling. This resource also examines current mental health issues for college students and provides an overview of common campus policies and procedures. Intended for faculty and staff members, particularly those working in residential life, student health, and public safety, and for administrative offices within student services and student affairs. Index.

Smith, S., & Piele, P. K., et al. (Eds.). (2006). ***School Leadership: Handbook for Excellence in Student Learning***. 4<sup>th</sup> ed. Thousand Oaks, CA: Corwin Press. 512 p. ISBN: 1-4129-3654-3; ISBN 13: 978-1-4129-3654-5. \$44.95. Hardcover ISBN: 1-4129-3653-5 84.95. OCLC # 62766098.

This fourth edition of *School Leadership: Handbook for Excellence in Student Learning* has been updated and contains the latest research on leadership and strategies for becoming an effective school leader. There are four new chapters covering the principalship, accountability, leadership skills, and instructional leadership and 15 reworked chapters tying in student learning. The editors introduce school leadership from five perspectives: the person, the values, the structure, the mission, and the skills. Intended for principals, superintendents, and other school administrators.

Volkmar, F. R. (2005). ***Handbook of Autism and Pervasive Developmental Disorders***. 3<sup>rd</sup> ed. 2 vols. Hoboken, NJ: John Wiley & Sons. ISBN: 0-471-71698-7. OCLC# 56880278. \$127.50.

This third edition of this reference set provides an updated review of the information presently available about these disorders, drawing on findings and clinical experience from a number of related disciplines such as psychiatry, psychology, neurobiology, pediatrics, etc. Volume 1 is: *Diagnosis, Development, Neurobiology, and Behavior* and volume 2 is: *Assessment, Interventions, and Policy*. All aspects of these disorders are presented in the 53 chapters, including the sections of: classification and diagnosis, development and behavior, neurobiological and medical issues, theoretical perspectives assessment, interventions, and perspectives (public, international and personal).

Warner, J. and Bryan, C. with Warner, D. (2006). ***Inside Secrets of Finding a Teaching Job***. 3<sup>rd</sup> edition. Indianapolis, IN: JIST Works. 196 p. ISBN: 1-59357-295-6. OCLC# 63171200. \$12.95.

This book is intended to simplify the complicated process of finding a good teaching job and reveals the inside track to finding one. The authors polled hundreds of teachers, administrators, and school personnel to inform the contents of this book. This source covers researching job opportunities, interviewing skills

and materials, sample resumes, portfolio materials checklists, and instructions for creating a video that shows off teaching skills. This edition includes all-new sample resumes and cover letters.

Wright, R. O. (2006). ***Chronology of Education in the United States***. Jefferson, NC: McFarland. 195p. ISBN 0-7864-2502-4. OCLC# 63390656. \$30.

This work chronicles the development of education in the United States from its consideration as a privilege of the aristocracy in the 1600s to its development into a presumed right for all citizens. This work includes appendices that provide statistics on the numbers of bachelor degrees awarded by gender, the ratios of students to computers in public school systems and the percentage of Americans age 25 or older who have completed high school or obtained a GED. Wright has authored numerous other chronologies on energy, transportation, labor, communication and the stock market.

Zipes, J. D. (Ed). (2006). ***The Oxford Encyclopedia of Children's Literature***. 4 vols. New York: Oxford University Press. ISBN 0-19-514656-5. OCLC# 62342788. \$325. Available Online.

Edited by prominent children's literature scholar Jack Zipes, this is the first multi-volume set to document and interpret the books read by children in the English-speaking world. It includes biographies of major authors and illustrators and essays on all genres of children's literature, individual works, themes, and essays on children's literature in many countries. It includes 3,200 signed A to Z articles and over 400 illustrations. Each article has an annotated bibliography. In addition to the print version, this work will be included in the Oxford Digital Reference Shelf. Cross-referenced. Index.

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## **The next issue's theme is the organization of information in academic libraries:**

- **How has FRBR impacted technical services?**
- **How has cataloging mergers impacted technical services?**
- **What should be catalogued?**
- **Is the notion of a catalog outdated?**
- **How should library webpages and portals be organized?**
- **How should repositories of resources be organized?**
- **What are the newest trends in metadata and metatags?**
- **How do librarians keep current in organizing information?**

**These are just a few of the possibilities for topics to write about. The deadline is November 15. Additional book reviewers are also welcome. Email queries and manuscripts to Editor Dr. Lesley Farmer at lfarmer@csulb.edu**