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Gale, part of Cengage Learning, and ASCD have partnered to offer a range of new and best-selling professional development titles in eBook format through the *Gale Virtual Reference Library*.

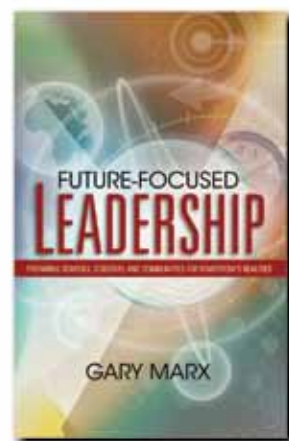
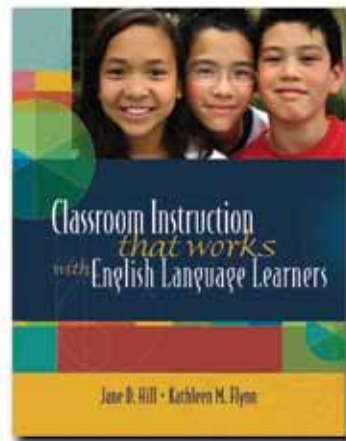
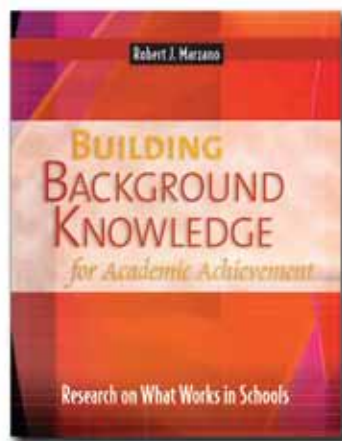
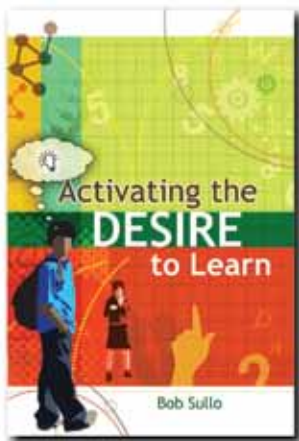
ASCD, an international nonprofit organization representing thousands of professional educators from around the world, has long been known for its superior products and services. These essential professional development titles cover a wide range of issues in education, from teaching methodology and practices to leadership and community initiatives. Gale and ASCD have selected 56 best-selling, essential titles available as a special eBook collection.

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ASCD Professional Development Collection (56-title set)

- **Activating the Desire to Learn (2007) by Bob Sullo**

Written as a series of candid dialogues between the author and K–12 students, teachers, counselors, and administrators, *Activating the Desire to Learn* shows how to apply lessons from the research on motivation to classroom instruction.

- **Align the Design: A Blueprint for School Improvement (2008) by Nancy J. Mooney and Ann T. Mausbach**

The authors show how school leaders can use “power tools” to coordinate essential school improvement processes, improve student achievement and create more effective schools.

- **Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility (2008) by Douglas Fisher and Nancy Frey**

This book describes how teachers can help students develop stronger learning skills by ensuring that instruction moves from modeling and guided practice (situations where the teacher has most of the responsibility) to collaborative learning and, finally, to independent tasks.

- **Beyond Discipline: From Compliance to Community, 10th Anniversary Edition (2006) by Alfie Kohn**

In this 10th anniversary edition of an ASCD best seller, author Alfie Kohn reflects on his innovative ideas about replacing traditional discipline programs, in which things are done to students to control how they act, with a collaborative approach, in which we work with students to create caring communities. Features a new afterword by the author.

- **Brain-Friendly Strategies for the Inclusion Classroom (2007) by Judy Willis**

Judy Willis draws on her experience as a neurologist and classroom teacher to demonstrate brain research-based strategies that provide developmentally and academically appropriate challenges to suit the needs and goals of students with learning disabilities.

- **Building Background Knowledge for Academic Achievement: Research on What Works in Schools (2004) by Robert J. Marzano**

The author of *Classroom Instruction That Works* discusses teaching methods that can help overcome the deficiencies in background knowledge that hamper many students’ progress in school.

- **Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking (2007) by Donna Ogle, Ron Klemp and Bill McBride**

This book demonstrates how teachers can help their students understand their social studies texts, leading them to become successful readers, critical thinkers and active citizens.

- **Checking for Understanding: Formative Assessment Techniques for Your Classroom (2007) by Douglas Fisher and Nancy Frey**

Learn how to increase students’ understanding with creative formative assessments that help identify what students know and don’t know—and what types of instructional interventions will be most effective.

- **Classroom Assessment and Grading that Work (2006) by Robert J. Marzano**

Bob Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today’s students.

- **Classroom Instruction That Works with English Language Learners (2006) by Jane D. Hill and Kathleen M. Flynn**

Expert guidance on using the research-based strategies from *Classroom Instruction That Works with English language learners* at all levels of proficiency.

- **Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001) by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock**

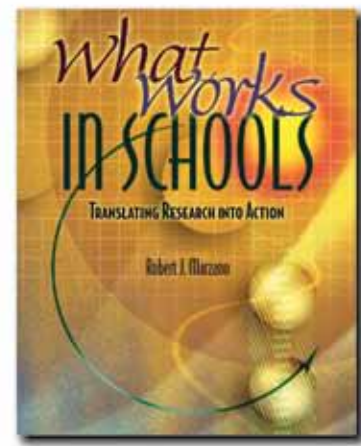
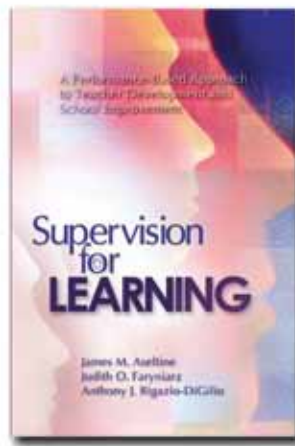
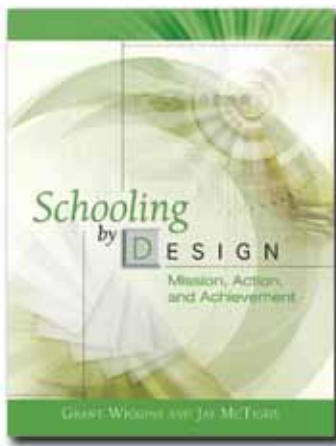
For any educator who hungers after real proof of which teaching strategies raise student achievement and by how much, this best-selling K–12 guide provides a banquet of research evidence, statistical data and case studies.

- **Concept-Rich Mathematics Instruction: Building a Strong Foundation for Reasoning and Problem Solving (2006) by Meir Ben-Hur**

A constructivist approach to mathematics instruction, focusing especially on how teachers can use dialogue to identify and overcome student misconceptions.

- **EdSpeak: A Glossary of Education Terms, Phrases, Buzzwords, and Jargon (2007) by Diane Ravitch**

Education historian Diane Ravitch demystifies the often obscure and ever-changing lingo of the education field in this lively, informative glossary of education terms.



- **Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners: What Research and Practice Say About Improving Achievement (1995) edited by Robert W. Cole**

This revised and expanded 2nd edition of *Educating Everybody's Children* provides educators with research-proven instructional strategies to meet the varying needs of students from economically, ethnically, culturally and linguistically diverse backgrounds.

- **Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007) by Charlotte Danielson**
This classic book is widely used by teachers at all levels, from novice to expert. It provides a solid foundation for recruitment and hiring, mentoring, coaching and teacher evaluation. This revised and expanded edition includes frameworks for specialists such as school nurses, school counselors, library and media specialists and therapeutic specialists.

- **Exemplary Practices for Secondary Math Teachers (2007) by Alfred S. Posamentier, Daniel Jaye and Stephen Krulik**
Veteran educators share proven solutions to guide a new secondary math teacher through the challenging first few months and provide the more experienced teacher with interesting alternatives to familiar methods.

- **Future-Focused Leadership: Preparing Schools, Students, and Communities for Tomorrow's Realities (2006) by Gary Marx**
A forward-looking guide to helping leaders in education and other fields better prepare students for such challenges as globalization, demographic shifts and advances in technology.

- **Getting to "Got It!": Helping Struggling Students Learn How to Learn (2007) by Betty K. Garner**
Explore the hidden reasons students struggle and what teachers can do to help them become self-directed learners.

- **How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd Edition (2001) by Carol Ann Tomlinson**
A best-selling book, updated with three new chapters, extended examples, and field-tested strategies help teachers succeed in today's increasingly diverse classrooms.

- **Improving Student Learning One Teacher at a Time (2007) by Jane E. Pollock**
A co-author of *Classroom Instruction That Works* presents a synthesis of best practices for instruction and shows teachers how making the right adjustments in curriculum, planning and delivery, assessment, and record keeping and reporting can significantly improve student learning.

- **Inspiring Active Learning: A Complete Handbook for Today's Teachers (2006) by Merrill Harmin and Melanie Toth**

A revised and greatly expanded 2nd edition featuring more than 250 research-based and teacher-tested strategies for solving teaching problems and transforming classrooms into communities of active, responsible learners.

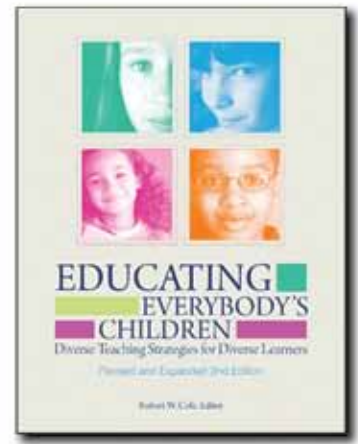
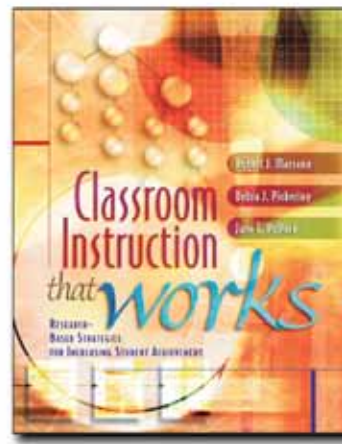
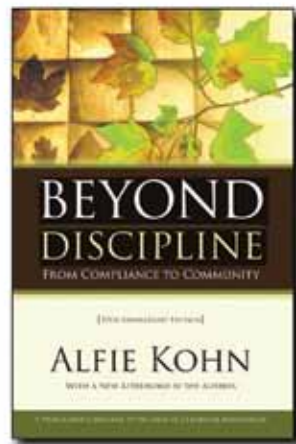
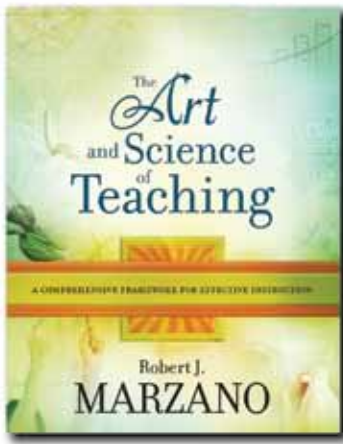
- **Integrating Differentiated Instruction & Understanding by Design: Connecting Content and Kids (2006) by Carol Ann Tomlinson and Jay McTighe**
Discover how the integration of two of education's most powerful frameworks will help teachers impart essential knowledge and skills to the full spectrum of learners.

- **The Learning Leader: How to Focus School Improvement for Better Results (2006) by Douglas B. Reeves**
From conducting strategic planning, to running meetings, to evaluating projects, teams, and individuals, to organizing your leadership team and involving parents and community members, the Leadership for Learning Framework will help you reconceptualize your role and that of your colleagues.

- **Learning on Display: Student-Created Museums That Build Understanding (2006) by Linda D'Acquisto**
Through photographs and classroom examples, a former curriculum director, teacher and museum educator shows the step-by-step process for creating school museums that make classwork rigorous, memorable and fun.

- **Learning-Driven Schools: A Practical Guide for Teachers and Principals (2006) by Barry Beers**
A research-based guide for helping teachers shift their focus from teaching to student learning during lesson planning, instruction, and assessment—and for helping principals do the same when assessing teachers.

- **Making Standards Useful in the Classroom (2008) by Robert J. Marzano and Mark W. Haystead**
Learn how to convert standards into useful tools for teachers, plus set up related grading scales that support formative assessment and effective instruction. Includes detailed scoring scales and sample measurement topics for K–8 science, math, language arts, social studies, and K–12 life skills.



- **Managing Diverse Classrooms: How to Build on Students' Cultural Strengths (2008) by Carrie Rothstein-Fisch and Elise Trumbull**

Blending research with teacher-developed strategies, this book helps teachers better understand students' cultural differences and turn educational challenges into educational opportunities.

- **Managing Your Classroom with Heart: A Guide for Nurturing Adolescent Learners (2006) by Katy Ridnour**

Veteran educators share proven solutions to guide a new secondary math teacher through the challenging first few months and provide the more experienced teacher with interesting alternatives to familiar methods.

- **Mobilizing the Community to Help Students Succeed (2008) by Hugh B. Price**

The past president of the National Urban League explores how to involve parents, media, civic organizations, businesses, and other community partners in successful efforts to inspire and award academic achievement in even the most challenged school districts.

- **Personalizing the High School Experience for Each Student (2008) by Joseph DiMartino and John H. Clarke**

Explore six promising practices that high schools are using to personalize education: guided personalized learning, personal learning plans, personalized teaching, community-based learning, and personalized assessment.

- **Principals Who Learn: Asking the Right Questions, Seeking the Best Solutions (2007) by Barbara Kohm and Beverly Nance**

Former principals Barbara Kohm and Beverly Nance provide inspiration and tools for school leaders to truly collaborate and continually learn with staff members.

- **Priorities in Practice: The Essentials of Mathematics, K–6: Effective Curriculum, Instruction, and Assessment (2006) by Kathy Checkley**

This book describes best practices for engaging elementary students in mathematics, from exploring numbers, patterns, and shapes to posing real-life problems that develop students' ability to reason and problem-solve.

- **Priorities in Practice: The Essentials of Science, Grades K–6: Effective Curriculum, Instruction, and Assessment (2006) by Rick Allen**

Learn about best practices in elementary science, from curriculum planning and ongoing assessment to student motivation and professional development for teachers.

- **Qualities of Effective Teachers, 2nd Edition (2007) by James H. Stronge**

In building on the framework provided in the first edition, this new edition provides an update on research related to effective teaching. Added features in the second edition include a focus in each chapter on the qualities to emphasize when working with both at-risk and high-ability students.

- **Reframing Teacher Leadership to Improve Your School (2008) by Douglas B. Reeves**

School improvement expert Douglas B. Reeves proposes a new framework to promote effective and lasting change through teacher leadership and action research.

- **Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher (2006) by Judy Willis**

The first book for K–12 educators written by an author who is both a neurologist and a classroom teacher. Willis explains the science behind the most effective teaching strategies.

- **Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (2006) by Mike Schmoker**

Mike Schmoker argues passionately for a plan to revolutionize schools by focusing on consistent curriculum, authentic literacy education and professional learning communities for teachers.

- **School Leadership That Works: From Research To Results (2005) by Robert J. Marzano, Timothy Waters and Brian A. McNulty**

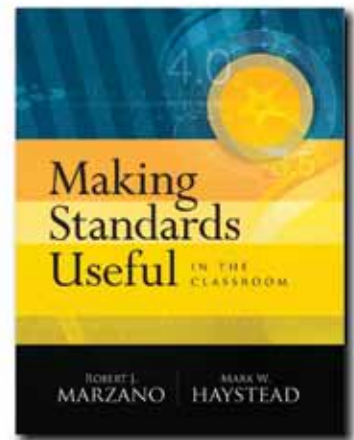
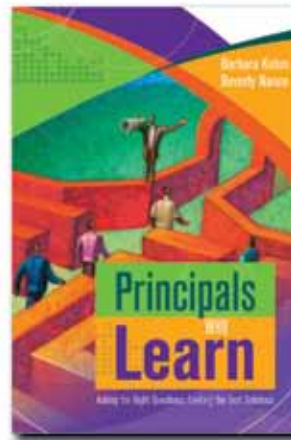
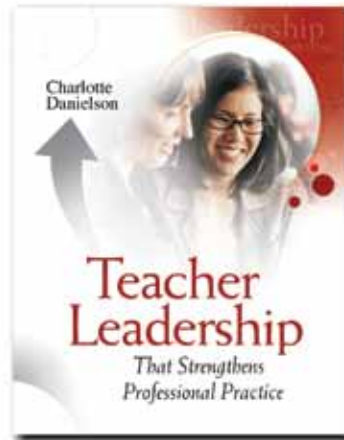
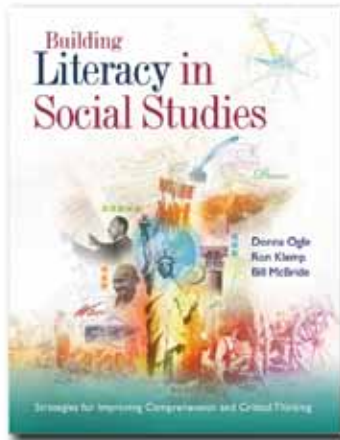
This guide to the 21 leadership responsibilities that influence student achievement will help school leaders focus on changes that really make a difference.

- **Schooling by Design: Mission, Action, and Achievement (2007) by Grant Wiggins and Jay McTighe**

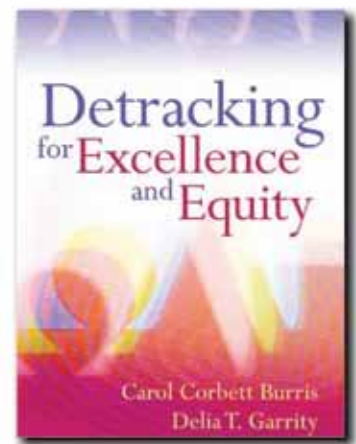
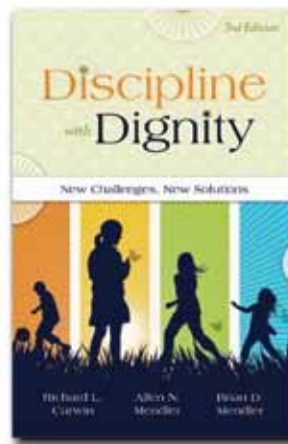
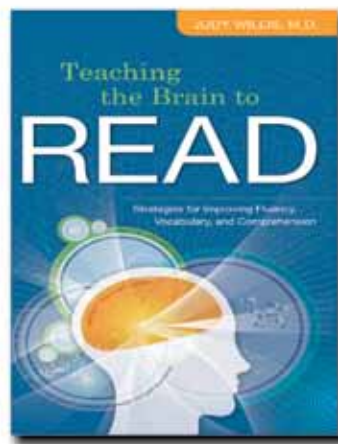
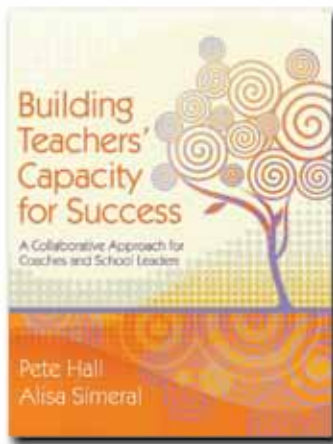
The authors of Understanding by Design share a compelling strategy for creating schools that truly fulfill the central mission of education: to help students become "thoughtful, productive, and accomplished at worthy tasks."

- **Summarization in Any Subject: 50 Techniques to Improve Student Learning (2004) by Rick Wormeli**

A national board-certified teacher shares time-tested ways to make this underused but highly effective instructional strategy part of every teacher's repertoire.



- **Supervision for Learning: A Performance-Based Approach To Teacher Development and School Improvement (2006)** by James M. Aseltine, Judith O. Faryniarz and Anthony J. Rigazio-DiGilio
Integrate teacher evaluation, strategic professional development, and school improvement planning with this data-driven, standards-linked approach to supervision that builds educators' analytical and instructional capacity to address student learning needs.
- **Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders (2007)** by Judith L. Irvin, Julie Meltzer and Melinda S. Dukes
Learn the 5 steps that school leaders can take to improve student literacy in all content areas, with targeted interventions for students who are struggling the most.
- **Teacher Leadership That Strengthens Professional Practice (2006)** by Charlotte Danielson
Charlotte Danielson gives individuals and schools a practical framework for tapping teachers' leadership potential and marshaling their efforts to better educate students and create a stronger learning community.
- **Teachers as Classroom Coaches: How to Motivate Students Across the Content Areas (2006)** by Andi Stix and Frank Hrbek
In Teachers as Classroom Coaches, you'll learn how to apply the same methods that professional coaches use to help students achieve more in all subjects and at all grade levels. In addition to the coaching strategies, the book provides sample assessment forms, student-teacher dialogues, real-life examples of coaching in action, and a wealth of cross-curricular project ideas.
- **Teaching with the Brain in Mind, 2nd Edition (2005)** by Eric Jensen
A revised and updated edition of Eric Jensen's best-selling guide to applying brain research in classroom practice.
- **The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (2007)** by Robert J. Marzano
The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.
- **The Best Schools: How Human Development Research Should Inform Educational Practice (2006)** by Thomas Armstrong
Armstrong describes the best practices in education based on what we currently know about human development.
- **The Differentiated Classroom: Responding to the Needs of All Learners (1999)** by Carol Ann Tomlinson
Matching your instructional approach to the needs and interests of every student is an overwhelming challenge unless you follow the comprehensive approach offered in this book. The leading authority on differentiation explains common sense, classroom-proven approaches that work for teachers in any grade level.
- **The Differentiated School: Making Revolutionary Changes in Teaching and Learning (2008)** by Carol Ann Tomlinson, Kay Brimijoin and Lane Narvaez
Three educators share powerful, real-life accounts of how two schools successfully built differentiated instruction into every classroom and achieved sweeping positive results for their staff and students.
- **The Fundamentals of Literacy Coaching (2008)** by Amy Sandvold and Maelou Baxter
This book contains strategies for creating and implementing effective teacher-to-teacher literacy coaching programs in schools and districts.
- **The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson (2007)** by Harvy F. Silver, Richard W. Strong and Matthew J. Perini
This book is packed with reliable, high-impact, flexible strategies for teaching and learning that are grounded in research and suitable for teachers at any level. The authors also explain how teachers can use an innovative visual profile to better plan for different teaching and learning styles in their classrooms.
- **The Teacher Quality Index: A Protocol for Teacher Selection (2006)** by James H. Stronge and Jennifer L. Hindman
A research-based interview protocol built on the quality indicators explored in James H. Stronge's best-selling Qualities of Effective Teachers.
- **Transformative Assessment (2008)** by W. James Popham
Testing expert W. James Popham provides the definitive nuts-and-bolts introduction to formative assessment, a process with the power to transform teaching and learning.



- **Understanding by Design, Expanded 2nd Edition (2005) by Grant Wiggins and Jay McTighe**
An expanded array of practical tools and strategies for designing curriculum, instruction, and assessments that lead students at all grade levels to genuine understanding.
- **Using Technology with Classroom Instruction that Works (2007) by Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn and Kim Malenowski**
Practical guidance, vivid examples, and dozens of resources show you the best ways to use technology to support the research-based instructional strategies that increase student achievement.
- **What Works in Schools: Translating Research into Action (2003) by Robert J. Marzano**
While many differences in student achievement are due to the students themselves—their home life, prior knowledge, and motivation—the good news is that there's a lot that schools and teachers can do to improve student achievement . . . if they follow the direction provided in this book.

NEW TITLES (also available individually)

- **Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders (2008) by Pete Hall and Alisa Simeral**
Emphasizing just three things—identifying teachers' strengths, maximizing their potential, and building their capacity—this book lays out a clear and practical pathway toward higher student achievement.
- **Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners (2008) by Douglas Fisher, Nancy Frey and Carol Rothenberg**
Time pressures, standards-driven curricula, and rising populations of students who are struggling with English can make it hard to include discussions in your teaching, yet there are more good reasons than ever to use academic discourse to promote learning.
- **Detracking for Excellence and Equity (2008) by Carol Corbett Burris and Delia T. Garrity**
Two authors from a large metro district explain how heterogeneous grouping can foster high achievement and diminish racial and socioeconomic gaps.
- **Discipline with Dignity, 3rd Edition (2008) by Richard L. Curwin, Allen N. Mendler and Brian D. Mendler**
Timeless advice on not only how to prevent and solve discipline problems but also how to teach discipline as an affirming approach that promotes respect for self and others.

- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School (2008) by Charlotte Danielson**
Drawing from the thousands of programs that rely on this research-based teaching framework, this handbook provides guidance in applying the 22 components of successful teaching practice across the entire teacher career spectrum.

- **How to Give Effective Feedback to Your Students (2008) by Susan M. Brookhart**
Here at last is a guide that helps you always know how to give the right feedback for all kinds of assignments, in every grade level and subject area.

- **Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success (2008) by Arthur L. Costa and Bena Kallick**
Bringing together all four books in the ASCD ground-breaking Habits of Mind series, this volume presents a compelling case for why it's more relevant than ever to align the missions of schools and classrooms to teaching students how to think and behave intelligently when they encounter problems and challenges in learning and in life.

- **Qualities of Effective Principals (2008) by James H. Stronge, Holly B. Richards and Nancy Catano**
James Stronge and his coauthors explain how the research-based qualities of effective principals can be applied to training, hiring, mentoring, and supervising of school leaders everywhere.

- **A Teacher's Guide to Multisensory Learning: Improving Literacy by Engaging the Senses (2008) by Lawrence Baines**
Discover how teachers can motivate students and help them retain more knowledge longer by using sight, sound, smell, taste, touch, and movement in the classroom.

- **Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension (2008) by Judy Willis**
Neurologist and middle school teacher Judy Willis connects what you do in the classroom to what happens in the brain when students learn how to read.

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