

***The Spirit of Renewal: A Celebration of the Moral Dimensions of Teaching*****Author(s):** Paul Wangemann, Sharon Black, and Steven Baugh (Eds.)**NNER Setting:** BYU**Description:** This work, edited by three individuals with several decades experience with the Agenda for Education in a Democracy, celebrates the moral underpinnings of the Agenda, the Moral Dimensions of Teaching. The book includes a foreword by Dr. John I. Goodlad, a brief history of the 20-year BYU-Public School Partnership by Paul Wangemann, and a concise overview of the moral dimensions by Steven Baugh.***Uncertain Lives: Children of Promise, Teachers of Hope*****Author(s):** Robert V. Bullough Jr.**NNER Setting:** BYU**Description:** Written for all those who are concerned about the plight of children in America, most especially future school teachers, *Uncertain Lives* tells the stories of 34 children, enrolled in a K-6 urban school. Bob Bullough has a long and distinguished association with the IEI and NNER and has written powerfully in this book about the value of nurturing pedagogy—both for teachers and children.***Stories of the Eight-Year Study: Reexamining Secondary Education in America*****Author(s):** Craig Kridel and Robert V. Bullough Jr.**NNER Setting:** BYU**Description:** Long an active participant in the Agenda for Education in a Democracy, Bob Bullough (along with co-author, Craig Kridel) writes powerfully about the need for renewal of schools through collaboration, belief in democracy, trusting our teachers, and faith in inquiry. Interwoven throughout this complete history of the Progressive Education Association Eight-Year Study is ample information and ideas about the relationship between education, schooling, and democracy.***Counternarratives: Studies of Teacher Education and Becoming and Being a Teacher*****Author(s):** Robert V. Bullough, Jr.**NNER Setting:** BYU**Description:** Representing more than two decades of Bullough's research into the problems of teaching and teacher education, this book presents a set of guiding principles that hold promise for achieving increasingly powerful teacher education. From a perspective built on several decades of association with the Agenda for Education in a Democracy, Bullough understands the importance and challenges of simultaneous renewal of schooling and teacher education.***Teaching About Disabilities Through Children's Literature*****Author(s):** Mary Anne Prater and Tina Taylor Dyches**NNER Setting:** BYU**Description:** This book is written as a comprehensive guide to selecting and using children's books to teach about disabilities. It provides an excellent resource for understanding an important aspect of the moral dimensions of providing access to knowledge for all children, nurturing pedagogy, and stewardship. An annotated bibliography with discussion questions for each book listed, sample lesson and unit plans, and generic activities and reproducible worksheets are provided.***Teaching Strategies for Students with Mild to Moderate Disabilities*****Author(s):** Mary Anne Prater**NNER Setting:** BYU**Description:** This book is centered on the most recent, scientifically-based practices teachers need to effectively teach students with mild to moderate disabilities. It also addresses an array of relevant topics, such as the application of technology to the field and implications for changing demographics within U.S. schools. The author serves on the Professional Development Academy board in the BYU-Public School Partnership and has participated in the NNER Summer Symposium in Seattle.***Making Adaptations and Accommodations for Students with Mild to Moderate Disabilities*****Author(s):** Nari Carter, Mary Anne Prater, and Tina T. Dyches**NNER Setting:** BYU**Description:** This book provides brief, hands-on, research-based methods for facilitating access to the general education curriculum for students with special learning and behavioral needs. It is designed to provide information to teachers about challenges students with mild/moderate disabilities face in learning classroom curriculum, and to help these teachers learn how to provide accommodations and adaptations that address students' educational needs.

## ***Developmental Disability in Children's Literature: Issues and Annotated Bibliography***

**Author(s):** Tina Taylor Dyches and Mary Anne Prater

**NNER Setting:** BYU

**Description:** This book deals with the topic of mental retardation and developmental retardation (MRDD) and children's literature. It is designed to provide information to teachers about challenges students with MRDD face in learning, and to help these teachers learn how to provide accommodations and adaptations that address students' educational needs using quality literature. The authors are active members within the BYU-Public School Partnership.

## ***Centers of Pedagogy: New Structures for Educational Renewal***

**Author(s):** Robert S. Patterson, Nicholas Michelli, Arturo Pacheco

**NNER Setting:** BYU/Montclair

**Description:** This volume in the Agenda of Education in a Democracy series examines a growing movement of schools and universities collaborating in ways that break down traditional barriers and promote systemic educational renewal. Centers of Pedagogy offers a practical framework for advancing university-school collaboration on educational improvement and features case examples from a variety of successful partnership programs.

## ***Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education***

**Author(s):** Kathleen Gabriel

**NNER Setting:** California State, Chico

**Description:** As societal expectations about attending college have grown, professors report increasing numbers of students who are unprepared for the rigors of postsecondary education- students who are academically at-risk because of inadequate reading, writing and study skills. This book provides professors and their graduate teaching assistants with techniques and approaches to use in class.

## ***Seeking Integrity in Teacher Education: Transforming Student Teachers, Transforming Myself***

**Author(s):** A. K. Schulte

**NNER Setting:** California State, Chico

**Description:** In this book, a teacher educator examines her practice as a way of learning about teaching as well as challenging teacher education. In particular, this book is a self-study that contributes to understanding the broader question: How much can one affect and change the discourse within education when one also inhabits the characteristics that are privileged by the institution.

## ***Principal Accomplishments: How School Leaders Succeed***

**Author(s):** G. Thomas Bellamy, Collie L. Fulmer, Michael J. Murphey, Rodney Muth

**NNER Setting:** Colorado Partnership

**Description:** The democratic purposes of education and the democratic contexts of public schools underlie this account of how values and strategies interact in successful school leadership. Growing out of one NNER setting's commitment to renew its principal preparation program in partnership with local school districts, the book offers a framework for organizing knowledge about school leadership and reflecting on practice in the principalship.

## ***The Collaborative Leadership Fieldbook: A Guide for Citizens and Civic Leaders***

**Author(s):** David Chrislip

**NNER Setting:** Colorado Partnership

**Description:** This book, a melding of a how-to with case studies, provides a guide for thinking about, designing, initiating, and facilitating a collaborative process from conception to implementation. It includes stories about citizens and civic leaders who successfully used collaborative processes without looking to higher levels of government for solutions. It was created as part of the LTPS (Leaders for Teachers- preparing schools) grant.

## ***Transforming Education for Peace***

**Author(s):** Jing Lin, Edward J. Brantmeier, Christa Bruhn (Eds.)

**NNER Setting:** Colorado State

**Description:** Peace education has a great role to play in the twenty-first century, for it is in the business of making new global citizens who embrace peace. This is a collection of global and local examples of peacemaking that will encourage, sustain, and inspire readers in their transformative peace education efforts.

### ***147 Practical Tips for Teaching Peace and Reconciliation***

**Author(s):** William M. Timpson, Edward Brantmeier, Nathalie Kees, Tom Cavanagh, Clarie McGlynn, Elavie Ndura-Ouedraogo

**NNER Setting:** Colorado State

**Description:** Teaching for peace and reconciliation is not intellectually or emotionally neutral. Sensitive to the deep-seated issues surrounding the topic, the authors situate the discussion within a balance of academic theory and real-world practice. Of special interest are the personal narratives from the authors.

### ***Becoming a Teacher in a Field-Based Setting: An Introduction to Education and Classrooms 3rd ed.***

**Author(s):** Donna L. Wiseman, Stephanie L. Knight, Donna D. Crooner

**NNER Setting:** Colorado State

**Description:** This field-based text is designed to introduce the reader to the education profession- its history and current contexts, the complexities of teaching and learning, and the dynamics of the classroom. Included are an array of practical tools to help in observation and participation in the teaching process.

### ***Education as Freedom: African American Educational Thought and Activism***

**Author(s):** Noel S. Anderson and Haroon Kharem (Eds.)

**NNER Setting:** CUNY

**Description:** Education as Freedom: African American Educational Thought and Activism is a groundbreaking edited text that documents and reexamines African-American empirical, methodological, and theoretical contributions to knowledge-making, teaching, and learning and American education from the nineteenth through the twenty-first century, the most dynamic period of African-American educational thought and activism.

### ***On Becoming Nuyoricans***

**Author(s):** Angela Anselmo & Alma Rubel-Lopez

**NNER Setting:** CUNY

**Description:** On Becoming Nuyoricans takes an intimate look at two sisters' experiences growing up as part of the first generation of female Puerto Ricans born and raised in New York during the 1950s and 1960s. This book also examines critical issues related to community, home, class, values, motivation, and identity that have played a role in molding who those women are today.

### ***Clio in the Classroom: A Guide for Teaching U.S. Women's History***

**Author(s):** Carol Berkin, Margaret S. Crocco, Barbara Winslow (Eds.)

**NNER Setting:** CUNY

**Description:** Clio in the Classroom makes accessible the content, key themes and concepts, and pedagogical techniques of U.S. Women's history for secondary school and college teachers. The essays in this volume provide concise, up-to-date overviews of American women's history from colonial times to the present that include its ethnic, racial, and regional changes as well as concrete teaching approaches for the classroom.

### ***American Public Education Law***

**Author(s):** David C. Bloomfield

**NNER Setting:** CUNY

**Description:** The authors of these essays convincingly make the case that Mayor Bloomberg and his chancellor Joel Klein have failed to achieve their educational goals, and the outcome has been stagnation or worse in student achievement, class size, curriculum and instruction, overcrowding, transparency, and equity.

### ***Counter-Hegemonic Teaching: Counter-Hegemonic Perspectives for Teaching Social Studies, the Foundations, Special Education Inclusion, and Multiculturalism***

**Author(s):** Lee Elliott Fleischer

**NNER Setting:** CUNY

**Description:** Employing post-structured, psychoanalytic and critical theory to illuminate teacher education and the current state of secondary public schooling, Lee Fleischer offers us a counter-hegemonic theory of teaching. This is a far-ranging and scholarly study of current educational practices.

## ***Multiculturalism 101***

**Author(s):** Namulundah Florence

**NNER Setting:** CUNY

**Description:** To support the resilience of beginning teachers and aid their retention this book is aimed at providing pre-service and beginning teachers with the practical guidance they so greatly need. This book is a forum for fostering awareness of diversity and offers strategies for creating inclusive classrooms.

## ***Art, Culture, & Education: Artful Teaching in a Fractured Landscape***

**Author(s):** Karel Rose and Joe L. Kincheloe

**NNER Setting:** CUNY

**Description:** While the authors of this book were team teaching a course called "High and Low Art: Good and Bad Taste," the "Sensation" controversy at the Brooklyn Museum broke out, having implications for their course as well as art, culture, and education in general for the twenty-first century. This book asks serious aesthetic and cultural questions about art and teaching.

## ***Special Women, Special Leaders: Special Educators and the Challenge of Leadership***

**Author(s):** Marsha H. Lupi & Suzanne M. Martin

**NNER Setting:** CUNY

**Description:** This book explores the challenge associated with leadership roles as perceived and practiced by women leaders who have spent their careers and lives involved in special education issues. The uniqueness of this book is its link to the traits and behaviors closely associated with special education and its relationship to successful leadership.

## ***NYC Schools Under Bloomberg and Klein: What Parents, Teachers, and Policymakers Need to Know***

**Author(s):** Essays by: Diane Ravitch, Deborah Meier, Decy Avitia, David C. Bloomfield, James F. Brennan, Hazel N. Dukes, Leonie Haimson, Emily Horowitz, Jennifer L. Jennings, Steve Koss, Maisie McAdoo, Udi Ofer, Aaron M. Pallas, Steven Sanders, Sol Stern, Patrick J.

**NNER Setting:** CUNY

**Description:** The authors of these essays convincingly make the case that Mayor Bloomberg and his chancellor Joel Klein have failed to achieve their educational goals, and the outcome has been stagnation or worse in student achievement, class size, curriculum and instruction, overcrowding, transparency, and equity.

## ***Education and the Making of a Democratic People***

**Author(s):** John I. Goodlad, Roger Soder, Bonnie McDaniel

**NNER Setting:** IEI

**Description:** The democracy that holds us together as a moral community, that embraces our guiding principles- liberty, justice, and a good life for all- is showing serious signs of stress, of not living up to what we celebrate. This book is an argument for continuous care and renewal of this democracy so that it will take good care of us.

## ***Education for Everyone: Agenda for Education in a Democracy***

**Author(s):** John I. Goodlad, Corinne Mantle-Bromley, Stephen John Goodlad

**NNER Setting:** IEI

**Description:** This book was written in response to questions about the Agenda for Education in a Democracy and the premises on which it is based. The focus is on major assumptions, fundamental ideas, and lessons learned.

## ***A Place Called School: Prospects for the Future***

**Author(s):** John I. Goodlad

**NNER Setting:** IEI

**Description:** First published 20 years ago, A Place Called School is the revolutionary account of the largest on-scene study of U.S. schools ever conducted. Written by one of the nation's most astute and experienced educators, Goodlad's message of optimism and his agenda for improvement have only grown in importance since the book's original publication.

### ***Romances with Schools: A Life of Education***

**Author(s):** John I. Goodlad

**NNER Setting:** IEI

**Description:** Interlacing fascinating details from Goodlad's life with reflections on the philosophy and practice of education, *Romances with Schools* takes readers on a journey that explores important issues in education, such as the value of grade-assigned schooling, the role of examinations and standardized testing, the fundamental aims of education, and how education in America can and must be improved.

### ***Developing Democratic Character in the Young***

**Author(s):** John I. Goodlad, Roger Soder, and Timothy J. McMannon

**NNER Setting:** IEI

**Description:** How are students going to function effectively in a democratic society? This collection of original essays outlines the critical role of our schools in helping create the conditions necessary for a democracy- and helping create in students the characteristics or dispositions critical to maintaining a democracy.

### ***The Teaching Career***

**Author(s):** John I. Goodlad, Timothy J. McMannon

**NNER Setting:** IEI

**Description:** Featuring a group of expert contributors, this book details the complexities of not only preparing teachers for the classroom but also helping them to succeed in the profession itself. It addresses topics of vital importance to new and veteran teachers.

### ***In Praise of Education***

**Author(s):** John I. Goodlad

**NNER Setting:** IEI

**Description:** John Goodlad speaks to all of us who are faced with making critical choices for our nation's children, whether it be in the election arena, our local schools, or within the personal setting of the family. His discussion covers some of our most basic and enduring concerns as well as the pressing and controversial issues of the day, such as school choice and the privatization of schooling.

### ***City Kids, City Schools: More Reports from the Front Row***

**Author(s):** William Ayers, Gloria Ladson-Billings, Gregory Michie, and Pedro A. Noguera

**NNER Setting:** Illinois State

**Description:** A contemporary companion to *City Kids, City Teachers: Reports from the Front Row*, this new and timely collection has been compiled by four of the country's most prominent urban educators and takes on topics ranging from culturally relevant teaching and scripted curricula to the criminalization of youth, gentrification, and the inequities of school funding.

### ***An International Look at Educating Young Adolescents***

**Author(s):** Steven B. Mertens, Vincent A. Anfara Jr., & Kathleen Roney (Eds.)

**NNER Setting:** Illinois State

**Description:** The intent of this volume is to broaden our understanding of middle grade schooling by critically examining the education of young adolescents through an international lens. In addition to looking at how schooling and students are organized for teaching and learning, this handbook will review the research that has been generated about educating young adolescents in an effort to cross national boundaries.

### ***Holler if You Hear Me: The Education of a Teacher & his Students, 2nd Ed.***

**Author(s):** Gregorie Michie

**NNER Setting:** Illinois State

**Description:** Weaving back and forth between Gregory Michie's awakening as a teacher and the first-person stories of his students, *Holler if you Hear Me* creates an intimate and compassionate portrayal of what it means to be a teacher and student in urban America.

### ***See You When You Get There: Teaching for Change in Urban Schools***

**Author(s):** Gregorie Michie

**NNER Setting:** Illinois State

**Description:** In this book, Michie turns his attention to young teachers of color, providing readers with a unique and penetrating look inside public school classrooms. Featuring portraits of five young teachers (two African Americans, two Latinas, and one Asian American) who are “working for change,” Michie weaves the teachers’ powerful voices with classroom vignettes and his own experiences.

### ***What I Learned In School: Reflections on Race, Child Development, and School Reform***

**Author(s):** James P. Comer

**NNER Setting:** Keynote Speaker

**Description:** This text includes excerpts of Dr. Comer’s that span his body of work in the fields of school reform, child development, psychology, and race. It highlights what we have learned thus far and what we must learn going forward.

### ***Keeping School: Letters to Families from Principals of Two Small Schools***

**Author(s):** Theodore R.Sizer, Deborah Meier, and Nancy Faust Sizer

**NNER Setting:** Keynote Speaker

**Description:** Education reformers Deborah Meier, Theodore Sizer, and Nancy Sizer have published books that are acknowledged classics of education writing. But as school principals, all three have also done another kind of writing, as well. Every week as principles they wrote short essays in their schools' newsletters to families- this collects the best of these gems from the two schools the authors have most recently run.

### ***Many Children Left Behind: How the No Child Left Behind Act Is Damaging Our Children and Our Schools***

**Author(s):** Deborah Meier, Alfie Kohn, Linda Darling-Hammond, Theodore R. Sizer, & George H. Wood

**NNER Setting:** Keynote Speaker

**Description:** NCLB promised to revolutionize American public education. It purports to improve public schools by enforcing a system of standards and accountability through high-stakes testing. But, argue the authors of this citizen's guide to the most important political issue in education, far from improving public schools and increasing the ability of the system to serve poor and minority children, the law is doing exactly the opposite.

### ***In Schools We Trust: Creating Real Learning Communities in an Era of Testing and Bureaucracy***

**Author(s):** Deborah Meier

**NNER Setting:** Keynote Speaker

**Description:** In this multilayered exploration of trust and schools, Meier critiques the ideology of testing and puts forward a different vision, forged in the success stories of small public schools she and her colleagues have created in Boston and New York. These nationally acclaimed schools are built, famously; around trusting teachers-and students and parents-to use their own judgment.

### ***The Power of Their Ideas: Lessons from America from a Small School in Harlem***

**Author(s):** Deborah Meier

**NNER Setting:** Keynote Speaker

**Description:** Teaching the lessons of New York’s most famous public school, Deborah Meier provides a widely acclaimed vision for the future of public education.

### ***Will Standards Save Public Education?***

**Author(s):** Deborah Meier

**NNER Setting:** Keynote Speaker

**Description:** Acclaimed educator Deborah Meier offers a fresh take on standardized tests. Standardization, she argues, prevents citizens-including teachers-from emerging as thoughtful, responsible adults, seriously engaged with shaping their own schools, classrooms, and communities. As a result, young people can't learn from them how to be thoughtful, responsible adults and good citizens, the primary goal of public education in a democracy.

### ***The Art and Science of Partnership***

**Author(s):** Thomas S. Poetter and Jean F. Eagle (Eds.)

**NNER Setting:** Miami University of Ohio

**Description:** This book continues the long standing NNER strategy of drawing from the learning that occurs throughout the Network as each setting seeks to simultaneously renew schools and universities that prepare educators, including a focus on the often overlooked and critical partner- the community.

### ***Encyclopedia of Activism and Social Justice***

**Author(s):** Gary L. Anderson and Kathryn G. Herr (Eds.)

**NNER Setting:** Montclair

**Description:** This is a comprehensive volume of the actors, ideas, and concepts that shape the foundation for our Agenda.

### ***The Action Research Dissertation***

**Author(s):** Kathryn Herr and Gary L. Anderson

**NNER Setting:** Montclair

**Description:** This book provides a road map for students and educators wishing to engage topics for ways to become agents of change.

### ***Studying Your Own School***

**Author(s):** Gary Anderson, Kathryn Herr, and Ann Sigrid Nihlen

**NNER Setting:** Montclair

**Description:** This is an action research guide that facilitates simultaneous renewal. Studying Your Own School provides the theoretical and historical underpinnings of practitioner action research and all the how-to information necessary for successful classroom application.

### ***Taking Account of Charter Schools***

**Author(s):** Katrina E. Bulkley and Priscilla Wohlsetter

**NNER Setting:** Montclair

**Description:** The Charter School has emerged as a controversial issue in regards to access to knowledge and democratic community institutions. The authors offer a series of points to better assist us in making a final assessment.

### ***Successful Work Adjustment***

**Author(s):** Larry D. Burlew

**NNER Setting:** Montclair

**Description:** Acting as both guidebook and researched theories Burtew leads readers through all stages of employment culminating in workplace satisfaction.

### ***Educational Supervision in Social Work***

**Author(s):** Jonathan Caspi and William J. Reid

**NNER Setting:** Montclair

**Description:** A comprehensive examination of instructional supervision, the text introduces the Task-Centered Model for Educational Supervision which will greatly help those engaged in field instruction, supervision, and staff development.

### ***Change Agents In Science Education***

**Author(s):** Koshi Dhingra and Sumi Hagiwara (Eds.)

**NNER Setting:** Montclair

**Description:** We want our students and colleagues to be agents of change. This text places the focus in science education and examines urban and rural contexts for this work.

### ***Rethinking Technology In Schools***

**Author(s):** Vanessa Elaine Domine

**NNER Setting:** Montclair

**Description:** Access to knowledge and delivery services are the focus of this work. What are the public purposes of education in a democracy, and what role do the new technologies and media literacy play in our educational system?

### ***Mental Health***

**Author(s):** Joseph Donnelly, Norm Eburne, Mark Kittleson

**NNER Setting:** Montclair

**Description:** Training mental health professionals and maintaining one's mental health is the focus of this book.

### ***Health Counseling***

**Author(s):** Joseph Donnelly & Joan D. Atwood

**NNER Setting:** Montclair

**Description:** This text examines a wide range of issues that effect counseling in the digital age. Donnelly offers new skills to mediate with students.

### ***Explicit Instruction: A Framework For Meaningful Direct Teaching***

**Author(s):** Jennifer Goeke

**NNER Setting:** Montclair

**Description:** How to teach to all is the focus of Professor Goeke's work. She is an expert in research-based teacher education pedagogies. This resource provides a contemporary middle ground for teacher who reject traditional direct instruction approaches, but who acknowledge that many students- particularly in today's inclusive classrooms- need instruction that is explicit and meaningful.

### ***"Teaching Like That" The Beginnings of Teacher Education at Bank Street***

**Author(s):** Jaime G. A. Grinberg

**NNER Setting:** Montclair

**Description:** A history of the Bank Street ideology, Grinberg writes a story of how activist teachers spark reform and renewal during the 1930s. The Bank Street program, created and directed mostly by women, was an innovative, alterative, and inspiring case of teacher preparation.

### ***Handbook of Adoption***

**Author(s):** Rafael A. Javier, Amanda L. Boden, Frank A. Biafora, and Alina Camacho-Gingerich

**NNER Setting:** Montclair

**Description:** Bringing together the members of the Tripartite, this book shows how we all play a role in adoption and the development of the whole child.



## ***Changing Conceptions of the Child from the Renaissance to Post-Modernity: A Philosophy of Childhood***

**Author(s):** David Kennedy

**NNER Setting:** Montclair

**Description:** A faculty member in the Philosophy for Children program, Kennedy examines aspects of childhood for a greater understanding of our educational process.

## ***The Well of Being: Childhood Subjectivity and Education***

**Author(s):** David Kennedy

**NNER Setting:** Montclair

**Description:** The text takes a philosophical approach to the history of childhood and raising a healthy child. Kennedy offers a nuanced approach to child study that raises issues about how adults see children and how children see themselves, which could lead to a qualitatively different system of teacher preparation.

## ***Teaching City Kids***

**Author(s):** Joe L. Kincheloe and Kecia Hayes (Eds.)

**NNER Setting:** Montclair

**Description:** Examining urban students the authors explore the ways such students are undervalued fostering new types of nurturing pedagogy. Contemporary political leaders have used the fear of the poor, non-white, and immigrant “city kids” we study here to push racist and class-biased social and educational agendas. The book challenges these tactics, while laying out a pedagogy of respect and hope.

## ***Metropedagogy - Power Justice and the Urban Classroom***

**Author(s):** Joe L. Kincheloe and Kecia Hayes (Eds.)

**NNER Setting:** Montclair

**Description:** Probing ideas of social justice in the 21st century classroom is the central thrust of this edited volume. The editors place a distinction of urban education and the role it plays in our nation’s future.

## ***Urban Education: A Comprehensive Guide for Educators, Parents, and Teachers***

**Author(s):** Joe L. Kincheloe kecia hayes Karel Rose and Philip Anderson (Eds.)

**NNER Setting:** Montclair

**Description:** The need to establish a new tripartite for educational renewal is at the heart of this work. It addresses the major issues confronting delivery of quality education in our urban centers.

## ***A New Literacies Sampler***

**Author(s):** Michele Kobel & Colin Lankshear

**NNER Setting:** Montclair

**Description:** This book samples technologies for classroom pedagogy and pedagogical research. It fulfils the broader ideas associated with access to knowledge and critical and nurturing pedagogy.

## ***Handbook of Research On New Literacies***

**Author(s):** Julie Coiro, Michele Knobel, Colin Lankshear, and Donald J. Leu

**NNER Setting:** Montclair

**Description:** Access to knowledge has changed with the advance of the digital age. This book examines what it means to be literate in the 21st Century and what this means for educators.

### ***A Handbook for Teacher Research from Design to Implementation***

**Author(s):** Colin Lankshear and Michele Knobel

**NNER Setting:** Montclair

**Description:** A refreshing model for education research focusing on 'stories,' the broad collection of materials, and the application of action research methods. It provides a clear and accessible guidelines for teachers to use in conducting their own classroom-based studies.

### ***New Literacies: Everyday Practices and Classroom Learning***

**Author(s):** Colin Lankshear and Michele Knobel

**NNER Setting:** Montclair

**Description:** New Literacies examines the new Literacies, their use in the classroom, and how to employ such practices inside and outside of school.

### ***Philosophy of Education: Modern and Contemporary Ideas at Play***

**Author(s):** Tyson E. Lewis, Jaime G. A. Grinberg, & Megan Laverty (Eds.)

**NNER Setting:** Montclair

**Description:** Examining the ideas of famous thinkers, the authors directly and indirectly probe the origins of what emerges as our Agenda.

### ***Going to Scale with New School Designs***

**Author(s):** Joseph P. McDonald, Emily J. Klein, & Meg Riordan

**NNER Setting:** Montclair

**Description:** Access, pedagogy, and stewardship are considered in this examination of high schools. Can the perfect high school exist? You have to read the book to find out!

### ***Teacher Education for Democracy and Social Justice***

**Author(s):** Nicholas Michelli and David Lee Keiser

**NNER Setting:** Montclair

**Description:** This edited volume conceptualizes teacher education as a movement for social justice. Highlighting aspects of the Agenda, the editors renew the purposes of schooling.

### ***The Supreme Court and Whistleblowers***

**Author(s):** Joseph Oluwole

**NNER Setting:** Montclair

**Description:** The professor of educational law examines the role of the court in shaping educational issues. This book explores this constitutional evolution and proposes a new test for judicial review of public employee whistle blowing cases.

### ***Achieving Fitness - An Adventure Activity Guide***

**Author(s):** Jane Panicucci, Lisa Faulkingham Hunt, Ila Sahai, Carolyn Masterson

**NNER Setting:** Montclair

**Description:** Filled with vigorous adventure activities the target audience for this book is teachers of physical education. It's designed to enhance experiences for middle schoolers and above.

### ***Achieving Fitness - Student Journal***

**Author(s):** N/A

**NNER Setting:** Montclair

**Description:** How does one develop a sound mind and body? This journal allows students the chance to record and reflect on these experiences.

### ***Talkin' Back: Raising and Educating Resilient Black Girls***

**Author(s):** Diedre Glenn Paul

**NNER Setting:** Montclair

**Description:** Professor Paul contends that the educational system works with and against the intellectual growth of black females. Investigating contemporary research she offers approaches to educating and sustaining resilient black girls.

### ***A Brief History of American Public Schools: Selected Documents***

**Author(s):** Jeremy Price & Jaime Grinberg

**NNER Setting:** Montclair

**Description:** The foundations for the agenda are established in this text used in a core course for teacher candidates, Historical Foundations of American Education.

### ***Print Literacy Development***

**Author(s):** Victoria Purcell-Gates, Eric Jacobson, and Sophie Degener

**NNER Setting:** Montclair

**Description:** The book examines the new literacies and argues it requires more skills than are learned in school. Is access threatened by one's degree of non-school learning?

### ***Whole Language Teaching Whole-Hearted Practice***

**Author(s):** Monica Taylor (Ed.)

**NNER Setting:** Montclair

**Description:** This edited volume highlights the ways in which whole language teachers influence the ways students learn and educators teach.

### ***Families, Professionals, and Exceptionality: Positive Outcomes Through Partnership and Trust***

**Author(s):** Ann Turnbull, Rud Turnbull, Elizabeth Erwin, and Leslie Soodak

**NNER Setting:** Montclair

**Description:** This book offers theories on how to develop partnerships to help children with special needs. It's an illustrative commitment of our belief in access to knowledge.

### ***Private Learning, Public Needs: The Neoliberal Assault on Democratic Education***

**Author(s):** Eric J. Weiner

**NNER Setting:** Montclair

**Description:** This book looks at the devastating effects neoliberal globalization continues to have on education, schooling, and literacy development. Private Learning, Public Needs expresses how neoliberal globalization reinforces state power while undermining the power of the individual.

### ***Democratic School Accountability***

**Author(s):** Ken Jones (Ed.)

**NNER Setting:** Southern Maine Partnership

**Description:** What does it mean to be accountable? This central question frames the issues that surround how school accountability is now defined and how it could and must be re-conceptualized to aim for quality learning for all students as advanced by the AED. The authors, addressing schools in the context of the larger society, provide examples that promise better and more just schools in better and more inclusive communities.

### ***Intellectual Capital: The Intangible Assets of Professional Development Schools***

**Author(s):** Carole G. Basile (Ed.)

**NNER Setting:** UC Denver

**Description:** A Professional Development School (PDS) offers unique university-school relationships that can change the culture of learning and add value to students in the community. In this book, Carole G. Basile has collected stories written by people connected to the University of Colorado Denver, which has one of the longest-standing PDS partnerships (established in 1993).

### ***A Good Little School***

**Author(s):** Carol G. Basile

**NNER Setting:** UC Denver

**Description:** A Good Little School pays homage to Jefferson County Open School, a public school of choice with a thirty-year history of providing an alternative education for students in K-12. An inspiring story of the student-centered learning that can take place in a democratic, caring school.

### ***Still Point of the Turning World: The Life of Gia-fu Feng***

**Author(s):** Carol Ann Wilson

**NNER Setting:** UC Denver

**Description:** This biography's historical backdrop links to the AED's focus on democracy and equity. Carol Wilson, active in the NNER since he mid-1980'2, writes about one man's journey from a wealthy family in Shanghai to the U.S. and interweaves the tumultuous historical tapestry of 20th century China and the United States.

### ***Portrait of a Profession***

**Author(s):** David M. Moss, Wendy J. Glenn, Richard L. Schwab

**NNER Setting:** University of Connecticut

**Description:** This volume, edited by teacher education leaders at the University of Connecticut, examines debated issues associated with teacher education and teaching that are fundamental to a free and open society. The nature of education in a democracy requires one to take a well-advised position and then let one's voice be heard. The authors share their concerns about the health and welfare of education in the U.S. and translate them to activism.

### ***Democracy and Diversity: Principles and Concepts for Educating citizens in a Global Age***

**Author(s):** Banks, J. A., Banks, C. A. M., Cortes, C. E., Hahn, C. L., Merryfield, M. M., Moodley, K. A., Murphy-Shigematsu, S., Osler, A., Park, C., and Parker, W.

**NNER Setting:** University of Washington

**Description:** This book is the product of a two-year project during which the Diversity, Citizenship, and Global Education Consensus Panel identified 4 important principles and 10 concepts that constitute essential elements of effective citizenship education programs in democratic multicultural nation-states. It also contains a Checklist designed to be used by educators who want to determine the extent to which the principles and concepts are reflected in their classroom and schools.

### ***The Routledge International Companion to Multicultural Education***

**Author(s):** James A. Banks (Ed.)

**NNER Setting:** University of Washington

**Description:** This volume is the first authoritative reference work to provide a truly comprehensive international description and analysis of multicultural education around the world. It is organized around key concepts and uses case studies from various nations in different parts of the world to exemplify and illustrate the concepts.

## ***Cultural Diversity and Education: Foundations, Curriculum, and Teaching***

**Author(s):** James A. Banks

**NNER Setting:** University of Washington

**Description:** Dr. Banks has been the leading authority in the field of multicultural education for 30 years. This text provides students with a sound understanding of the conceptual, theoretical, historical, and philosophical issues in multicultural education, as well as curriculum and teaching strategies that can be used in the classroom.

## ***Educating Citizens in a Multicultural Society, 2nd Ed.***

**Author(s):** James A. Banks

**NNER Setting:** University of Washington

**Description:** In this second edition of *Educating Citizens in a Multicultural Society* Banks argues that an effective citizenship education helps students to acquire the knowledge, skills, and values needed to function effectively within their cultural communities, nation states, regions, and the global community. It also helps students to acquire cosmopolitan perspectives and values needed to attain equality and social justice for people around the world.

## ***Race, Culture, and Education: The Selected Works of James A. Banks***

**Author(s):** James A. Banks

**NNER Setting:** University of Washington

**Description:** Considered the father of multicultural education in the US and known throughout the world as one of the field's most important founder, theorist and researcher, James A. Banks has collected here twenty-one of his most important and best works from across the span of his career.

## ***Multicultural Education Issues and Perspectives***

**Author(s):** James A. Banks and Cherry Banks (Eds.)

**NNER Setting:** University of Washington

**Description:** *Multicultural Education* is a reader for educators that consists of articles written by the top scholars in the field. It helps them understand the concepts, paradigms, and explanations needed to become more effective practitioners in culturally, racially and language diverse classrooms. Educators will gain insight that they'll be able to apply in the classroom.

## ***Handbook of Research on Multicultural Education***

**Author(s):** James A. Banks and Cherry A. M. Banks (Eds.)

**NNER Setting:** University of Washington

**Description:** This landmark volume describes and analyzes changes such as increased immigration to the United States and new developments in theory and research related to race, culture, ethnicity, and language. It addresses new issues such as findings on the increase in the number of interracial children and the characteristics of children of immigrant families. The educational implications of new research and trends are also discussed.

## ***Diversity and Citizenship Education: Global Perspectives***

**Author(s):** James A. Banks and Cherry A. M. Banks (Ed.)

**NNER Setting:** University of Washington

**Description:** This book brings together in one comprehensive volume a group of international experts on the topic of diversity and citizenship education. These experts discuss and identify the shared issues and possibilities that exist when educating for national unity and cultural diversity.

## ***Countdown to the Principalship***

**Author(s):** Anne O'Rourke, Jackie Provenzano, Tom Bellamy, Karen Bellak

**NNER Setting:** University of Washington

**Description:** This book is a guide for new principals, created as part of the LTPS (Leaders for Teachers-preparing schools) grant.

### ***Social Studies Today: Research and Practice***

**Author(s):** Walter C. Parker (Ed.)

**NNER Setting:** University of Washington

**Description:** *Social Studies Today: Research and Practice* inspires educators to think freshly and knowingly about social studies education in the early years of the twenty first century. Written by the field's leading scholars, this collection provokes readers to consider the relationship of research and practice as they think through some of the most interesting challenges that animate social studies education today.

### ***Social Studies in Elementary Education (13th Ed.)***

**Author(s):** Walter C. Parker

**NNER Setting:** University of Washington

**Description:** This new edition of the most popular elementary social studies methods text on the market houses a wealth of content, strategies, tools, and resources for teaching K–8 social studies. He lays out the elements of a strong social studies curriculum, explains effective teaching methods, and presents a wealth of field-tested examples, exercises, activities, and lesson plans that will enliven every social studies classroom.

### ***Teaching Democracy: Unity and Diversity in Public Life***

**Author(s):** Walter C. Parker

**NNER Setting:** University of Washington

**Description:** In *Teaching Democracy*, Walter Parker makes a unique and thoughtful contribution to the hot debate between proponents of multicultural education and those who favor a cultural literacy approach. Parker conclusively demonstrates that educating for democratic citizenship in a multicultural society includes a fundamental respect for diversity.

### ***Education for Democracy: Contexts, Curricula, Assessments***

**Author(s):** Walter C. Parker

**NNER Setting:** University of Washington

**Description:** Liberal democracies depend on the knowledge, character, and imagination of their citizens. Three assumptions underlie this collection of essays on democracy and education: (1) democracy is morally superior to autocracy, whether religious or secular, utopian or mundane; (2) democracies are rare historically and inherently fragile; and (3) there can be no democracy without democrats.

### ***The Language of Leadership***

**Author(s):** Roger Soder

**NNER Setting:** University of Washington

**Description:** With *The Language of Leadership* you'll explore the powerful role that language plays in helping leaders, no matter what their field, support their position and create a climate of credibility and legitimacy. This book offers you the information and practical guidance you need to understand the crucial impact of words on the ability to lead, heal, motivate, and chart a path to the future.

### ***Stirring the Chalkdust: Tales of Teachers Changing Classroom Practice***

**Author(s):** Patricia A. Wasley

**NNER Setting:** University of Washington

**Description:** The book provides a detailed, close-up view of teachers' daily lives and their work with colleagues, students, and parents, including images of classroom activity, planning sessions, and reflective interviews with teachers. The book includes analyses of the most common changes teachers are making and of the most common challenges they encounter.

### ***Asian Democracy in World History***

**Author(s):** Alan Wood

**NNER Setting:** University of Washington

**Description:** Taking a comparative approach, Alan T. Wood traces the evolution of democracy from its origins in prehistoric times and describes democratic growth in thirteen Asian countries from Japan in East Asia to Pakistan in South Asia.

### ***Teacher Education and the Struggle for Social Justice***

**Author(s):** Kenneth M. Zeichner

**NNER Setting:** University of Washington

**Description:** Kenneth M. Zeichner examines the relationships between various aspects of teacher education, teacher development, and their contributions to the achievement of greater justice in schooling and in the broader society in this selection of his work from 1991-2008. The focus is on issues of equity and social justice in teacher education and teacher professional development.

### ***Those Who Dared: Five Visionaries Who Changed American Education***

**Author(s):** Carl Glickman (Ed.)

**NNER Setting:** Various

**Description:** Five visionary authors- Deborah Meier, John Goodlad, James Comer, Ted Sizer, and Henry Levin- share personal stories in this inspiring call to action for those concerned about America's public schools and the education of our children.

### ***Assessment is Essential***

**Author(s):** Susan K. Green and Robert L. Johnson

**NNER Setting:** Winthrop

**Description:** Assessment Is Essential is designed for teacher candidates and practicing teachers. The text describes key elements of quality assessment and provides many examples from classroom contexts to ensure accessibility for teachers and teacher candidates with varying degrees of experience.

### ***The Heart of the Matter: Teacher Educators and Teacher Education Reform***

**Author(s):** Ardra L. Cole, Rosebud Elijah, and J. Gary Knowles (Eds.)

**NNER Setting:** Wyoming

**Description:** Five faculty vignettes constitute this book, written when the authors were pre-tenure. They address challenges and opportunities in a setting committed to simultaneous educational renewal and the resultant changes in a state-wide teacher education program. The themes in their chapter include mentoring, work load, tensions between graduate and undergraduate duties, tensions of travel in a statewide partnership, and the balance of personal and professional life.

### ***Warming Up the Chill: Teaching Against the Structures***

**Author(s):** Laurie Milford, Jane Nelson, Audrey Kleinsasser (Eds.)

**NNER Setting:** Wyoming

**Description:** Warming Up the Chill presents six teaching portraits informed by inquiry approaches advanced by the Institute for Educational Inquiry and the Carnegie Foundation for the Advancement of Teaching. Six instructors were selected from 52 nominated by UW students. Students nominated instructors who created confidence in learning and leadership, despite equity and access issues created by age, disability, ethnicity, gender, national origin, religion, sexual orientation, or socioeconomic background.

### ***Race, Law, and the Desegregation of Public Schools***

**Author(s):** Peter William Moran

**NNER Setting:** Wyoming

**Description:** Race, Law and the Desegregation of Public Schools is a case study of the 50-year struggle to bring meaningful racial integration to the Kansas City, Missouri, schools. The book explores multiple dimensions of educational equity and access to knowledge for all students, including: legal and constitutional issues; school district policy; school facilities and curriculum; demographic change; social activism; and, fiscal considerations.

*Literary Café was sponsored by the Goodlad Institute for Educational Renewal.*

[www.uwb.edu/academic/centers/goodladinstitute](http://www.uwb.edu/academic/centers/goodladinstitute)

The Moral Dimensions of Teaching is a framework presented by John Goodlad and Ken Sirotnik. Enculturating the young in a social and political democracy Foster in the nation's young the skills, dispositions, and knowledge necessary for effective participation in a social and political democracy. Providing access to knowledge for all children and youth Ensure that the young have access to those understandings and skills required for satisfying and responsible lives. Practicing a nurturing pedagogy (the art and science of teaching) Develop educators who nurture the learning and well-being of ever They see the Charismatic Renewal as a providential answer to the Holy Father's prayer for a new Pentecost: Renew Your wonders in this our day, as by a new Pentecost. In 1906, a continued outpouring of the Holy Spirit occurred in Los Angeles, and is commonly referred to as the Azusa Street Revival. Those who accepted this pentecostal experience were, for the most part, driven out of the established churches. They congregated in new churches and denominations, which are usually categorized as "Pentecostal." They are industrious men of moral probity. But they are not men of the Holy Spirit of overflowing love; they are not men with flashing eyes. For them, Pentecost has not yet come.[x].