



LEARN. TEACH. LEAD.

2014 Rights Catalog

REGIE ROUTMAN

READ, WRITE, LEAD



Breakthrough Strategies for Schoolwide Literacy Success

www.ascd.org

Dear Reader,

This is the second ASCD Rights' Catalog published. Our first catalog, delivered in the winter 2013, was prepared for those individuals, publishers, agents, education organizations, and the like who have an ongoing interest in best-in-class and impactful books and publications from ASCD for possible translation in other languages.

ASCD (www.ascd.org), the Association for Supervision and Curriculum Development, is an organization with global reach through its work and most especially through its authors and their published books. Education trend-setters and renowned authors such as Regie Routman, Carol Ann Tomlinson, Robert Marzano, Grant Wiggins, Jay McTighe and many others choose ASCD as their publisher of choice knowing that this supportive organization's mission is to further the efforts of educators and education leadership.

I encourage you to review this catalog. There are many new titles since our last offering, and if you plan to be in Frankfurt at the Book Fair this October, please contact me for an appointment time. ASCD will have more than 40 books on display at its stand. To request a review copy (pdf only) of any ASCD title, send me an email at: translations@ascd.org.

Wishing you a wonderful next year in publishing and I hope to meet you soon at a Book Fair.

Regards,

Cat Russo

Cat Russo (Mrs.)
ASCD Publications
translations@ascd.org

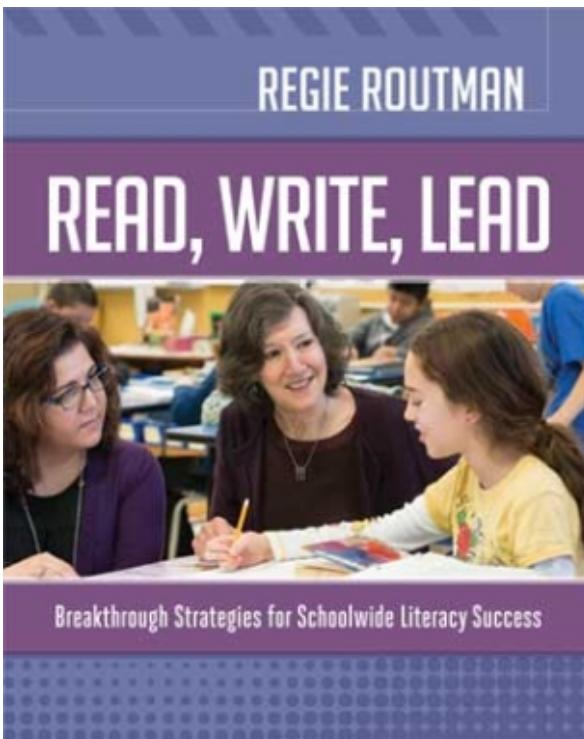
| Table of Contents | Page |
|--|------|
| New from ASCD | 3 |
| Recent Releases | 6 |
| ASCD Arias | 8 |
| 21st Century Skills | 12 |
| The Art & Science of Teaching | 13 |
| Assessment & Grading | 14 |
| Teaching Strategies & Classroom Management | 17 |
| Classroom Instruction that Works | 20 |
| Differentiated Learning & Instruction | 22 |
| Instructional & Curriculum Design | 25 |
| Understanding by Design | 27 |
| Education Leadership & Management | 29 |
| Neuroscience of Education | 33 |
| Multiple Intelligences | 36 |
| Poverty | 37 |
| Teacher Professional Development | 38 |
| ASCD Future Releases | 39 |
| Bestsellers | 39 |

Rights availability for individual titles are listed below each book.

NEW FROM ASCD

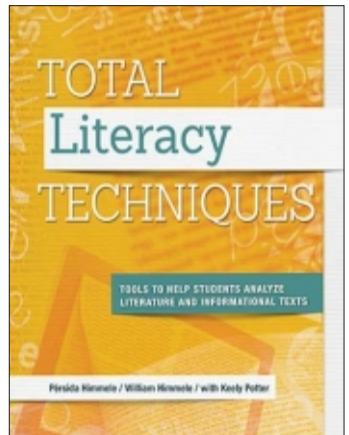
Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success

Regie Routman



Literacy is a skill for all time, for all people. It is an integral part of our lives, whether we are students or adult professionals. The focus of *Read, Write, Lead* is to give all educators the breadth of knowledge and practical tools that help students strengthen their literacy skills. Author Regie Routman draws on her experience as a mentor teacher, reading specialist, instructional coach, and staff developer to offer time-tested advice on how to develop a school-wide learning culture that leads to more effective reading and writing across the curriculum. This title will help school leaders and teachers implement instructional practices that lead to better engagement and achievement in reading and writing for all students, from kindergarten through high school, including second-language and struggling learners; reduce the need for intervention through daily practices that ensure success; and embed the language of productive feedback in responsive instruction, conferences, and observations to accelerate learning for students, teachers, and leaders. In their own voices, teachers, principals, literacy specialists, and students offer real-life examples of changes that led to dramatic improvement in literacy skills and—perhaps just as important—increased joy in teaching and learning. Scattered throughout the book are “Quick Wins”—ideas and actions that can yield positive, affirming results while tackling the tough work of long-term change.

ISBN: 9781416618737 | (June 2014) 8" x 10", 354 pages
World Rights Available



Total Literacy Techniques:

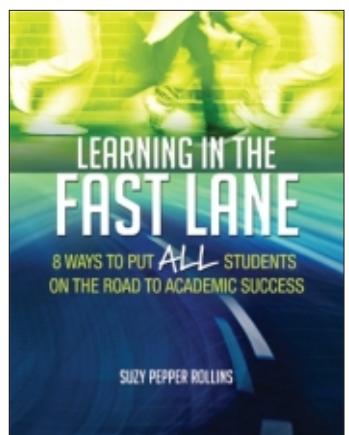
Tools to Help Students Analyze Literature and Informational Texts

Pérsida Himmele, William Himmele, and Keely Potter

Total Literacy Techniques: Tools to Help Students Analyze Literature and Informational Texts provides elementary and middle school teachers with more than 50 tools and techniques for helping their students read independently and critically. Distinguished authors Pérsida and William Himmele explain how teachers can strategically lay a strong foundation in academic language that students need in order to engage effectively with text. Co-author Keely Potter, a Language Arts Master Teacher, believes that students need to find "the Book" that will help them fall in love with reading and become avid and self-motivated readers. With a focus on engaging readers as thinkers, this book provides practical and effective ways for teachers to help students develop the critical reading habits that open up new ways of understanding and contributing to the world.

ISBN: 9781416618836 | (July 2014) 8" x 10", 180 pages

World Rights Available



Learning in the Fast Lane:

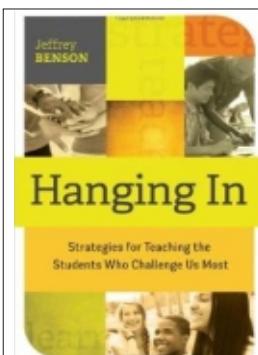
8 Ways to Put ALL Students on the Road to Academic Success

Suzy Pepper Rollins

According to veteran classroom teacher and educational consultant Suzy Pepper Rollins, the true answer to supporting struggling students lies in acceleration. In *Learning in the Fast Lane*, she lays out a plan of action that teachers can use to push underperforming students in the right direction and differentiate instruction for all learners—even those who excel academically. This essential guide identifies eight high-impact, research-based instructional approaches that will help teachers build student motivation, increase students' vocabulary, and address skill and knowledge gaps in the classroom. These hands-on, ready-to-implement practices will enable teachers to provide all students with compelling, rigorous, and engaging learning experiences.

ISBN: 9781416618683 | (April 2014) 7" x 9", 176 pages

World Rights Available



Hanging In:

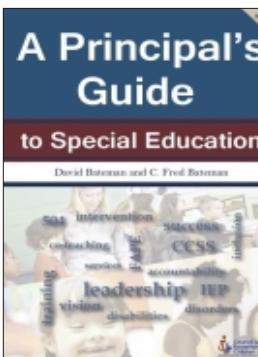
Strategies for Teaching the Students Who Challenge Us Most

Jeffrey Benson

In *Hanging In: Strategies for Teaching the Students Who Challenge Us Most*, veteran educator Jeffrey Benson shows educators the value of tenacity and building connections in teaching the students who most need our help. These students often arrive at school with unique mixtures of family histories, traumatic experiences, and special needs that test educators' teaching skills and patience. This essential guide includes detailed portraits based on real-life students whose serious challenges inhibited their classroom experience—and how they eventually achieved success. It also includes specific advice for administrators on constructing successful school systems to give all students the best chance for success. It also includes strategies for analyzing and developing plans to help students discover a sense of comfort with learning—with in-depth examples of plans in action. In this guide, teachers will find the inspiration and field-tested ideas necessary to create a patient and supportive environment for even the most demanding cases in the classroom.

ISBN: 9781416617556 | (January 2014) 6" x 9", 191 pages

World Rights Available



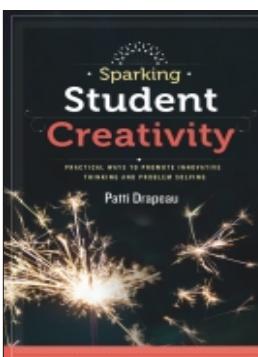
A Principal's Guide to Special Education

David Bateman and C. Fred Bateman

This new third edition of *A Principal's Guide to Special Education* is a special addition to the ASCD offering of new books to address the needs of students with disabilities in the classroom. This new title provides guidance to school administrators seeking to meet the needs of all students with disabilities. It is an invaluable reference that addresses such current issues as teacher accountability and evaluation, instructional leadership, collaborative teaching and learning communities, discipline procedures for students with disabilities, and responding to students' special education needs within a standards-based environment. Updated in collaboration with and endorsed by the National Association of Elementary School Principals and the National Association of Secondary School Principals and incorporating the perspectives of both teachers and principals, this edition includes updated Internet resources and reference material, and checklists to support effective education administration.

ISBN: 9780865864795 | (July 2014)

World Rights Available



Sparking Student Creativity:

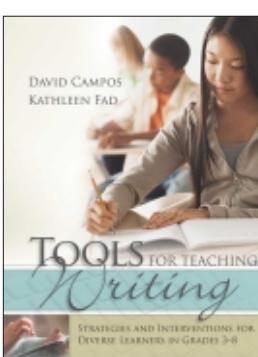
Practical Ways to Promote Innovative Thinking and Problem Solving

Patti B. Drapeau

New author Patti Drapeau addresses the areas of imagination, innovation, and problem solving as she walks teachers and educators through the process of promoting problem solving in the classroom. Included within are rubrics, grab-and-go activities, and lesson plans that will help teachers develop the skills of fluency, flexibility, and originality to support creative thinking.

ISBN: 9781416619352 | (September 2014) 6" x 9", 188 pages

World Rights Available



Tools for Teaching Writing:

Strategies and Interventions for Diverse Learners in Grades 3-8

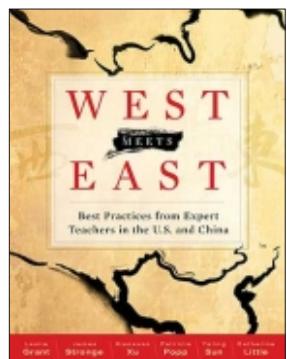
David Campos, Kathleen Fad

This new guide offers 30 targeted, research-based strategies that are aligned to NCTE standards and the CCSS. Inside, teachers of students in grades 3–8 will find an array of materials that can be used immediately to help struggling readers and writers excel and succeed in the classroom.

ISBN: 9781416619048 | (August 2014) 8-1/2" x 11", 245 pages

World Rights Available

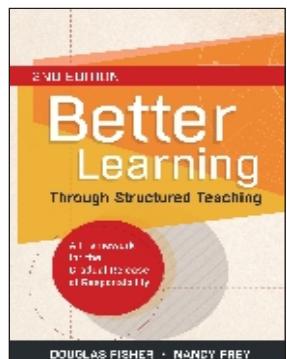
RECENT RELEASES

**West Meets East:****Best Practices from Expert Teachers in the U.S. and China**

Leslie Grant, James Stronge, et.al.

The United States and China: despite the many differences between the nations, educators in each country have discovered they have much to learn from one another. Teachers are increasingly looking across borders to expand, adapt, and offer their students a more balanced education. *West Meets East* is based on the fundamental premise that strong teaching is at the heart of educational quality. With this in mind, Grant and her colleagues set out to discover which beliefs and strategies of effective teachers can cross the cultural divide and help students in each nation make breakthrough advances.

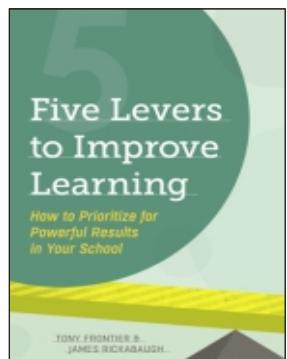
ISBN: 9781416618201 | (May 2014) 7" x 9", 175 pages
World Rights Available

**Better Learning Through Structured Teaching:****A Framework for the Gradual Release of Responsibility, Second Edition**

Douglas B. Fisher, Nancy E. Frey

In this updated second edition of the ASCD best-seller, Douglas Fisher and Nancy Frey dig deeper into the hows and whys of the gradual release of responsibility instructional framework. To gradually release responsibility is to equip students with what they need to be engaged and self-directed learners. On a day-to-day level, it means delivering lessons purposefully planned to incorporate four essential and interrelated instructional phases: Focused instruction, guided instruction, collaborative learning, and independent learning. The book also contains tips and tools for classroom implementation, advice on feedback, homework, group work, differentiated instruction, and blended learning.

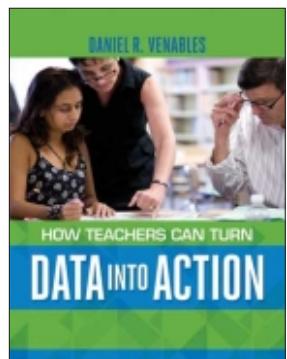
ISBN: 9781416616290 | (December 2013) 6" x 9", 156 pages
World Rights Available

**Five Levers to Improve Learning:****How to Prioritize for Powerful Results in Your School**

Tony Frontier, Jim Rickabaugh

Tony Frontier and James Rickabaugh use this new title to explain the five essential components, or "levers", of schooling. The book shows readers that changes to structure and sample (how schools are organized and how students are grouped) will not be effective without changes to standards (expectations for student learning), strategy (instructional strategies to engage students in meaningful learning), and self (the set of beliefs teachers and students have about their capacity to be effective). This book shows that the key to success is not doing more work and making more changes, but doing the right work, and making the right changes.

ISBN: 9781416617549 | (January 2014) 6" x 9", 192 pages
World Rights Available

**How Teachers Can Turn Data into Action**

Daniel R. Venables

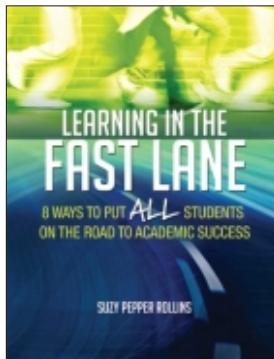
Experienced author Daniel R. Venables uses the Data Action Model in this new book, which is a teacher-friendly, systematic process for reviewing and responding to data in cycles of two to nine weeks. This powerful tool enables teachers and their teams to identify critical gaps in learning and corresponding instructional gaps; develop goal-driven action plans and solutions, and determine appropriate courses of action. With easy-to-use templates and protocols, this indispensable guide outlines exactly what should be accomplished in each team meeting to translate data into practice.

ISBN: 9781416617587 | (February 2014) 7" x 9", 150 pages
World Rights Available

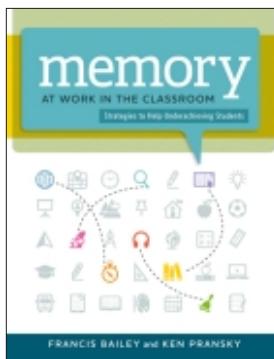
Learning in the Fast Lane:**8 Ways to Put ALL Students on the Road to Academic Success**

Suzy Pepper Rollins

According to veteran classroom teacher and educational consultant Suzy Pepper Rollins, the true answer to supporting struggling students lies in acceleration. In *Learning in the Fast Lane*, she lays out a plan of action that teachers can use to push underperforming students in the right direction and differentiate instruction for all learners—even those who excel academically. This essential guide identifies eight high-impact, research-based instructional approaches that will help teachers build student motivation, increase students' vocabulary, and address skill and knowledge gaps in the classroom. These hands-on, ready-to-implement practices will enable teachers to provide all students with compelling, rigorous, and engaging learning experiences.



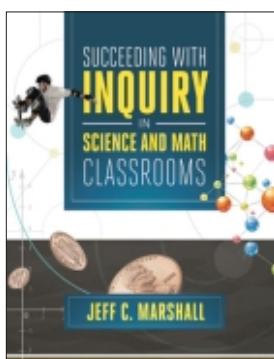
ISBN: 9781416618683 | (April 2014) 7" x 9", 176 pages
World Rights Available

**Memory at Work in the Classroom:**
Strategies to Help Underachieving Students

Francis Bailey, Ken Pransky

In *Memory at Work in the Classroom*, Francis Bailey and Ken Pransky expertly guide teachers through the aspects of human memory most relevant to teaching in the classroom. Real classroom examples help teachers gain a deeper understanding of how memory systems play a central role in the learning process, as well as how culture plays a sometimes surprising role in memory formation and use. This book offers fresh insights into students' learning difficulties and encourages teachers to explore classroom practices that align with the functioning of memory and the ways students learn.

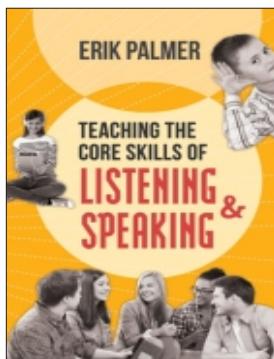
ISBN: 9781416617570 | (March 2014) 7" x 9", 215 pages
World Rights Available

**Succeeding with Inquiry in Science and Math Classrooms**

Jeff Marshall

This book shows K-12 STEM (Science, Technology, Engineering & Math) teachers how to maximize their effectiveness by shifting to an inquiry-based instructional approach and creating a rigorous, engaging learning environment. This book will guide teachers in educating their students so that they are able to work with large data sets, design experiments, and apply what they're learning to solve real-world problems. Real-world lesson plans illustrate highly effective inquiry-based instruction that engage math and science students at all grade levels, help teachers develop useful formative assessments, and guide teachers in planning high-quality lessons that will improve learning in all STEM subject areas.

ISBN: 9781416616085 | (October 2013) 8" x 10", 162 pages
World Rights Available

**Teaching the Core Skills of Listening and Speaking**

Erik Palmer

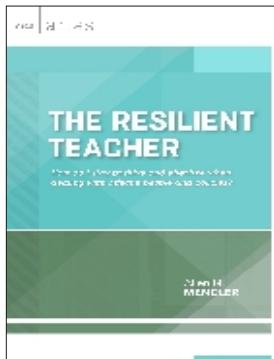
In this lively and practical book, 20-year teaching veteran Erik Palmer presents an approach focused on preparing students for 21st century communication inside and beyond the classroom. Since most communication in the classroom is done through listening and speaking, Palmer has written a guide that focuses on those skills rather than reading or writing. Here, teachers will get concrete guidance for teaching and assessing media literacy, speech presentation, effective multimedia use, and collaborative discussion. This book is an essential resource for all teachers interested in helping students acquire core skills that cross multiple content areas and support long-term success.

ISBN: 9781416617563 | (March 2014) 6" x 9", 200 pages
World Rights Available

ASCD Arias

ARIAS Titles for ASCD Offer:

- Original and Relevant Content for Educators
- Answers from Trusted Practitioners
- A short, easy read in less than 50 pages



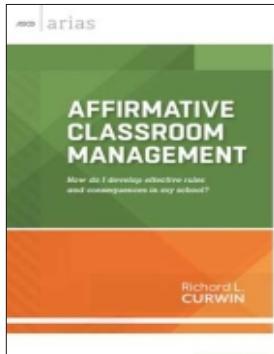
The Resilient Teacher:

How do I stay positive and effective when dealing with difficult people and policies?

Allen N. Mendler

In *The Resilient Teacher*, Allen Mendler offers simple but effective strategies for dealing with a variety of thorny situations that most teachers will face in their careers. These strategies will help teachers communicate successfully with administrators, colleagues, and students, as well as helping them increase their influence with coworkers, students, and parents. Roadblocks are inevitable in education, and this book will guide teachers in dealing with these roadblocks successfully and efficiently. In these pages, readers will find the solutions they need to resolve common problems quickly and neatly—and to bounce back stronger than ever.

ISBN: 9781416619437 | (July 2014) 5.5" x 7.75", 48 pages
World Rights Available



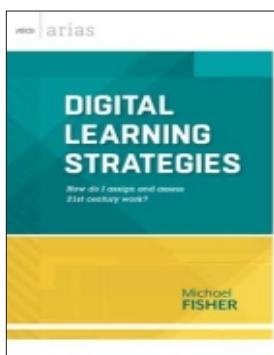
Affirmative Classroom Management:

How do I develop effective rules and consequences in my school?

Richard L. Curwin

In *Affirmative Classroom Management*, Richard Curwin offers clear and positive strategies that empower teachers and administrators to develop effective rules and consequences. This title's approach emphasizes student and parent engagement, school-wide collaboration, and developing student responsibility. The author shows how educators and administrators at all levels can ensure that classroom and school-wide rules are meaningful and significant, and involve students to develop effective rules and appropriate consequences. The strategies offered aim to make schools more harmonious and equitable environments, where students and teachers can move beyond discipline problems and get down to the real work of learning and teaching.

ISBN: 9781416618522 | (December 2013) 5.5" x 7.75", 48 pages
World Rights Available



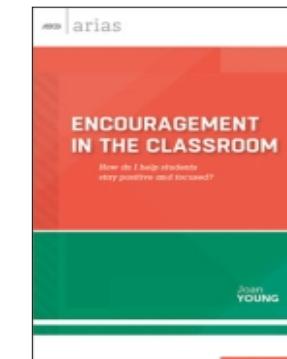
Digital Learning Strategies:

How do I assign and assess 21st century work?

Michael Fisher

This publication, by distinguished author Michael Fisher, covers how digital tools are best used in the classroom. The book explores what types of assignments are worth engaging online, how teachers and students can leverage global interactions to improve their work, and how teachers can assess digital projects and other work. Fisher offers practical advice on rigor and relevance, digital citizenship, formative assessment, and digital portfolios. With instructional strategies and examples of real student work across the content areas, *Digital Learning Strategies* will allow readers to develop an understanding of the what, when, why, and how of digital assignments and assessments.

ISBN: 9781416618645 | (December 2013) 5.5" x 7.75", 48 pages
World Rights Available



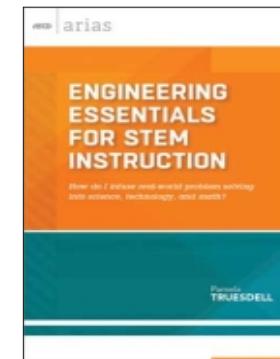
Encouragement in the Classroom:

How do I help students stay positive and focused?

Joan Young

Encouragement in the Classroom explores the small yet high-impact changes that teachers can make to transform students' school experiences into motivating, positive ones every day. Drawing from positive psychology research, educator Joan Young explains how fostering humor, mindfulness, resilience, curiosity, and gratitude in the classroom empowers students to learn from their mistakes, celebrate successes, and actively engage in learning. Filled with examples, this publication offers practical, classroom-tested strategies, routines, and rituals that teachers can use immediately to defuse the negative effects of stress and create a stimulating and supportive classroom culture.

ISBN: 9781416619185 | (May 2014) 5.5" x 7.75", 48 pages
World Rights Available



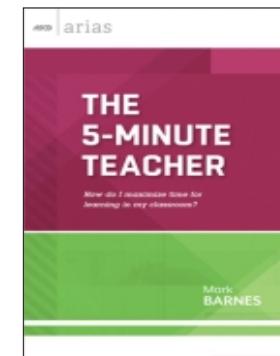
Engineering Essentials for STEM Instruction:

How do I infuse real-world problem solving into science, technology, and math?

Pamela Truesdell

In this practical introduction to engineering for elementary through high school teachers, veteran teacher Pamela Truesdell highlights engineering's connection to 21st century skills and college and career readiness. She also addresses the Next Generation Science Standards, and walks teachers through each step of the simple but powerful engineering design process. Teachers will learn how to create effective and engineering-infused lessons that break down the barriers between science, math, and technology instruction. The guidelines show teachers how to engage students in hands-on, collaborative projects that allow them to explore engineering

ISBN: 9781416619055 | (April 2014) 5.5" x 7.75", 48 pages
World Rights Available

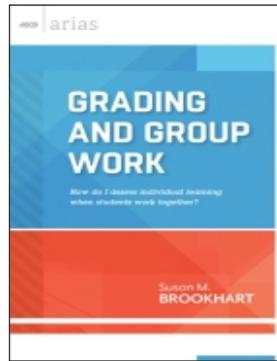


The Five Minute Teacher

Mark Barnes

ASCD author Mark Barnes offers strategies for how to deliver thought-provoking lessons that help students work with their peers and learn more. He gives practical advice on how teachers must adapt their instructional methods to the styles of the modern learner by creating a student-centered classroom focused on brief, interactive instruction. The five-minute teacher is one who delivers quick, thought-provoking lessons that send students clamoring to find meaning on their own, with the help of peers, and using the concepts and tools the teacher has provided. Barnes shares real anecdotes and practical strategies for transforming any learning environment into a remarkable, student-centered classroom, facilitated by a five-minute teacher.

ISBN: 9781416617082 | (August 2013) 5.5" x 7.75", 48 pages
World Rights Available



Grading and Group Work

Susan Brookhart

Prolific author and assessment expert Sue Brookhart offers up advice and strategies in this guide on grading. She provides numerous examples to help teachers apply the best formative assessment and grading techniques when group work is involved. The practical advice and strategies included help teachers assess and report on (but not grade) learning skills and group interaction skills. Teachers will learn how to assess and grade individual achievement of learning goals after group projects.

ISBN: 978146617051 | (August 2013) 5.5" x 7.75", 48 pages
World Rights Available

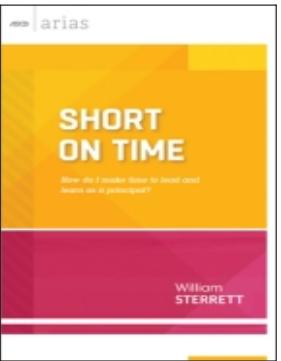


Handling Student Frustrations: How do I help students manage emotions in the classroom?

Renate Caine, Carol McClintic

Renate Caine and Carol McClintic draw on their decades of teaching experience to propose the APA method (Acknowledge, Process, Act). Student's fears, stresses, and frustrations can often creep into the classroom and disrupt the learning environment, and this book will teach educators to respond to these disruptions in positive ways. This approach encourages students to recognize emotions in themselves and others as well as motivates them to implement proactive solutions rather than let negative emotions sabotage their academic goals. The authors also include several grade-appropriate classroom scenarios and relevant strategies that will help teachers create more peaceful, respectful, and productive learning environments.

ISBN: 9781416619130 | (May 2014) 5.5" x 7.75", 48 pages
World Rights Available

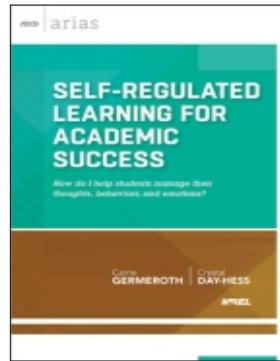


Self-Regulated Learning for Academic Success: How do I help students manage their thoughts, behaviors, and emotions?

Carrie Germeroth and Crystal Day-Hess

In this accessible, must-have resource, Carrie Germeroth and Crystal Day-Hess of Mid-continent Research for Education and Learning (McREL) present instructional strategies and specific ideas teachers can implement in today's classroom to put students of all grade levels on the path to positive, empowered learning and greater academic success. Successful students are the ones who approach challenges with confidence, work well with peers, and seek help when they need it. It is often thought that self-regulated learning cannot be taught, but this book will show teachers how to impart these skills to their students across all content areas and in all grade levels.

ISBN: 9781416618560 | (November 2013) 5.5" x 7.75", 48 pages
World Rights Available

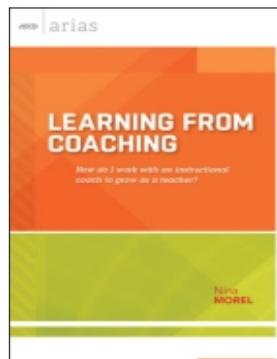


Short on Time: How do I make time to lead and learn as a principal?

William Sterrett

School leadership expert and former principal William Sterrett offers practical advice on how principals can make the most of their time to achieve real success in this accessible guide. It shows how principals can find time to meet students' and teachers' needs and foster ingenuity and innovation in their schools. This title offers strategies that will help principals maximize instructional time, cultivate professional growth, and balance district, instructional, school, and community events and responsibilities. It will also show them how to communicate the school's mission to parents, colleagues and students.

ISBN: 9781416618157 | (October 2013) 5.5" x 7.75", 48 pages
World Rights Available

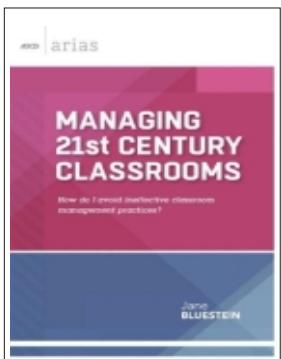


Learning From Coaching: How do I work with an instructional coach to grow as a teacher?

Nina Morel

In *Learning From Coaching*, educator and instructional coach Nina Morel addresses the benefits of coaching along with common questions and concerns teachers have about entering into coaching relationships. Coaches can act as valuable partners for teachers in navigating classroom challenges and instructional issues. Readers will discover practical strategies for working with a coach, including how to construct and strengthen a coaching relationship, set goals and evaluate success, and troubleshoot potential pitfalls. Through working with a coach, teachers can find support as they think more deeply about their work, set goals, and develop plans to meet those goals.

ISBN: 9781416619314 | (June 2014) 5.5" x 7.75", 48 pages
World Rights Available

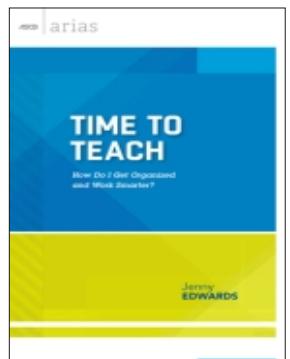


Managing 21st Century Classrooms: How do I avoid ineffective classroom management practices?

Jane Bluestein

In *Managing 21st Century Classrooms*, award-winning author Jane Bluestein provides a practical resource for teachers struggling with time management. Perfect for novice and veteran teachers alike, this guide will help teachers navigate the power struggles and feelings of stress and frustration that often riddle the touchy subject of classroom management. In the book she helps dispel commonly held misconceptions about classroom management and offers positive, research-based alternatives to outdated techniques that take into account how students learn in today's classrooms. The book also includes a quick-reference chart contrasting ineffective, destructive approaches with effective, proactive strategies.

ISBN: 9781416618850 | (February 2014) 5.5" x 7.75", 48 pages
World Rights Available

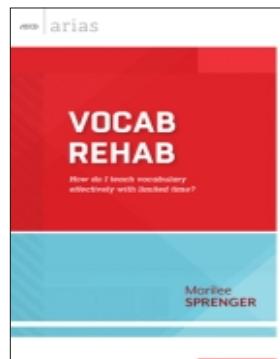


Time to Teach: How do I get organized and work smarter?

Jenny L. Edwards

Experienced educator Jenny Edwards offers positive and practical ideas to help teachers and educators use their time more effectively to accomplish their goals. Edwards shows teachers how to analyze how they use their time, identify areas that need improvement, and apply more than a dozen time management strategies, such as breaking a task down into doable pieces, and learning when to say no. With time-saving tips for planning lessons, assessing students, keeping records, communicating with parents, delegating tasks, and more, this timely publication will show teachers how to make the most of the hours they have--so they can spend them on what matters most.

ISBN: 9781416619093 | (April 2014) 5.5" x 7.75", 48 pages
World Rights Available



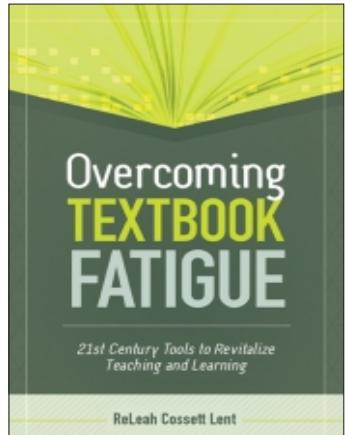
Vocab Rehab: How Do I Include Vocabulary Instruction In My Daily Lesson Plans?

Marilee Sprenger

In this practical and easy-to-use guide, experienced author Marilee Sprenger shows teachers how they can best maximize their students' vocabulary learning. This book offers multiple 10-minute lessons that provide engaging strategies for rehabbing vocabulary practice in the classroom. These strategies use explicit, creative instruction to make daily vocab lessons interesting and fun for students. This new and effective approach calls for exploration, discovery, and playing with words. The book includes advice on how to focus short lessons so that students remain fully engaged and tips on ensuring that new words stick in the minds of students. No matter the grade level or subject, this book will jump-start any vocabulary program.

ISBN: 97814166118744 | (January 2014) 5.5" x 7.75", 48 pages
World Rights Available

21ST CENTURY

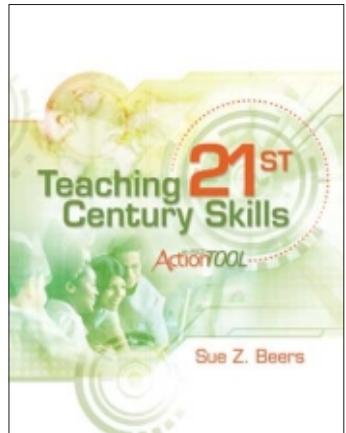


Overcoming Textbook Fatigue: 21st Century Tools to Revitalize Teaching and Learning

ReLeah Cossett Lent

Textbook fatigue is a malaise that negatively affects teachers and students. It is the result of scripted programs and step-by-step teachers' manuals that dismiss the individualization of schools, teachers, and students. In this example-packed book, Lent shows how educators can reclaim the curriculum by shifting the textbook from sole source to resource. She highlights what's to be gained from loosening the grip on textbooks and provides practical guidance on how to accomplish that goal, using real life examples from schools that have made the change. Teachers, coaches, curriculum coordinators, and administrators will discover proven techniques that will revitalize teaching and learning in every content area, including discipline-specific writing activities that extend and deepen lessons, effective vocabulary strategies that work throughout the curriculum, and fun activities that use relevant life skills to involve and engage students in learning.

ISBN: 9781416614722 | (November 2012) 6" x 9", 200 pages
Languages Sold: Arabic



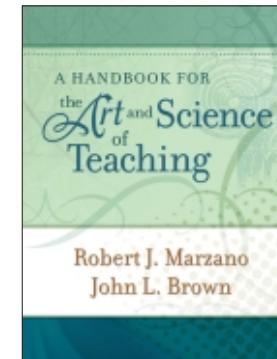
Teaching 21st Century Skills: An ASCD Action Tool

Sue Beers

Based on the work of the Partnership for 21st Century Skills, the framework for 21st century learning described in this action tool is built on a foundation of academic subject knowledge that students apply through the essential skills of critical thinking and problem solving, creativity and innovation, communication, and collaboration. Teachers can use the instructional planning tools to design a well-rounded set of learning opportunities that integrate the important aspects of 21st century literacies into lessons. Then they can choose from 45 ready-to-use classroom tools to help students learn and practice the 21st century skills in any content area. Each tool includes step-by-step instructions, suggestions for integrating technology, and reflection questions that promote students' metacognition. The tools and activities in this book can help guide students through a variety of models and processes that allow them to make analytical thinking routine. With these methods, teachers ensure that each new generation of learners is equipped for the world of their future rather than the world of our past.

ISBN: 9781416613275 | (September 2011) 8 1/2" x 10 3/4", 224 pages
Languages Sold: Arabic, Chinese (simple characters)

THE ART & SCIENCE OF TEACHING

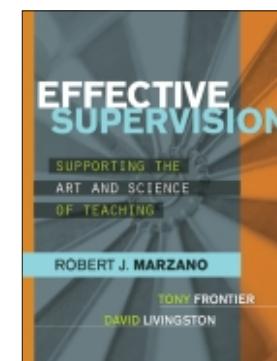


A Handbook for the Art and Science of Teaching

Robert J. Marzano and John L. Brown

Implementing the action steps from ASCD's best-seller *The Art and Science of Teaching* is much easier when you use this in-depth resource for workshops, professional learning communities, teacher training, and self-help. Hundreds of samples, guidelines, checklists, and activities help teachers in all grades and subjects become instant experts on Robert Marzano's breakthrough framework for effective instruction. A series of 25 modules equips any classroom teacher with a logical planning sequence that ensures you establish learning goals and track progress, help students interact with new knowledge, test hypotheses, and develop deep understandings, and establish good classroom management and effective relationships with students. More than 75,000 copies sold.

ISBN: 9781416608189 | (June 2009) 8" x 11", 321 pages
Languages Sold: Arabic, Dutch

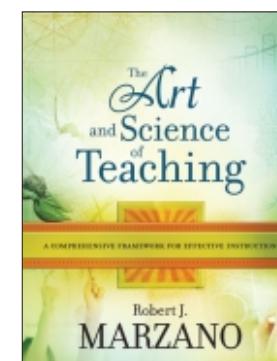


Effective Supervision: Supporting the Art and Science of Teaching

Robert J. Marzano, Tony Frontier, and David Livingston

In this title, the authors show school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. The five-part framework is based on what research tells us about how expertise develops. The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies. The book includes five school-level conditions that are essential to systematically developing teacher expertise, four domains of teaching practice that provide a focus for instructional improvement, and five ways to provide teacher feedback that avoids the pitfalls of a checklist approach. Going way beyond scripted observation routines and typical value-added measurements of teacher effectiveness, the authors open your eyes to broad principles of effective supervision that apply to all kinds of schools.

ISBN: 9781416611554 | (May 2011) 8" x 10", 185 pages
Languages Sold: Arabic, Korean



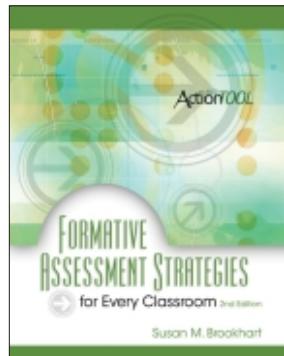
The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction

Robert J. Marzano

Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them and with whom is more of an art. In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, author Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. He articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design. For classroom lessons to be truly effective, educators must examine every component of the teaching process with equal resolve. More than 325,000 copies sold.

ISBN: 9781416605713 | (July 2007) 7" x 9", 221 pages
Languages Sold: Arabic, Chinese (simple characters), Dutch, Indonesian, Romanian, Polish, Vietnamese

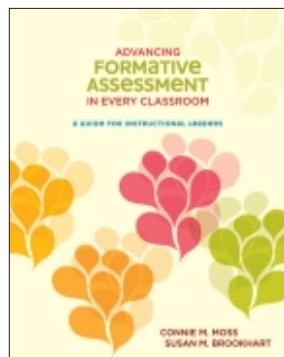
ASSESSMENT & GRADING


**Formative Assessment Strategies for Every Classroom:
An ASCD Action Tool, Second Edition**

Susan Brookhart

This second edition of an ASCD's best-selling Action Tool gives teachers more than 60 tools—with tips and implementation steps—for creating and using formative assessments in every grade level and subject. A series of Teacher Tools makes it much easier for teachers to create and use appropriate intervention strategies for struggling students, give students useful feedback that advances their understanding of content, and design customized formative assessment tools for specific student populations. All tools include clear instructions for use, suggestions for variations, and guidance on next steps.

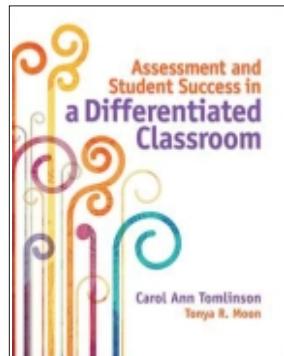
ISBN: 9781416610830 | (July 2010) 8 1/2" x 11", 280 pages
Languages Sold: Arabic, French


**Advancing Formative Assessment in Every Classroom:
A Guide for Instructional Leaders**

Connie M. Moss and Susan M. Brookhart

This practical guide provides strategies to help school leaders foster a culture of formative assessment throughout the school. Distinguished authors Connie M. Moss and Susan M. Brookhart define formative assessment as an active, continual process in which teachers and students work together to gather evidence of learning. Chapters focus on the six elements of formative assessment: (1) sharing learning targets and criteria for success, (2) feedback that feeds forward, (3) student goal setting, (4) student self-assessment, (5) strategic teacher questioning, and (6) engaging students in asking effective questions. The authors also provide guidelines to gauge progress in the classroom and conversation starters to address common misconceptions about formative assessment.

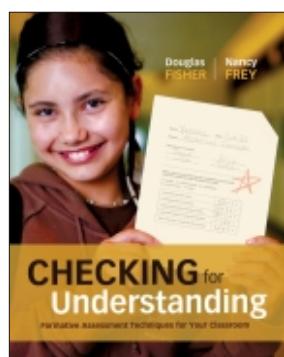
ISBN: 9781416609117 | (December 2009) 8" X 10", 167 pages
World Rights Available


Assessment and Student Success in a Differentiated Classroom

Carol Ann Tomlinson, Tonya R. Moon

After discussing differentiated instruction in general, authors Carol Ann Tomlinson and Tonya R. Moon focus on how differentiation applies to various forms of assessment—pre-assessment, formative assessment, and summative assessment—and to grading and report cards. Detailed scenarios illustrate how assessment differentiation can occur in three realms (student readiness, interest, and learning style or preference) and how it can improve assessment validity and reliability and decrease errors and teacher bias. Grounded in research and the authors' teaching experience, *Assessment and Student Success in a Differentiated Classroom* outlines a common-sense approach that empowers teachers and students to achieve their true potential.

ISBN: 9781416616177 | (September 2013) 8" x 10", 175 pages
World Rights Available


**Checking for Understanding:
Formative Assessment Techniques for Your Classroom**

Doug Fisher and Nancy Frey

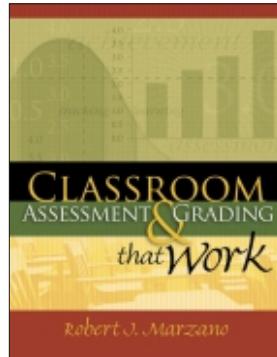
If you ever have students who are reluctant to tell you when they don't understand something or worse, tell you they understand when they really don't, then here's a book that gives you lots of ways to check for understanding. Learn why typical methods to check for understanding are usually ineffective. And explore formative assessment techniques that work in any subject area and grade level. Extensive classroom examples show you how to use these formative assessments to correct misconceptions, improve learning, and model good study skills for individual students or across multiple classrooms. More than 100,000 copies sold! Second Edition publishing in December 2014.

ISBN: 9781416605690 | (September 2007) 8" X 10", 158 pages
Languages Sold: Arabic

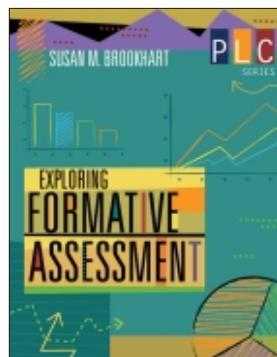
Classroom Assessment and Grading That Work

Robert Marzano

In *Classroom Assessment and Grading That Work*, Robert J. Marzano provides an in-depth exploration of what he calls "one of the most powerful weapons in a teacher's arsenal." Drawing from his own and others' extensive research, the author provides comprehensive answers to: what are the characteristics of an effective assessment program? How can educators use standards documents as a basis for creating a comprehensive, topic-based assessment system? What types of assessment items and tasks are best suited to measuring student progress in mastering information, mental procedures, and psychomotor procedures? What types of scoring and final grading systems provide the most accurate portrayal of a student's progress along a continuum of learning? More than 85,000 copies sold!



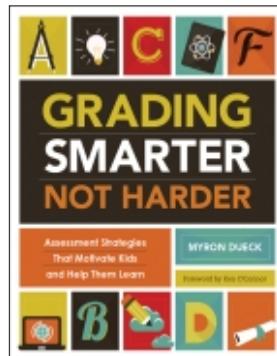
ISBN: 9781416604228 | (December 2006) 7" x 9", 189 pages
Languages Sold: Arabic, Chinese (simple characters)


**Exploring Formative Assessment:
The Professional Learning Community Series**

Susan Brookhart

Exploring Formative Assessment is a guide to creating a PLC (professional learning community) to help further teacher's understanding of how to use formative assessment in the classroom. A PLC is a small group of teachers or administrators that meets regularly and works between meetings to accomplish shared goals. This comprehensive guide by assessment expert Susan Brookhart contains everything teachers need to organize and run their own PLC, including agendas, handouts, worksheets, and the background reading for each of seven sessions. Collaborating with their colleagues and experimenting with new techniques will help educators of all experience levels gain a deeper understanding of formative assessment.

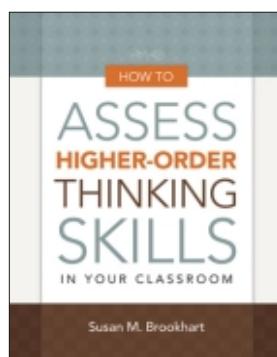
ISBN: 9781416608264 | (April 2009) 8" x 10", 83 pages
World Rights Available


**Grading Smarter, Not Harder:
Assessment Strategies That Motivate Kids and Help Them Learn**

Myron Dueck

In this lively and eye-opening book, educator Myron Dueck reveals how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement. Through anecdotes, lesson plans, and various practical strategies, he demonstrates how teachers can tailor policies to address what really matters: student understanding of content. These strategies help ensure students are not punished for factors outside of their control and allow teachers to critically examine the fairness and effectiveness of grading homework assignments while designing unit plans that make assessment criteria crystal-clear to students.

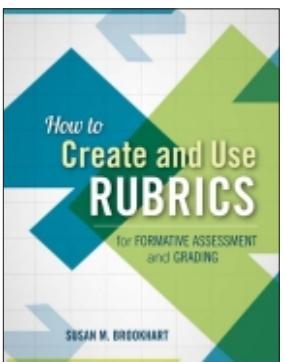
ISBN: 9781416618904 | (July 2014) 8" x 10", 175 pages
World Rights Available


How to Assess Higher-Order Thinking Skills in Your Classroom

Susan Brookhart

Author, consultant, and former classroom teacher Susan M. Brookhart defines higher order thinking in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying the kind of complex thinking that current content standards emphasize. Brookhart lays out principles for assessment in general as well as for higher-order thinking; then moves on to the categories established in leading taxonomies, giving specific guidance on how to assess students in the following areas: analysis, evaluation, and creation; logic and reasoning; judgment; problem solving; and last, creativity and creative thinking.

ISBN: 9781416610489 | (September 2010) 7" x 9", 159 pages
Languages Sold: Arabic

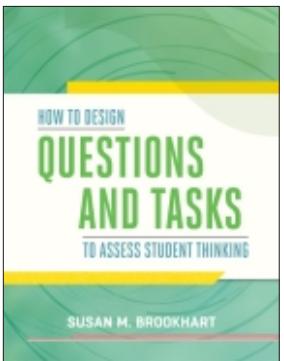


How to Create and Use Rubrics for Formative Assessment and Grading

Susan Brookhart

Rubrics are sets of criteria for student work that describe levels of performance quality. This sounds simple enough but unfortunately, rubrics are commonly misunderstood and misused. When used correctly, rubrics are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Brookhart identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas.

ISBN: 9781416615071 | (November 2013) 8" x 10", 160 pages
Languages Sold: Arabic

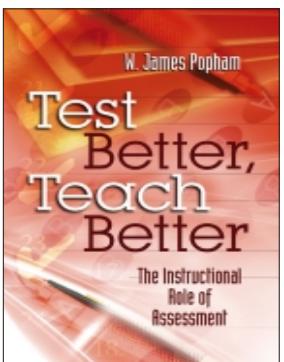


How to Design Questions and Tasks to Assess Student Thinking

Susan M. Brookhart

In this highly accessible new title by honored author Susan M. Brookhart, educators are shown how to teach with a focus on higher-order thinking skills, rather than just memorization of facts and procedures. She provides specific guidelines for designing targeted questions and tasks that align with standards and assess students' ability to think at higher levels. Aided by dozens of examples across grade levels and subject areas, readers will learn how to take a student perspective and view assessment questions and tasks as "problems to solve," design multiple-choice questions that require higher-order thinking, target different thinking skills, and manage the assessment of higher-order thinking within the larger context of teaching and learning.

ISBN: 9781416619246 | (August 2014) 7" x 9", 144 pages
World Rights Available

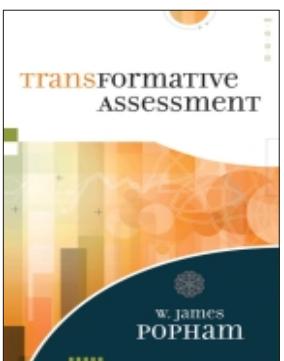


Test Better, Teach Better: The Instructional Role of Assessment

W. James Popham

In *Test Better, Teach Better*, assessment expert W. James Popham explores the links between assessment and instruction and provides a no-nonsense look at classroom and large-scale test construction, interpretation, and application. Featuring sample items, testing tips, and recommended resources, this "crash course" in instructionally focused assessment includes practical advice on testing targets, guidelines for improving standards-based achievement tests, and information on measurement concepts such as validity, reliability, and bias. This book's many strategies for mining assessment data will help teachers determine what kind of instruction will help improve the achievement of their students.

ISBN: 9780871206671 | (August 2003) 6" x 9", 174 pages
Languages Sold: Chinese (simple characters), Spanish



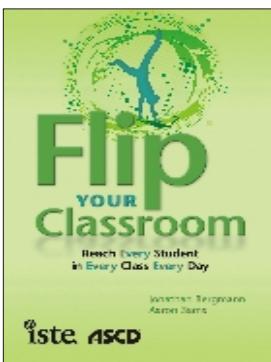
Transformative Assessment

W. James Popham

Renowned expert W. James Popham clarifies what formative assessment really is, why it's right for your school or classroom, and how to use this approach to improve teaching, learning, classroom climate, teacher professional development, and school performance. Whether you're already using formative assessments, just considering them, or wondering why the ones you're using aren't working, this foundational guide gives you a clear pathway and steps to using formative assessments the right way.

ISBN: 9781416606673 | (April 2008) 6" x 9", 150 pages
Languages Sold: Arabic, Spanish

TEACHING STRATEGIES & CLASSROOM MANAGEMENT



Flip Your Classroom:

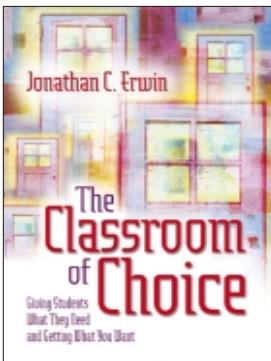
Reach Every Student in Every Class Every Day

Jonathan Bergman and Aaron Sams

It started with a simple observation: Students need their teachers present to answer questions or to provide help if they get stuck on an assignment; they don't need their teachers present to listen to a lecture or review content. From there, Jonathan Bergmann and Aaron Sams began the flipped classroom: Students watched recorded lectures for homework and completed their assignments, labs, and tests in class with their teacher available. Learn what a flipped classroom is and why it works, and get the information you need to flip your own classroom. You'll also learn the flipped mastery model, where students learn at their own pace. (Co-published with ISTE/ASCD holds translation rights).

ISBN: 9781564843159 | (June 2012) 5-1/2" x 8-1/2", 112 pages

Languages Sold: Arabic, Chinese (simple characters), Danish, French, Japanese, Korean, Spanish, Spanish (Castilian), Thai



The Classroom of Choice:

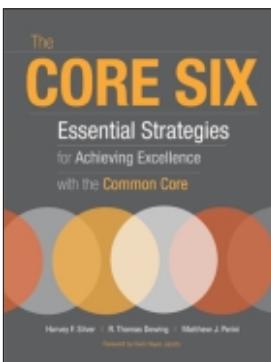
Giving Students What They Need and Getting What You Want

Jonathan C. Erwin

Teachers everywhere face the daily challenge of engaging students whose knowledge, skills, needs, and temperaments vary greatly. How does a teacher establish a learning environment that supports the class as a whole while meeting the particular needs of individual students? Author and teacher Jonathan C. Erwin believes the answer lies in offering real opportunities to students rather than throwing up the obstacles inherent to traditional discipline and motivation techniques. At the heart of his approach are the five basic human needs of William Glasser's Choice Theory: survival and security, love and belonging, power through cooperation and competency, freedom, and fun. By understanding and attending to these needs, teachers can customize and manage a classroom environment where students learn to motivate and monitor themselves.

ISBN: 9780871208293 | (May 2004) 6" x 9", 229 pages

Languages Sold: Chinese



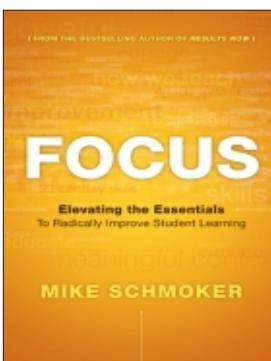
The Core Six:

Essential Strategies for Achieving Excellence with the Common Core

Harvey F. Silver, Matthew Perini

Thanks to more than 40 years of research and hands-on classroom testing, the authors know the best strategies to increase student engagement and achievement and prepare students for the demands of attending college and their later careers. Best of all, these strategies can be used across all grade levels and subject areas. The Core Six include: 1. Reading for Meaning. 2. Compare & Contrast. 3. Inductive Learning. 4. Circle of Knowledge. 5. Write to Learn. 6. Vocabulary's CODE. This book includes sample lessons that will capture students' interest, deepen their understanding, and extend their thinking about required course content.

ISBN: 9781416614753 | (July 2012) 7" x 9", 90 pages
World Rights Available

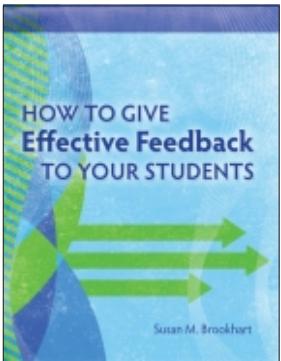


Focus: Elevating the Essentials to Radically Improve Student Learning

Michael J. Schmoker

Best-selling author Mike Schmoker describes a plan for radically improving student learning that is built on three core elements: a focused and coherent curriculum; clear, prioritized lessons; and purposeful reading and writing. More than 135,000 units sold! With this "less is more" philosophy, educators can help students learn content at a deeper level, develop greater critical thinking skills, and discover more clearly how content-area concepts affect their lives and the world around them.

ISBN: 9781416611301 | (January 2011) 6" x 9", 237 pages
Languages Sold: Arabic

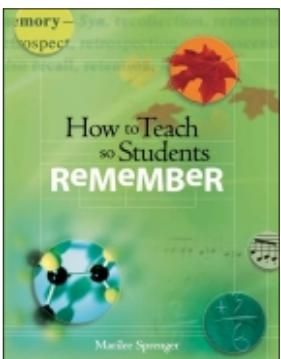


How to Give Effective Feedback to Your Students

Susan M. Brookhart

Education expert Susan M. Brookhart uses research-based strategies and practical classroom examples to illustrate how teachers can provide feedback that helps students learn and stay motivated at all grade levels. This book uses numerous examples of good feedback to help teachers choose the right feedback strategies for their students in all subject areas and to help them tailor their strategies to individual learners, including successful students, struggling students, and English language learners. The guide also includes tips for how to help students use feedback, and to help teachers learn how to give the right feedback for all kinds of assignments

ISBN: 9781416607366 | (September 2008) 8" x 10", 121 pages
Languages Sold: French, German, Lithuanian, Spanish

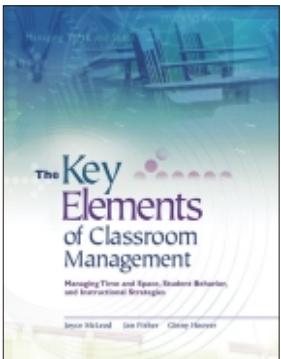


How to Teach So Students Remember

Marilee Sprenger

How to Teach So Students Remember offers seven steps to increase your students' capacity to receive information in immediate memory, act on it in working memory, store it in long-term memory, and retrieve and manipulate it in unanticipated situations—that is, to use what they've learned when they need it. By consciously teaching for memory, teachers can help students gain confidence in their abilities. By doing so, they will better equip all students to be successful learners, reliable family members, and informed members of society.

ISBN: 9781416601524 | (May 2005) 7" x 9", 205 pages
Languages Sold: Arabic, Bahasa Indonesian, Chinese (simple characters), German, Portuguese

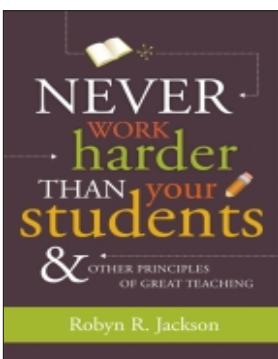


The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies

Joyce McLeod, Jan Fisher, and Ginny Hoover

All teachers know that a well-managed classroom is the cornerstone of a strong instructional program, but many are uncertain where they should focus their energies. In *The Key Elements of Classroom Management*, three veteran teachers show how teachers can make real improvements in their classroom by concentrating on basic skills in three critical areas: Managing Time and Space. Joyce McLeod shares techniques to help K-12 teachers arrange the classroom, organize schedules, pace the year's curriculum, and manage administrative tasks. Managing Student Behavior. Jan Fisher focuses on preventing conflicts and disruptions by teaching students responsibility, self-management, and problem-solving and decision-making skills. Ginny Hoover describes various research-based instructional methods, identifying the advantages and disadvantages of each. The authors combine insights gleaned from extensive experience with step-by-step discussions of practical strategies. Any teacher who has struggled with the day-to-day challenges of the classroom will find an abundance of proven techniques for creating an orderly, caring, and efficient environment that supports successful teaching and learning.

ISBN: 9780871207876 | (September 2003) 6" x 9", 195 pages
Languages Sold: Arabic, Chinese (simple characters)

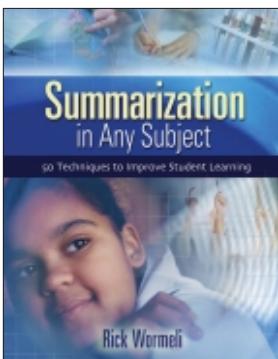


Never Work Harder Than Your Students & Other Principles of Great Teaching

Robyn R. Jackson

Using a short set of basic principles and classroom examples that promote reflection, Robyn R. Jackson explains how to develop a master teacher mindset. Find out where you are on your own journey to becoming a master teacher, which steps you need to take to apply the principles of great teaching to your own practice, and how to advance to the next stage of your professional development. Lots of classroom tips, problem-solving advice, and tools to help you begin practicing the book's principles in your classroom right away. More than 100,000 copies sold!

ISBN: 9781416607571 | (January 2009) 7" x 9", 249 pages
Languages Sold: Arabic, Chinese (simple characters), French, German

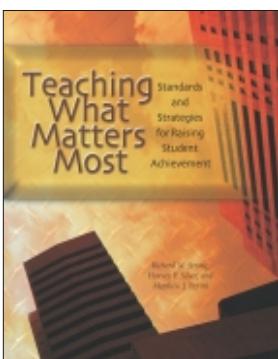


Summarization in Any Subject: 50 Techniques to Improve Student Learning

Rick Wormeli

Educators agree that the ability to summarize—to identify salient information and structure it for meaning, long-term retention, and successful application—is an essential academic skill. Research affirms summarization's reputation as a highly effective way to boost comprehension and achievement. Rick Wormeli makes the case that summarization is not only one of the most effective ways to improve student learning, it's also one of the most flexible, responsive, and engaging. Here, you'll find a classroom-tested collection of written, spoken, artistic, and kinesthetic summarization techniques for both individual assignments and group activities across the content areas. Suitable for students in grades 3-12, these techniques are easily adjustable to any curriculum and presented with ample directions and vivid, multidisciplinary examples. More than 80,000 copies sold!

ISBN: 9781416600190 | (December 2004) 8" x 10", 240 pages
Languages Sold: Arabic, Bahasa Indonesian, Chinese (simple characters and complex)

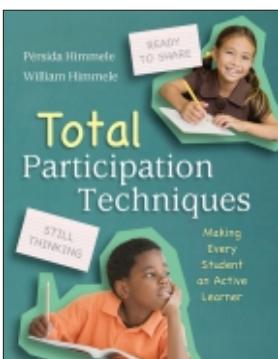


Teaching What Matters Most: Standards and Strategies for Raising Student Achievement

Harvey F. Silver, Richard W. Strong, Matthew J. Perini

What matters most? With 10 years of research and work in 300 schools to guide them, Silver, Strong, and Perini offer four standards that can be used to help students meet the various standards dictated by districts, states, and regions: Rigor: helping students make sense of challenging texts and ideas. Thought: helping students become adept users of powerful learning disciplines. Diversity: helping students understand themselves and others. Authenticity: helping students apply what they learn to the real world. These standards elicit popular support as they are understandable and attractive to diverse communities and constituencies throughout the world. They are also manageable, meaning a majority of students can attain them. In this book, the authors use practical lessons from real classrooms to demonstrate that these four standards, when used to guide decisions about curriculum, instruction, and assessment, can prepare students to perform well on assessment tests.

ISBN: 9780871205186 | (August 2001) 8" x 10", 137 pages
World Rights Available



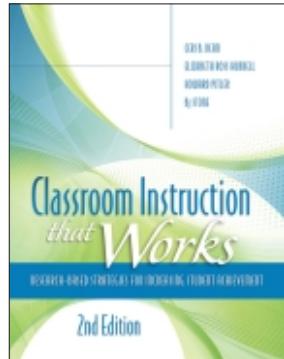
Total Participation Techniques: Making Every Student an Active Learner

Persida Himmeli and William Himmeli

Providing easy-to-use alternatives to the "stand and deliver" approach to teaching that causes so many students to tune out or even drop out. *Total Participation Techniques* presents dozens of ways to engage K-12 students in active learning and allow them to demonstrate the depth of their knowledge and understanding. The authors, Persida Himmeli and William Himmeli, explain both the why and the how of Total Participation Techniques (TPTs) as they explore the high cost of student disengagement, place TPTs in the context of higher-order thinking and formative assessments, and demonstrate how to create a "TPT-conducive classroom."

ISBN: 9781416612940 | (July 2011) 8" x 10", 135 pages
Languages Sold: Arabic, Chinese (simple characters)

CLASSROOM INSTRUCTION THAT WORKS



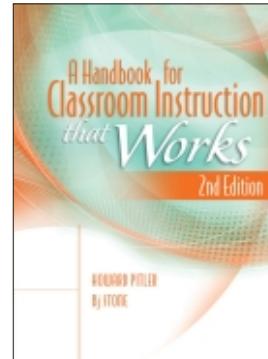
**Classroom Instruction That Works:
Research-Based Strategies for Increasing Student Achievement, Second Edition**

Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, BJ Stone

This completely revised second edition pulls from years of research, practice, and results to reanalyze and reevaluate the nine instructional strategies that have the most positive effects on teaching and learning. Educators will explore new research explaining the impact each of the nine teaching strategies has on student achievement and effect sizes, learn new insights about how and why some strategies work more effectively than others, and discover how all nine instructional strategies relate to essential skills for 21st century learners. A new framework organizes these strategies in preparation for instructional planning, and it highlights the point that all of the strategies are effective and should be used to complement one another. Each teaching strategy is supported with recommended classroom practices, examples of the strategy in use, tips for teaching, and information about using the strategy with today's learners. 1st Edition Sales—1.3 million; 2nd edition—in the first 8 months more than 60,000 copies sold!

ISBN: 9781416613626 | (January 2012) 8" x 10", 210 pages

Languages Sold: Arabic, Chinese (simple characters)/ First Edition sold in 10 languages



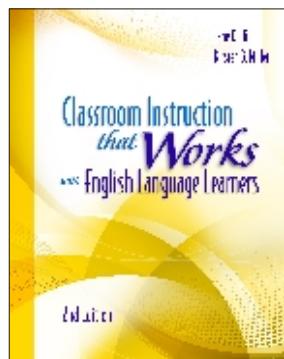
A Handbook for Classroom Instruction That Works, Second Edition

Howard Pitler and BJ Stone

This new edition of *A Handbook for Classroom Instruction That Works* will help you explore and refine your use of the teaching strategies from the 2nd edition of *Classroom Instruction That Works*. Discussion of the nine categories of strategies that have the most positive effect on student learning is the focus. Perfect as a guide for self-study or professional learning communities, the handbook is designed to help you begin using effective instructional strategies immediately. With this handbook, teachers will develop their skills in coordinating the strategies and learn how to more effectively use them to help students get more out of every lesson. The book also includes teacher rubrics and student checklists that can be used to measure the effectiveness of your instruction and how it improves student learning.

ISBN: 9781416614685 | (October 2012) 8" x 10", 335 pages

Languages Sold: Arabic



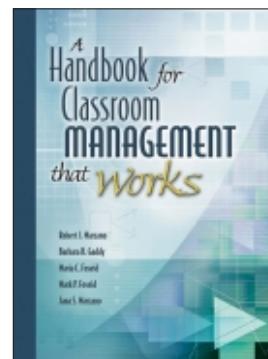
**Classroom Instruction That Works with English Language Learners:
Participant's Workbook**

Jane Donnelly Hill and Cynthia Linnea Björk

This workbook, by authors Jane Hill and Cynthia Björk, is intended for teachers taking part in workshops on ELL (English language learners) instruction and is based on recommendations from the 2006 book *Classroom Instruction That Works with English Language Learners*. It includes in-depth discussions of vital classroom strategies as homework and practice, summarization and note taking, and use of nonlinguistic representations, among many others. For each strategy, the authors provide a summary of the research, detailed examples of how to modify the strategy for use with students at different levels of language acquisition, and numerous activities and worksheets to help teachers fully understand the strategies. An accompanying PowerPoint presentation can be accessed online at the McREL Web site and is reprinted in the workbook.

ISBN: 9781416606987 | (July 2008) 8" x 11", 207 pages

World Rights Available



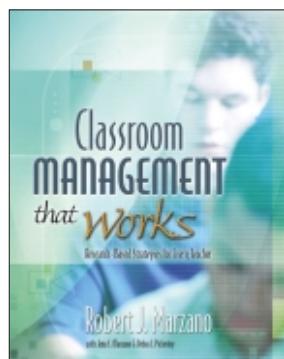
A Handbook for Classroom Management That Works

Robert J Marzano

This companion volume to *Classroom Management That Works* helps teachers at all grade levels master the skills needed for a productive learning environment. A teacher's ability to manage their classrooms strongly influences the quality of their teaching—and thus the success of their students. Through worksheets, case studies, and other materials, readers learn how to use the seven essentials of effective classroom management that Robert J. Marzano identified by analyzing more than 100 research studies. Discussion questions and self-assessments allow readers to examine their own individual practices and understanding, while also providing a ready-made forum for study teams working together to develop their skills. *A Handbook for Classroom Management That Works* provides sound advice and real-world solutions to help teachers establish a classroom where learning and teaching can thrive.

ISBN: 9781416602361 | (November 2005) 8 1/2" x 11", 181 pages

World Rights Available



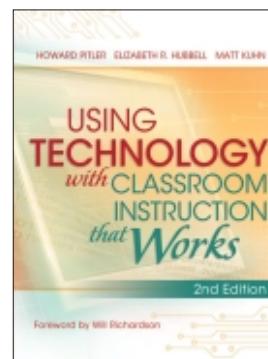
**Classroom Management That Works:
Research-Based Strategies for Every Teacher**

Robert Marzano, Jana S. Marzano, and Debra Pickering

In this follow-up to *What Works in Schools*, Robert J. Marzano analyzes research from more than 100 studies on classroom management to discover the answers to these questions and more. He then applies these findings to a series of "Action Steps"—specific strategies that can be used to get the classroom management effort off to a good start, establish effective rules and procedures, implement appropriate disciplinary interventions, foster productive student-teacher relationships, help students contribute to a positive learning environment, and activate school-wide measures for effective classroom management. The authors provide real stories of teachers and students in classroom situations to help illustrate how the action steps can be used successfully in different situations. In each chapter, they also review the strengths and weaknesses of programs with proven track records. More than 225,000 copies sold!

ISBN: 9780871207937 | (January 2003) 8" x 10", 143 pages

Languages Sold: Arabic, Dutch, Georgian, Turkish, Vietnamese



Using Technology With Classroom Instruction That Works, Second Edition

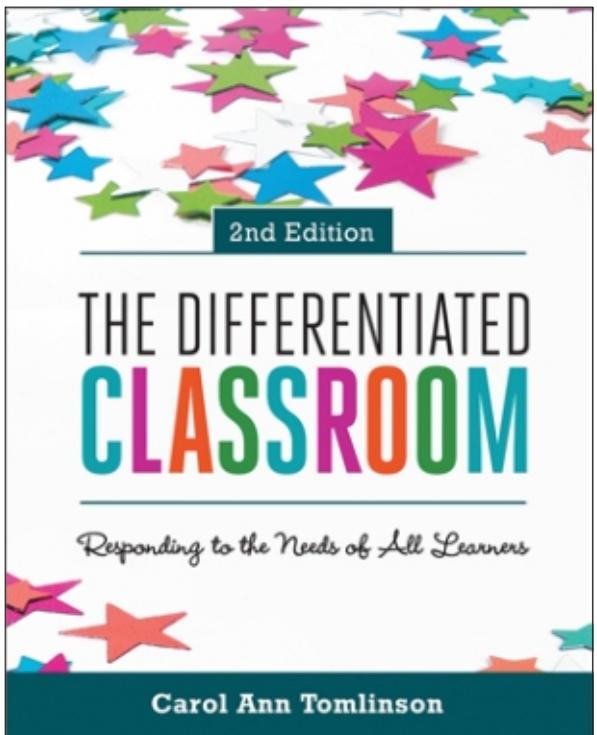
Elizabeth Ross Hubbell, Howard Pitler, Matt Kuhn, McREL

This revised and updated second edition of that best-selling book provides fresh answers to critical questions about technology in the classroom. It takes into account the enormous technological advances that have occurred since the first edition was published, including the proliferation of social networks, mobile devices, and web-based multimedia tools. It also builds on the up-to-date research and instructional planning framework featured in the 2nd edition of *Classroom Instruction That Works*, outlining the most appropriate technology applications and resources for all nine categories of effective instructional strategies. Each strategy-focused chapter features examples across grade levels and subject areas, and are drawn from real-life lesson plans and projects of teachers integrating relevant technology in the classroom in ways that are engaging and inspiring to students. The authors also recommend dozens of word processing applications, spreadsheet generators, educational games, data collection tools, and online resources that can help make lessons more fun, more challenging, and, most of all, more effective.

ISBN: 9781416614302 | (August 2012) 8" x 10", 249 pages

Languages Sold: Arabic, Polish

DIFFERENTIATED LEARNING & INSTRUCTION

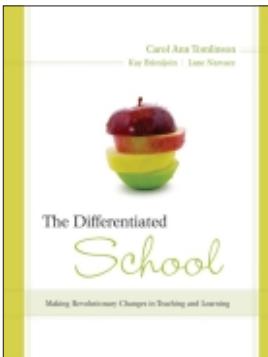


The Differentiated Classroom: Responding to the Needs of All Learners, Second Edition

Carol Ann Tomlinson

In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct students of various backgrounds, readiness and skill levels, and interests. With a perspective informed by advances in research and deepened by more than 15 years of feedback in all types of schools, Tomlinson explains the theoretical basis of differentiated instruction, explores the variables of curriculum and learning environment, and shares dozens of instructional strategies. Through the book she then goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners. This book's insightful guidance on what to differentiate, how to differentiate, and why lays the groundwork for bringing differentiated instruction into your own classroom or refining the work you already do to help each of your wonderfully unique learners move toward greater knowledge, more advanced skills, and expanded understanding. Today more than ever, *The Differentiated Classroom* is a must-have staple for every teacher's shelf and every school's professional development collection.

ISBN: 9781416618607 | (May 2014) 8" x 10", 198 pages
World Rights Available

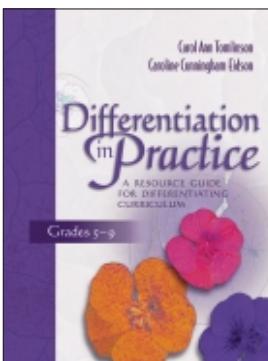


The Differentiated School: Making Revolutionary Changes in Teaching and Learning

Carol Ann Tomlinson, Kay Brimijoin, and Lane Narvaez

Administrators and teachers alike will find viable ideas and answers to questions about differentiated instruction as these three experienced authors share milestones and vignettes from their real-life experiences in converting entire faculties to this dynamic approach to teaching and learning. The authors recount their 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. This book explains why some efforts to differentiate fail, while others succeed. It includes common misconceptions about differentiation, eight leadership lessons for accomplishing the change process, and forms, surveys, and checklists for monitoring and evaluating the change towards differentiation.

ISBN: 9781416606789 | (June 2008) 8" x 10", 239 pages
World Rights Available

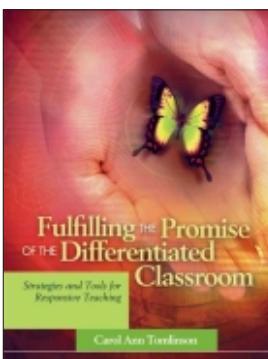


Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9

Carol Ann Tomlinson and Caroline Cunningham Eidson

This book is the first in a series from Carol Ann Tomlinson and Caroline Cunningham Eidson exploring how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit. Focusing on the middle grades, but applicable at all levels, *Differentiation in Practice, Grades 5-9* will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively. More than 75,000 copies sold! Each unit highlights underlying standards, delineates learning goals, and takes you step by step through the instructional process. The models and insight presented will inform teachers' differentiation efforts and help them meet the challenge of mixed-ability classrooms with academically responsive curriculum appropriate for all learners.

ISBN: 9780871206558 | (April 2003) 8" x 10", 247 pages
World Rights Available

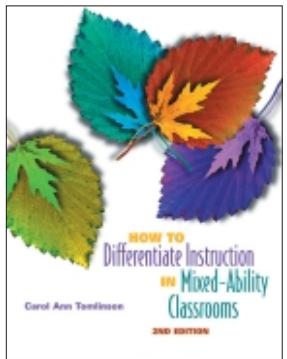


Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching

Carol Ann Tomlinson

Extend the benefits of differentiated teaching to virtually any kind of school situation and student population using the guidelines and strategies from this book. Carol Ann Tomlinson takes you to the next level of differentiated curriculum and instruction with new insights, including: 5 student needs that are at the heart of responsive teaching, 5 teacher responses that engage more students in learning and promote achievement, 6 classroom elements that lay the groundwork for a differentiated classroom, 5 characteristics of curriculum and instruction that genuinely help all students learn detailed scenarios and activities make it easier to develop new classroom routines and teaching practices that reinforce differentiation. More than 150,000 copies sold!

ISBN: 9780871208125 | (December 2003) 8 1/2" x 11", 165 pages
Languages Sold: Italian, French



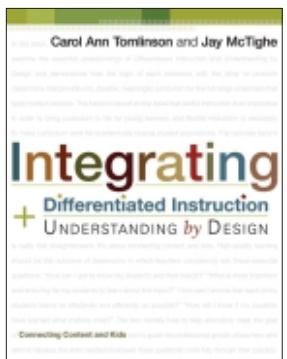
How to Differentiate Instruction in Mixed Ability Classrooms, Second Edition

Carol Ann Tomlinson

In this updated edition of an ASCD bestseller, teachers will learn proven ideas for how to match instructional approaches to the readiness, interests, and talents of all students: learning centers, hands-on activities, contracts, and investigative projects. Plus, read about new ways of structuring lessons to provide "scaffolds" for the lesson content, the procedures used in learning, and the products of learning. Three new chapters, extended examples, and field-tested strategies help teachers succeed in today's increasingly diverse classrooms. More than 500,000 copies sold!

ISBN: 9780871205124 | (April 2001) 8" x 10", 117 pages

Languages Sold: Chinese (complex characters), Greek, Korean, Portuguese, Spanish, Thai



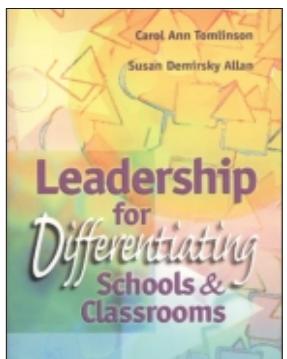
Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids

Carol Ann Tomlinson, Jay McTighe

In this book the two models converge, providing readers fresh perspectives on two of the greatest contemporary challenges for educators: crafting powerful curriculum in a standards-dominated era and ensuring academic success for the full spectrum of learners. Each model strengthens the other. Understanding by Design is predominantly a curriculum design model that focuses on what we teach. Differentiated Instruction focuses on whom we teach, where we teach, and how we teach. Carol Ann Tomlinson and Jay McTighe show you how to use the principles of backward design and differentiation together to craft lesson plans that will teach essential knowledge and skills for the full spectrum of learners. More than 200,000 copies sold!

ISBN: 9781416602842 | (May 2006) 6" x 9", 182 pages

Languages Sold: French, Korean, Spanish



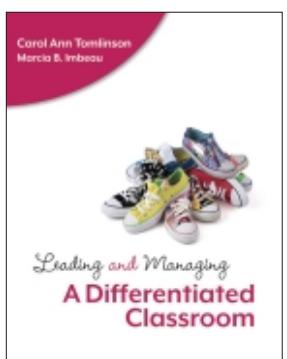
Leadership for Differentiating Schools and Classrooms

Carol Ann Tomlinson and Susan Demirsky Allan

Educational experts Carol Ann Tomlinson and Susan Demirsky Allan explore in this book how school leaders can develop responsive, personalized, and differentiated classrooms. The book shows teachers how to tailor their instruction to particular students instead of teaching to the class as a whole as if all its individuals were the same. By doing so, the authors help teachers match their instructional approaches to the needs and interests of every student. The book explores key concepts every school leader needs to know, including the best reasons to differentiate, and policies and practices that are most apt to promote or block differentiation.

ISBN: 9780871205025 | (December 2000) 6" x 9", 168 pages

Languages Sold: Chinese (simple characters), Greek, Portuguese



Leading and Managing a Differentiated Classroom

Carol Ann Tomlinson and Marcia B. Imbeau

While most books on classroom management focus on keeping kids in their seats and giving good directions, here at last is a breakthrough guide that explains how to lead a class that is differentiated to individual students' needs. The top authority on differentiated instruction, Carol Ann Tomlinson, teams up with educator and consultant Marcia B. Imbeau to outfit you with everything you need to deal with time, space, materials, groups, and strategies in ways that balance content requirements with multiple pathways for learning. Step-by-step guidelines, checklists, and a Teacher's Toolkit with ready-made classroom activities ensure that you master the nuts and bolts of managing a student-centered classroom. More than 50,000 copies sold!

ISBN: 9781416610748 | (November 2010) 8" x 10", 185 pages

Languages Sold: Arabic, Danish, Italian



Learning Targets:

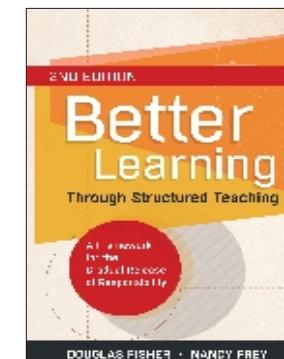
Helping Students Aim for Understanding in Today's Lesson

Connie M. Moss, Susan M. Brookhart

In *Learning Targets*, Connie M. Moss and Susan M. Brookhart contend that improving student learning and achievement happens in the immediacy of an individual lesson what they call "today's lesson" or it doesn't happen at all. The key to making today's lesson meaningful? Written from students' point of view, a learning target describes a lesson-sized chunk of information and skills that students will come to know deeply. Each lesson's learning target connects to the next lesson's target, enabling students to master a coherent series of challenges that ultimately lead to important curricular standards. Includes downloadable Action Tools.

ISBN: 9781416614418 | (July 2012) 7"x 9", 222 pages

Languages Sold: Arabic, Polish



Better Learning Through Structured Teaching:

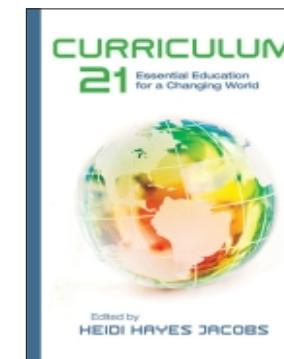
A Framework for the Gradual Release of Responsibility, Second Edition

Douglas B. Fisher, Nancy E. Frey

In this updated second edition of the ASCD best-seller, Douglas Fisher and Nancy Frey dig deeper into the hows and whys of the gradual release of responsibility instructional framework. To gradually release responsibility is to equip students with what they need to be engaged and self-directed learners. On a day-to-day level, it means delivering lessons purposefully planned to incorporate four essential and interrelated instructional phases: Focused instruction, guided instruction, collaborative learning, and independent learning. The book also contains tips and tools for classroom implementation, advice on feedback, homework, group work, differentiated instruction, and blended learning.

ISBN: 9781416616290 | (December 2013) 6" x 9", 156 pages

World Rights Available



Curriculum 21:

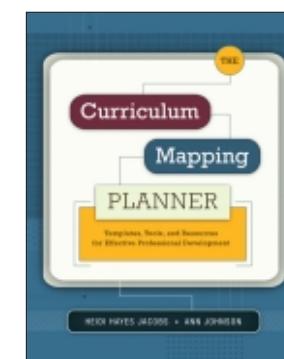
Essential Education for a Changing World

Heidi Hayes Jacobs

Author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12 curriculum. Sharing her expertise as a world renowned curriculum designer and calling upon the collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas: content and assessment; program structures; technology; media literacy; globalization; sustainability, and last, habits of mind—the habits that students, teachers, and administrators require to succeed in school, work, and life. More than 50,000 copies sold!

ISBN: 9781416609407 | (January 2010) 6" x 9", 251 pages

Languages Sold: Arabic, Chinese (complex characters), Croatian, Spanish, Vietnamese



The Curriculum Mapping Planner:

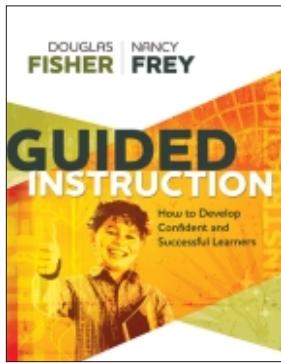
Templates, Tools, and Resources for Effective Professional Development

Heidi Hayes Jacobs and Ann Johnson

Designed to help schools deliver effective training in curriculum mapping and filled with a wealth of advice, *The Curriculum Mapping Planner* describes a four-phase professional development program. Authors Heidi Hayes Jacobs and Ann Johnson have composed this program out of 12 modules relevant to all aspects of schooling designed to help educators get the biggest payoff possible out of their teaching methods. The manual's collection of templates, samples, and tools helps educators ensure a long-term support for curriculum mapping, create quality maps and review and improve existing ones. It also contains activities for deepening understanding, assessments to show evidence of learning, and instructional maps that guide implementation of the training.

ISBN: 9781416608745 | (October 2009) 8 1/2" x 11", 222 pages

World Rights Available

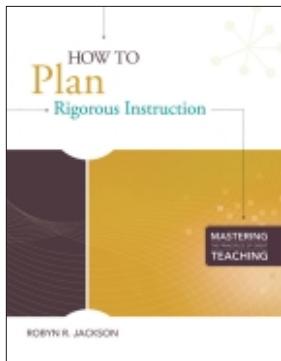


Guided Instruction: How to Develop Confident and Successful Learners

Douglas Fisher and Nancy Frey

Douglas Fisher and Nancy Frey, two of ASCD's most popular authors, say that helping students develop immediate and lifelong learning skills is best achieved through guided instruction, which they define as "saying or doing the just-right thing to get the learner to do cognitive work." In other words, gradually and successfully transferring knowledge and the responsibility for learning to students through scaffolds for learning. In this helpful and informative book, they explain how guided instruction fits your classroom and works for your students. Through this book, teachers will learn how using guided instruction in any grade or subject can take students from where they are to where they can be and close the achievement gap.

ISBN: 9781416610687 | (October 2010) 6"x 9", 140 pages
Languages Sold: Arabic

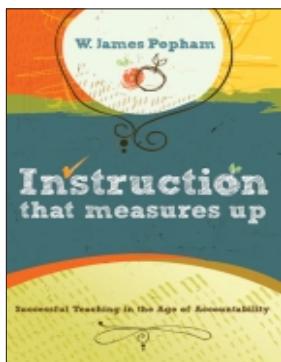


How to Plan Rigorous Instruction: Mastering the Principles of Great Teaching Series

Robyn R. Jackson

Through this book, teachers of all grade levels will discover how to create lessons that are much more focused, activities that are more relevant and engaging, and assessments that are much more informative to both them and their students. Lots of helpful worksheets, planning templates, and strategy sheets help teachers plan more rigorous learning units from start to finish, from selecting better content, to implementing more powerful instructional strategies, to creating and administering more meaningful assessments. Teachers will learn how to choose rigorous instructional strategies, select rigorous learning materials by examining the type of thinking they want students to engage in, and create a rigorous learning unit tailored to their standards and classroom content.

ISBN: 9781416610939 | (January 2011) 8 1/2" x 11", 124 pages
World Rights Available

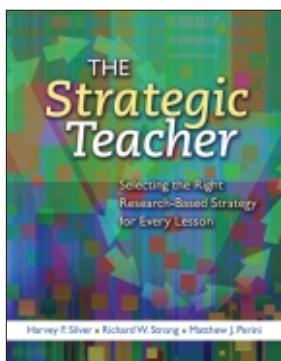


Instruction That Measures Up: Successful Teaching in the Age of Accountability

W. James Popham

W. James Popham calls on his half-century in the classroom to provide a practical, assessment-informed framework for guiding teachers through their most important instructional decisions: curriculum determination, instructional design, instructional monitoring, and instructional evaluation. Inside the classroom, instruction boils down to teachers deciding what they want their students to learn, planning how to promote that learning, implementing those plans, and then determining if the plans worked. This book provides empirical research and assessment evidence to guide teachers in successful classroom instruction and assessment. Along the way, it emphasizes the critical ways in which assessment can and should influence instruction and offers advice for maintaining both teaching excellence and teachers' sanity.

ISBN: 9781416607649 | (April 2009) 6"x 9", 175 pages
Languages Sold: Arabic

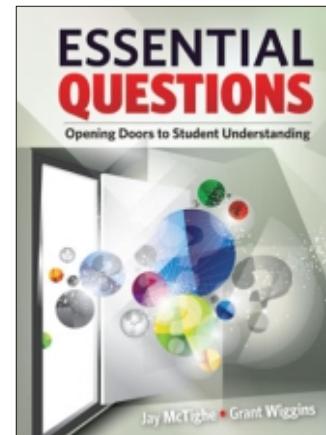


The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson

Harvey F. Silver, Richard W. Strong, Matthew J. Perini

To guide teachers in delivering content to students, the authors started with the best research-based teaching and learning strategies and created a tool called the Strategic Dashboard. The dashboard provides information about each teaching strategy in a concise, visual profile; it is also designed to document how one incorporates current, highly respected research into instructional plans. *The Strategic Teacher* offers a repertoire of strategies designed and proven to meet today's high standards and reaches diverse learners. Twenty reliable, flexible strategies (along with dozens of variations) are organized into groups of instruction. More than 45,000 copies sold!

ISBN: 9781416606093 | (October 2007) 8 1/2" x 11", 272 pages
Languages Sold: Arabic, German, Indonesian

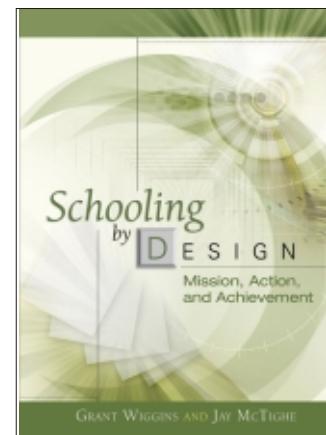


Essential Questions: Opening Doors to Student Understanding

Grant Wiggins, Jay McTighe

What are "essential questions," and how do they differ from other kinds of questions? What's so great about them? Why should you design and use essential questions in your classroom? Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students' discussions and promote a deeper understanding of the content. Whether you are an Understanding by Design (UbD) devotee or are searching for ways to address standards in an engaging way, Jay McTighe and Grant Wiggins provide practical guidance on how to design, initiate, and embed inquiry based teaching and learning in the classroom.

ISBN: 9781416615057 | (April 2013) 8" x 10", 120 pages
Languages Sold: Arabic, Chinese (complex characters)

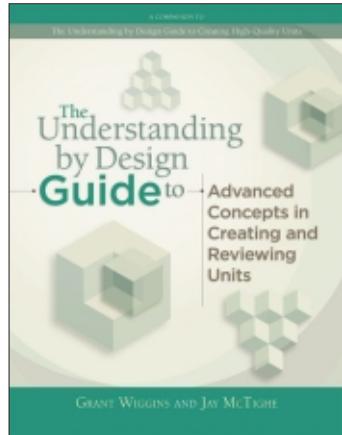


Schooling by Design: Mission, Action, and Achievement

Grant Wiggins and Jay McTighe

Building on the premise of Understanding by Design, their acclaimed framework for curriculum, instruction, and assessment, authors Grant Wiggins and Jay McTighe present a compelling argument for using the same approach to reach a grand goal: the reform of schooling as a whole. The book shares 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. It describes how teachers can focus their goals of understanding and accomplishment-based learning. Also included are dozens of action ideas, curriculum frameworks, and assessment rubrics.

ISBN: 9781416605805 | (July 2007) 8 1/2" x 11", 287 pages
Languages Sold: Korean

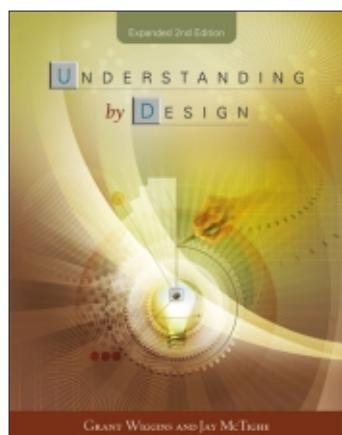


The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units

Jay McTighe, Grant Wiggins

The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units offers instructional modules on how to refine units created using Understanding by Design (UbD) and how to effectively review the units using self-assessment and peer review, along with observation and supervision. The Guide builds upon its companion and predecessor, *The Understanding by Design Guide to Creating High-Quality Units*, and like the earlier volume, it presents the following components for each module: narrative discussion of key ideas in the module; exercises, worksheets, and design tips; examples of unit designs; review criteria for self-and peer assessment.

ISBN: 9781416614098 | (March 2012) 8 1/2" x 11", 130 pages
Languages Sold: Chinese (complex characters), Korean



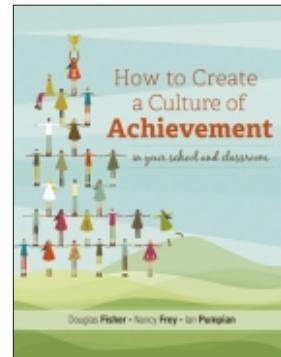
Understanding by Design Expanded Second Edition

Jay McTighe, Grant Wiggins

Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of *Understanding by Design*. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. More than 275,000 copies sold!

ISBN: 9781416600350 | (March 2005) 8 1/2" x 11", 370 pages
Languages Sold: Arabic, Chinese (complex characters), Chinese (simple characters), Hebrew, Indonesian, Japanese, Korean, Spanish

EDUCATION LEADERSHIP & MANAGEMENT



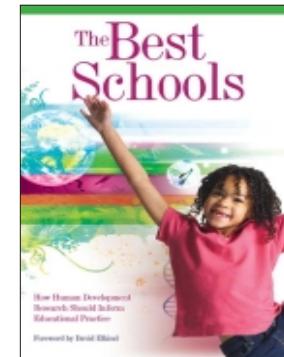
How to Create a Culture of Achievement in Your School and Classroom

Douglas Fisher, Nancy Frey and Ian Pumplin

Drawing on their years of experience in the classroom, these well respected authors explain how five essential pillars support good teaching and learning. The authors believe

that no school improvement effort will be effective unless school culture is addressed. This book provides 19 action research tools to help teachers create a culture of achievement, so that their schools or classrooms can be the best possible. This title helps readers understand why culture makes the difference between a school that enables success for all students and a school that merely houses those students during the school day.

ISBN: 9781416614081 | (May 2012) 7" x 9", 226 pages
Languages Sold: Arabic



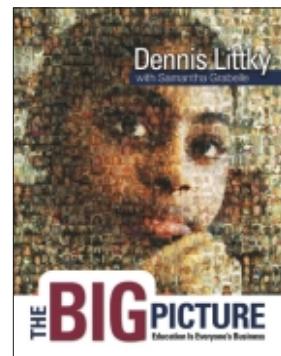
The Best Schools : How Human Development Research Should Inform Educational Practice

Thomas Armstrong and David Elkind

In *The Best Schools*, the authors urge educators to leave narrow definitions of learning behind and return to the great thinkers of the past 100 years—Montessori, Piaget, Freud, Steiner, Erikson, Dewey, Elkind, Gardner—and to the language of

human development and the whole child. *The Best Schools* highlights examples of educational programs that are honoring students' differences, using developmentally appropriate practices, and promoting a humane approach to education.

ISBN: 9781416604570 | (December 2006) 6" x 9", 182 pages
Languages Sold: Arabic, Chinese (complex characters), Chinese (simple characters), Croatian, Indonesian, Korean, Portuguese



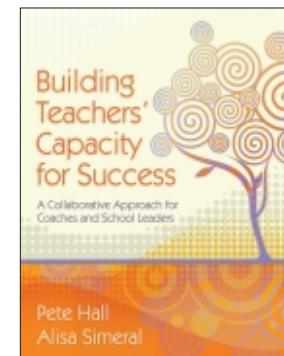
The Big Picture: Education Is Everyone's Business

Dennis Littky, Samantha Grabelle

Renowned educators Dennis Littky and Samantha Grabelle explore the purpose of education and the philosophy of "one student at a time" in *The Big Picture: Education Is Everyone's Business*. Here is a moving account of just what is possible in education,

with many of the examples drawn from the Metropolitan Regional Career and Technical Center ("The Met") in Providence, Rhode Island—a diverse public high school with the highest rates of attendance and college acceptance in the state and a dropout rate of less than five percent. *The Big Picture* is a book to re-energize educators, inspire teachers in training, and start a new conversation about kids and schools, what we want for both, and how to make it happen.

ISBN: 9780871209719 | (September 2004) 7" x 9", 230 pages
Languages Sold: Arabic, Italian, Portuguese, Spanish, Turkish

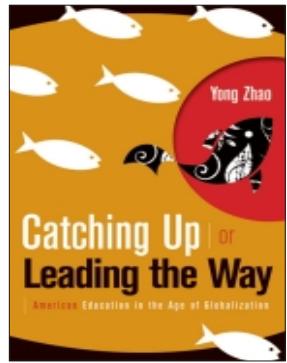


Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders

Pete Hall and Alisa Simeral

In *Building Teachers' Capacity for Success*, authors Pete Hall and Alisa Simeral offer a straightforward plan to help site-based administrators and instructional coaches collaborate to bring out the best in every teacher and achieve greater academic success by building a stronger and more cohesive staff. Filled with clear, proven strategies and organized around two easy-to-use tools, this book offers a differentiated approach to coaching and supervision centered on identifying and nurturing teachers' individual strengths and helping them reach new levels of professional success and satisfaction.

ISBN: 9781416607472 | (December 2008) 8" x 10", 196 pages
World Rights Available



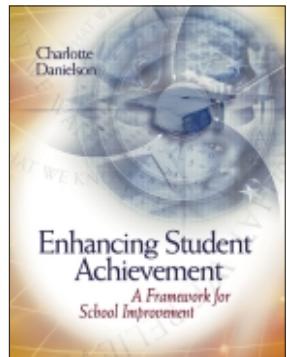
**Catching Up or Leading the Way:
American Education in the Age of Globalization**

Yong Zhao

Through this title by distinguished professor Yong Zhao, educators, policymakers, parents, and others interested in preparing students to be productive global citizens will

gain a clear understanding of what kinds of knowledge and skills constitute digital competence and global competence. This book asks questions about Chinese and US education systems, specifically if US education reform is headed down the right path and if education systems in China and other countries are really as superior as some people claim. This book also outlines what schools can—and must—do to meet the challenges and opportunities brought about by globalization and technology.

ISBN: 9781416608738 | (September 2009) 7" x 9", 229 pages
Languages Sold: Chinese (simple characters), Croatian



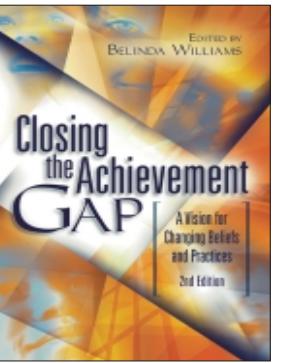
**Enhancing Student Achievement:
A Framework for School Improvement**

Charlotte Danielson

Using four critical criteria for successful school improvement, distinguished author Charlotte Danielson outlines everything that educators have to do to ensure optimum student learning. The author asserts that teachers must focus on the interdependence

of variables that affect student learning, both inside and outside the classroom, if instruction is to be successful. She covers school organization, team planning, and teaching practices. Rubrics help educators evaluate how their policies and programs support their improvement efforts. Brimming with perceptive advice and thought-provoking arguments, this book is both a wake-up call and a roadmap to success for those determined to provide students with the best education possible.

ISBN: 9780871206916 | (November 2002) 8" x 10", 141 pages
Languages Sold: Arabic, Chinese (simple characters)



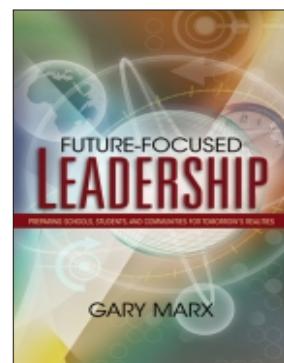
**Closing the Achievement Gap:
A Vision for Changing Beliefs and Practices, Second Edition**

Belinda Williams (editor)

In this second edition of *Closing the Achievement Gap*, editor Belinda Williams pulls together numerous discussions on how best to work with students from all backgrounds. It delves deep into the reasons and remedies for the gaps in achievement

that exist among racial and socioeconomic groups in the United States, and goes beyond the original edition's focus on urban schools. The authors explore achievement gaps in a range of indicators—grades test scores, dropout rates, and more—in every kind of school district. Topics covered include eliminating the learning disparity among urban, suburban, and rural students, and the importance of cross-cultural awareness among students and educators.

ISBN: 9780871208385 | (December 2003) 6" x 9", 207 pages
World Rights Available

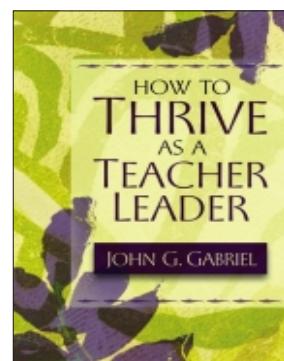


**Future-Focused Leadership:
Preparing Schools, Students, and Communities for Tomorrow's Realities**

Gary Marx

In this insightful and informative guide, Gary Marx presents principles, tools, and techniques to help education leaders steer their organizations confidently into the future and prepare the next generation of leaders for life in the 21st century. The author suggests that staying abreast of current worldwide trends and being aware of those just around the corner is the essence of successful leadership. Readers will learn to scan the environment to identify and analyze significant trends and issues, manage issues to set priorities and minimize negative fallout, and engage the larger community in building a future-focused organization. This book will help educators better prepare students for such challenges as globalization, demographic shifts, and advances in technology. Combining stimulating ideas and practical suggestions, the book will ensure that schools and classrooms are fully prepared today to confront the challenges of tomorrow.

ISBN: 9781416602194 | (January 2006) 6" x 9", 208 pages
World Rights Available

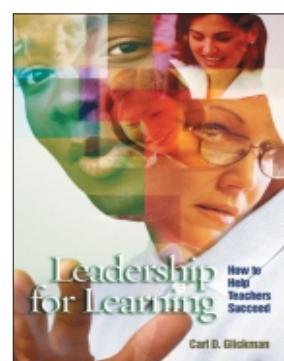


How to Thrive as a Teacher Leader

John G. Gabriel

In *How to Thrive as a Teacher Leader*, former high school teacher and department chair John G. Gabriel explores the responsibilities and rewards of teacher leadership. With little or no leadership training, however, many teachers are unprepared to take advantage of leadership opportunities, but this book will change all of that. Gabriel offers practical, positive advice on enhancing communications, implementing change, and improving student and teacher achievement. This book provides clear strategies—grounded in experience and illustrated by examples—for becoming an effective teacher leader. A generous resource section is included, filled with sample letters, surveys, and checklists, that enables readers to quickly put these techniques into practice.

ISBN: 9781416600312 | (January 2005) 6" x 9", 240 pages
Languages Sold: Chinese (simple characters)

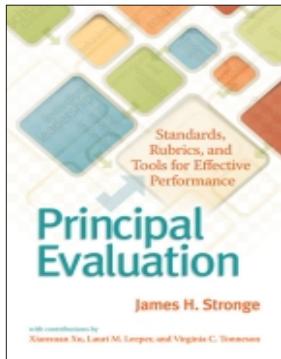


**Leadership for Learning:
How to Help Teachers Succeed**

Carl D. Glickman

In a follow-up to his earlier book, *Developmental Supervision*, distinguished educator and author Carl D. Glickman provides instructional leaders, supervisors, principals, and teachers with practical guidance and thoughtful insight to help them succeed as they work with teachers to improve classroom teaching and learning. This title deals with structures of classroom assistance, including clinical supervision, peer coaching, and research groups, as well as formats for managing classroom observations, and approaches for working directly with teachers. More than 45,000 copies sold!

ISBN: 9780871205964 | (January 2002) 6" x 9", 141 pages
Languages Sold: Chinese (complex characters), Lithuanian, Thai

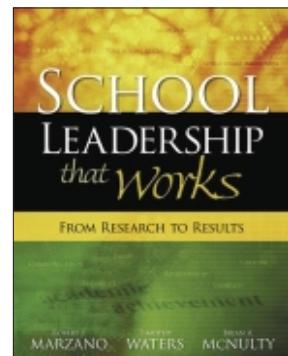


Principal Evaluation: Standards, Rubrics, and Tools for Effective Performance

James H. Stronge, Xianxuan Xu, Lauri M. Leeper, and Virginia C. Tonneson

A school principal's management and leadership responsibilities are large; and effective principals can and do address, prioritize, balance, and carry out these responsibilities. In this new book, bestselling author James Stronge presents a framework for principal evaluation, applying his research-based ideas from *Qualities of Effective Principals*. Specific performance indicators and rubrics address the seven key aspects of effective principal leadership: instructional leadership, school climate, human resources leadership, organizational management, communications and community relations, professionalism, and—perhaps most important in today's climate—student progress.

ISBN: 9781416615279 | March 2013) 6" x 9", 160 pages
Languages Sold: Arabic



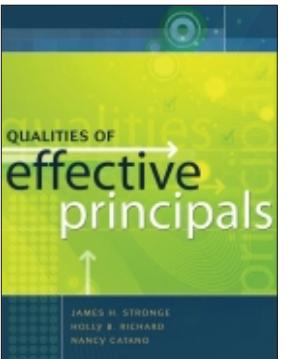
School Leadership That Works: From Research to Results

Robert J. Marzano, Timothy Waters, Brian A. McNulty

Combining rigorous research with practical advice, *School Leadership That Works* gives school administrators the guidance they need to provide strong leadership for better schools. Based on more than 650 building principals, the authors have developed a list

of 21 leadership responsibilities that have a significant effect on student achievement. Readers will learn the specific behaviors associated with the 21 leadership responsibilities; the difference between first-order change and second-order change and the leadership responsibilities that are most important for each; how to develop a site-specific approach to improving student achievement, using a framework of 11 factors and 39 action steps; and a 5-step plan for effective school leadership that includes a strong team and distributed responsibilities.

ISBN: 9781416602279 | (September 2005) 7" x 9", 194 pages
Languages Sold: Arabic, Chinese (simple characters), Dutch, Korean, Lithuanian

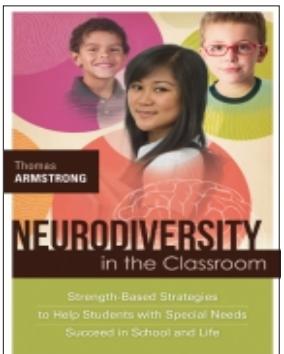


Qualities of Effective Principals

James H. Stronge, Holly B. Richard, and Nancy Catano

In *Qualities of Effective Principals*, James H. Stronge, Holly B. Richard, and Nancy Catano show principals how to successfully balance the needs and priorities of their school and continuously develop and refine their leadership skills. This comprehensive, research-based guide provides readers with helpful tools and extensive research that will help them create effective school climates for learning, strengthen community relationships, and build a foundation for organizational management. With practical skills checklists, quality indicators, and an extensive annotated bibliography, this is an excellent resource for both experienced and new principals committed to developing and leading strong schools that help all students succeed.

ISBN: 9781416607441 | (November 2008) 7" x 9", 250 pages
Languages Sold: Indonesian

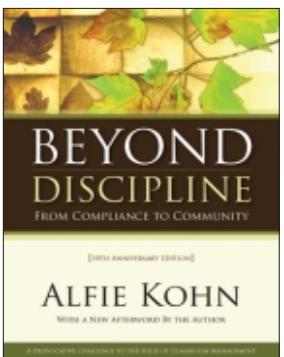


Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life

Thomas Armstrong

Neurodiversity is a new concept on human diversity that promises to revolutionize the way educators provide services to students with special needs. Educators too need to honor the diversity of brains among our students who learn, think, and behave differently. In this new title by best-selling author Thomas Armstrong, he argues that we should embrace the strengths of such neurodiverse students to help them and their neurotypical peers thrive in school and beyond. This innovative book focuses on five categories of special needs: learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities, and emotional and behavioral disorders.

ISBN: 9781416614838 | (December 2012) 6" x 9", 188 pages
Languages Sold: Spanish

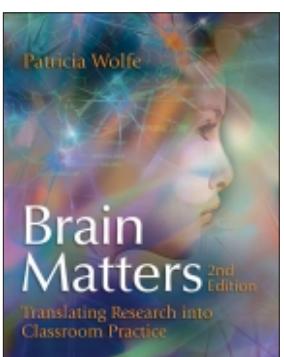


Beyond Discipline: From Compliance to Community

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. More than 30,000 copies sold!

ISBN: 9781416604723 | (August 2006) 6" x 9", 191 pages
Languages Sold: Arabic, Bulgarian, Korean, Spanish

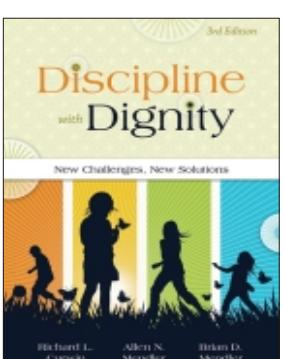


Brain Matters: Translating Research into Classroom Practice, Second Edition

Pat Wolfe

In this expanded and updated ASCD bestseller, renowned educator and consultant Patricia Wolfe introduces you to the anatomy and physiology of the brain and explains teaching strategies that match how the brain learns best through projects, simulations, visuals, music, writing, and mnemonics. Plus, an all-new section explores brain development from birth through adolescence; the role of exercise, sleep, nutrition, and technology on the brain; and the importance of neuroplasticity.

ISBN: 9781416610670 | (September 2010) 7" x 9", 240 pages
Languages Sold: Chinese (simple characters), Farsi, Portuguese

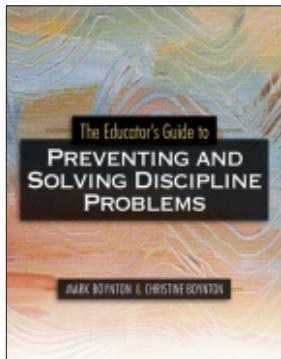


Discipline with Dignity: New Challenges, New Solutions, Third Edition

Richard L. Curwin, Allen N. Mendler, Brian D. Mendler

This completely updated third edition offers practical solutions to classroom management that emphasize relationship building, curriculum relevance, and academic success. The authors put emphasis on preventing problems by helping students to understand each other, work well together, and develop responsibility for their own actions. The strategies innate to this book's approach help students make informed choices to behave well. Filled with real-life examples and authentic teacher-student dialogues, *Discipline with Dignity* is a comprehensive and flexible system of prevention and intervention tools that shows how educators at all levels can handle common and severe discipline problems in dignified ways.

ISBN: 9781416607465 | (November 2008) 6" x 9", 251 pages
Languages Sold: Arabic, Spanish



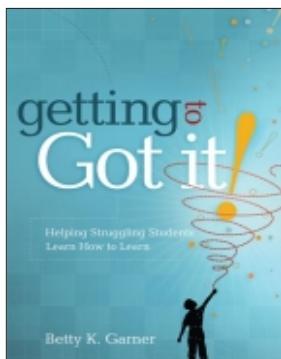
The Educator's Guide to Preventing and Solving Discipline Problems

Mark Boyton, Christine Boyton

Veteran educators Mark Boyton and Christine Boyton cover virtually every aspect of effective disciplinary systems in this comprehensive guide. This book gives teachers a comprehensive reference of strategies for preventing and solving discipline problems. They include crucial components of classroom discipline, universal techniques for teachers, and guidelines for school-wide philosophies that will best help educators serve their students. Regardless of a teacher's skill level, subject, or grade level, teachers will find lots of useful ideas, such as the best ways to deal with major rule violations, and a response hierarchy for dealing with inevitable classroom disruptions.

ISBN: 9781416602378 | (November 2005) 6" x 9", 178 pages

Languages Sold: Arabic, French, Portuguese, Turkish



Getting to "Got It!"

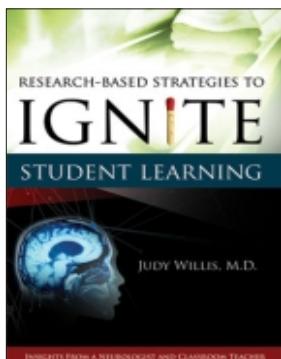
Helping Struggling Students Learn How to Learn

Betty K. Garner

In this book, Betty K. Garner focuses on why students struggle and what teachers can do to help them become self-directed learners. Difficulty reading, remembering, paying attention, or following directions are not the reasons students fail but symptoms of the true problem: underdeveloped cognitive structures. Each chapter in this book focuses on a key cognitive structure and uses real-life accounts to illustrate how learners construct meaning by using recognition, memorization, conservation of constancy, classification, spatial orientation, temporal orientation, and metaphorical thinking. The title also includes suggestions for using these techniques in daily classroom practice, advice on lesson planning for cognitive engagement, and guidelines for conducting reflective research that all expand this book's practical applications.

ISBN: 9781416606086 | (November 2007) 6" x 9", 168 pages

Languages Sold: Arabic, German, Romanian, Spanish



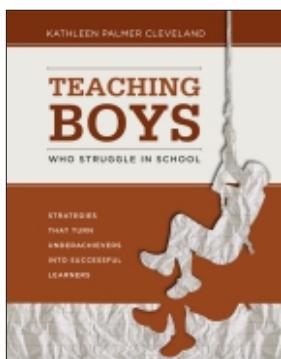
Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher

Judith Willis

Research-Based Strategies to Ignite Student Learning is the first book for educators written by an author who is both a neurologist and a classroom teacher. Using her background and experience as a clinical neurologist and neuroscience researcher, Dr. Willis sifted through the abundance of neuroimaging and brain mapping information to assess what was both valid and relevant to education. This book provides strategies for implementing the best of this research into the classroom and describes instructional strategies that are adaptable for grades K through 12 in a comprehensive and accessible style.

ISBN: 9781416603702 | (April 2006) 6" x 9", 125 pages

Languages Sold: Arabic, Korean



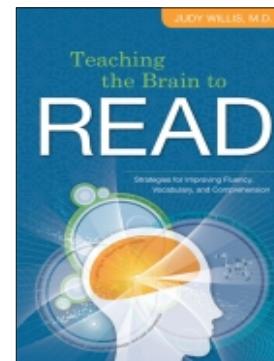
Teaching Boys Who Struggle in School: Strategies That Turn Underachievers into Successful Learners

Kathleen Palmer Cleveland

Teaching Boys Who Struggle in School responds to growing concerns about a crisis in boys' academic achievement. Kathleen Palmer Cleveland seeks to help K-12 educators cut through the hype to get at the real problem: who is underachieving, why are they struggling, and how can educators respond to these students' needs in new and productive ways? Cleveland presents findings from four large-scale studies about how boys learn best and combines these findings with insights about ongoing social and learning-style factors that affect learning in the classroom, plus lesson plans and anecdotes from real teachers working across all grade levels and subject areas.

ISBN: 9781416611509 | (April 2011) 7" x 9", 232 pages

Languages Sold: Dutch, German



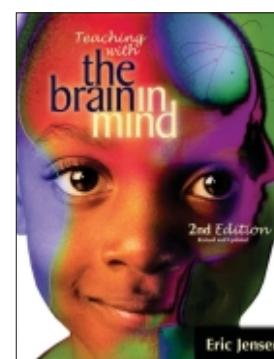
Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension

Judy Willis

As a classroom teacher who has also worked as a neurologist, Judy Willis offers a unique perspective on how to help students not only learn the mechanics of reading and comprehension, but also develop a love of reading. She shows the importance of establishing a nonthreatening environment and provides teaching strategies that truly engage students and help them succeed in the classroom. By enriching their understanding of how the brain processes language, emotion, and other stimuli, this book will change the way teachers understand and teach reading skills—and help all their students become successful readers.

ISBN: 9781416606888 | (August 2008) 6" x 9", 176 pages

Languages Sold: Arabic



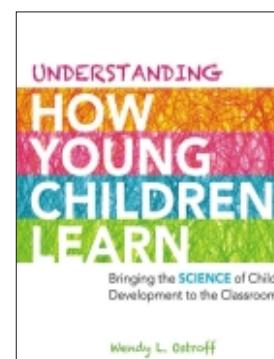
Teaching with the Brain in Mind, Second Edition

Eric Jensen

Following up on the best-selling first edition, this title has inspired thousands of educators to apply the latest brain research in their classroom teaching. Now, author Eric Jensen is back with a completely revised and updated edition of his classic work. In easy to understand, engaging language, Jensen provides a basic orientation to the brain and its various systems and explains how they affect learning. After discussing what parents and educators can do to get children's brains in good shape for school, Jensen goes on to explore topics such as motivation, critical thinking skills, environmental factors, the "social brain," emotions, and memory and recall. More than 110,000 copies sold!

ISBN: 9781416600305 | (June 2005) 8" x 10", 187 pages

Languages Sold: Arabic, Korean, Serbian



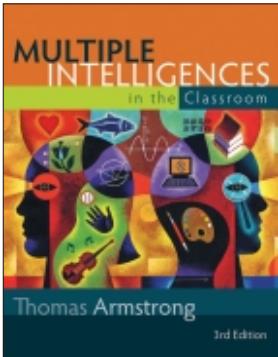
Understanding How Young Children Learn: Bringing the Science of Child Development to the Classroom

Wendy L. Ostroff

Human beings are born to learn. Author Wendy Ostroff builds on this premise and research and shows you how to harness the power of the brain, the most powerful learning machine in the universe. She highlights the processes that inspire or propel learning play, confidence, self-regulation, movement, mnemonic strategies, metacognition, articulation, and collaboration and distills the research into a synthesis of the most important takeaway ideas that teachers will need as they design their curriculum and pedagogy. Each chapter has suggested activities for exactly how teachers can put theory into practice in the classroom.

ISBN: 9781416614227 | (August 2012) 7" x 9", 200 pages

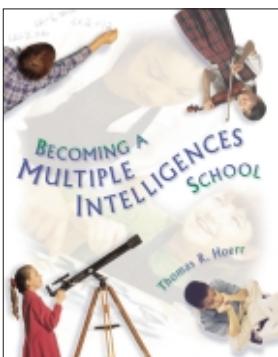
Languages Sold: Indonesian, Spanish

**Multiple Intelligences in the Classroom, Third Edition**

Thomas Armstrong

In this new edition of *Multiple Intelligences in the Classroom*, Thomas Armstrong has updated his best-selling practical guide for educators, to incorporate new research from Gardner and others. Gardner's original studies suggested that the mind comprises seven intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. This edition includes information on the eighth intelligence (the naturalist), a chapter on a possible ninth intelligence (the existential), and updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more.

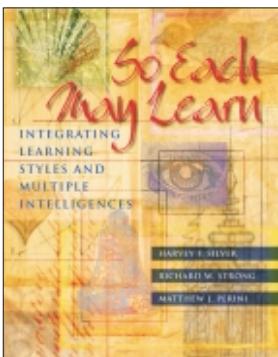
ISBN: 9781416607892 | (May 2009) 7" x 9", 246 pages
Languages Sold: Korean, Indonesian

**Becoming a Multiple Intelligences School**

Thomas Hoerr

Any school considering a multiple-intelligences (MI) approach needs this insider's view of how to implement multiple-intelligences theory in all aspects of schooling. Based on a 10-year experience, the author recounts key steps in becoming a multiple intelligences school and offers sound advice for how to deal with roadblocks you'll encounter along the way.

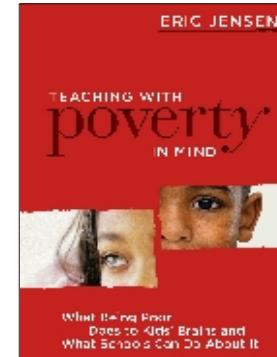
ISBN: 9780871203656 | (February 2000) 8" x 10", 113 pages
Languages Sold: French, Norwegian

**So Each May Learn:
Integrating Learning Styles and MI**

Harvey F. Silver, Richard W Strong, Matthew J Perini

A great challenge faced by schools is accommodating full diversity while promoting a high level of academic achievement for all students. Two powerful learning models—multiple intelligences and learning styles—provide the best means to meet the challenge. The book includes research-based principles that support integrated learning; classroom activities, help for educators to analyze their practices; as well as templates for designing integrated lessons, assessments, and curriculum. The authors show educators at all grade levels and in all content areas how to implement a holistic learning program that seamlessly integrates learning styles and multiple intelligences into instruction, curriculum, and assessment. More than 100,000 sold!

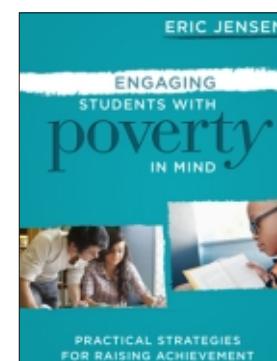
ISBN: 9780871203878 | (November 2000) 8" x 10", 124 pages
Languages Sold: Arabic, Chinese (complex characters), Chinese (simple characters), Portuguese

**Teaching with Poverty in Mind :
What Being Poor Does to Kids' Brains and What Schools Can Do About It**

Eric Jensen

In *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It*, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character. More than 175,000 copies sold!

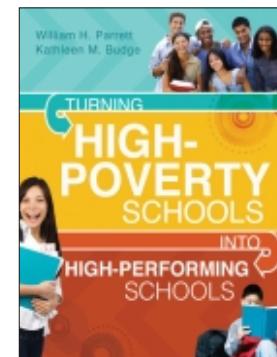
ISBN: 9781416608844 | (November 2009) 6" x 9", 185 pages
Languages Sold: Arabic, French, Korean

**Engaging Students with Poverty in Mind:
Practical Strategies for Raising Achievement**

Eric Jensen

In this galvanizing follow-up to the best-selling *Teaching with Poverty in Mind*, renowned educator and learning expert Eric Jensen digs deeper into engagement as the key factor in the academic success of economically disadvantaged students. Drawing from research, experience, and real school success stories, *Engaging Students with Poverty in Mind* reveals smart, purposeful engagement strategies that all teachers can use to expand students' cognitive capacity, increase motivation and effort, and build deep, enduring understanding of content. It also includes the (until-now) unwritten rules for engagement that are essential for increasing student achievement. This timely resource will help teachers and educators take immediate action to revitalize and enrich their practices so that all students may thrive in school and beyond.

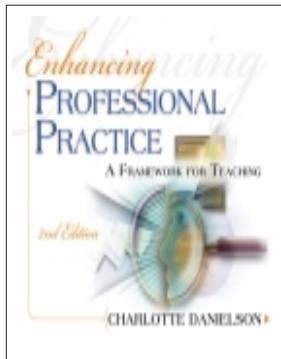
ISBN: 9781416615729 | (August 2013) 6" x 9", 200 pages
Languages Sold: Korean

**Turning High-Poverty Schools into High-Performing Schools**

William H. Parrett, Kathleen M. Budge

Authors William Parrett and Kathleen Budge have synthesized the research, studied high-performing/high-poverty schools in depth, and have laid out critical components that set these institutions apart from their struggling peers. After setting the context by examining poverty and its stunning effects on students, the authors then zero in on what HP/HP schools stopped doing or eliminated and what they started doing or improved on in three key areas of performance: building leadership capacity, fostering a safe, healthy, and supportive learning environment, and focusing on student, professional, and system learning. Learn what these schools do to help students succeed—and how you and your school can adopt the same practices—no matter what socio-economic climate students live in.

ISBN: 9781416613138 | (December 2011) 8" x 10", 220 pages
World Rights Available



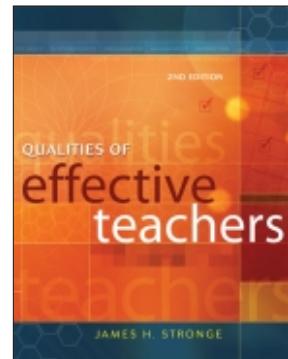
Enhancing Professional Practice: A Framework for Teaching, Second Edition

Charlotte Danielson

This classic book is a research-based set of components that are grounded in a constructivist view of learning and teaching. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their

skill in the complex task of teaching. The framework may be used as the foundation of a school's or district's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. More than 450,000 copies sold!

ISBN: 9781416605171 | (September 2007) 8" x 10", 200 pages
Languages Sold: Arabic, Chinese (simple characters), Portuguese



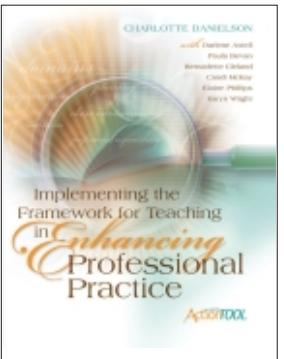
Qualities of Effective Teachers, Second Edition

James H. Stronge

In *Qualities of Effective Teachers, 2nd edition*, James H. Stronge shows educators how to recreate this same excitement and enthusiasm in their own classrooms by describing the characteristics and skills of effective teachers. Stronge synthesizes research to identify specific teacher behaviors that contribute to student achievement. Rather than look at outside

factors like demographics, district leadership, and state mandates, Stronge focuses specifically on what teachers can control: their own preparation, personality, and practices. Readers will learn how effective teachers prepare to be effective educators, establish, manage, and maintain learning-focused classroom environments, and monitor student progress and identify student potential. This second edition includes new tips and tools for engaging at-risk students and high-ability students. It also includes skills checklists and an expanded, annotated bibliography to provide a springboard for further insight and exploration. More than 46,000 copies sold!

ISBN: 9781416604617 | (January 2007) 7" x 9", 198 pages
Languages Sold: Arabic, Indonesian, Italian, Korean, Vietnamese



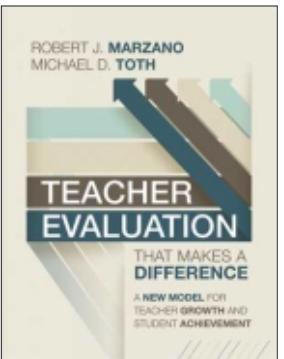
Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool

Charlotte Danielson

With its clear definition of the elements of good teaching, *Implementing the Framework for Teaching*, designed by Charlotte Danielson, is used by educators around the world for professional preparation, recruitment and hiring, mentoring and

induction, professional development, and performance appraisal. Broken down into the different domains, components, and elements of the framework, each section provides examples of best practices for the higher levels of performance, followed by a variety of tools that teachers can adapt and incorporate into their instruction in order to strengthen professional practice.

ISBN: 9781416609193 | (February 2010) 8 1/2" x 11", 512 pages
Languages Sold: Korean



Teacher Evaluation that Makes a Difference: A New Model for Teacher Growth and Student Achievement

Robert J. Marzano, Michael Toth
In this essential new book, best-selling author and researcher Robert J. Marzano and teacher-effectiveness expert Michael D. Toth lay out a framework for the next generation of teacher evaluation: a model focused primarily on helping educators develop and improve their practice. By taking into account multiple

accurate, data-rich measures of teacher performance and student growth, the model ensures that all teachers receive fair, meaningful, and reliable evaluations. The book includes standards, rubrics, and suggested rating methodologies, a detailed, five-phase plan for implementing the model, and guidelines for calibrating evaluation criteria according to teachers' experience levels. The practical, field-tested model proposed in *Teacher Evaluation That Makes a Difference* has everything your school or district needs to provide teachers and, by extension, their students with the support necessary for success.

ISBN: 9781416615736 | (June 2013) 7" x 9", 198 pages
Languages Sold: Arabic

ASCD FUTURE RELEASES



ASCD Future Releases

Student-Powered Learning: Technology in the Inquiry-Based Classroom

Larissa Pahomov

Larissa Pahomov, an English teacher at the prestigious Science Leadership Academy in Philadelphia, offers teachers a roadmap for navigating technology-rich classrooms in this new title. It contains strategies that will help teachers facilitate personalized, authentic, and student-driven learning with technology in classrooms. It also provides advice and a clear framework for implementing these strategies.

(November 2014)

Formative Walkthroughs

Connie M. Moss,
Susan M. Brookhart

Assessment experts Connie Moss and Sue Brookhart share their field-tested formative walkthrough model in this all-new title. This book will help principals and teacher leaders identify, evaluate, and understand evidence of student learning in the classroom, and use it both to support teachers and to improve student outcomes.

ISBN: 9781416619864
(January 2015) 7" x 9", 218 pages
World Rights Available

Checking for Understanding: Formative Assessment Techniques for Your Classroom, Second Edition

Douglas B. Fisher, Nancy A. Frey

The first edition of ASCD's bestselling title on formative assessment sold more than 107,000 print copies. Rising stars Douglas Fisher and Nancy Frey have updated this new, second edition with more innovative strategies, and updated examples and sample texts that will help teachers improve student learning through formative assessment.

ISBN: 9781416619222
(December 2014) 8" x 10", 150 pages
World Rights Available

Strategies for Student Engagement and Differentiation in the Secondary Classroom

Douglas B. Fisher, Nancy A. Frey

In this new title, distinguished ASCD faculty members have created a guide to help educators increase student engagement and differentiation in the classroom. It provides practical differentiation strategies, guidelines, ready-to-use templates, and numerous, relevant examples of implementation from multiple content areas that will help teachers succeed in teaching a wide range of middle to high school students.

ISBN: 9781416619901 | (January 2015)
World Rights Available

Creating Close Readers, Grades K–5

Diane Lapp, Barbara Moss, Maria Grant, Kelly Johnson

Literacy expert Diane Lapp and her colleagues show how students in grades K–5 can be taught to read increasingly complex texts deeply and analytically. This new title will show readers how to make grade-level reading a reality for every child, while ensuring students' success in their academic futures. A companion book for grades 6 to 12 is also available.

(December 2014)
World Rights Available

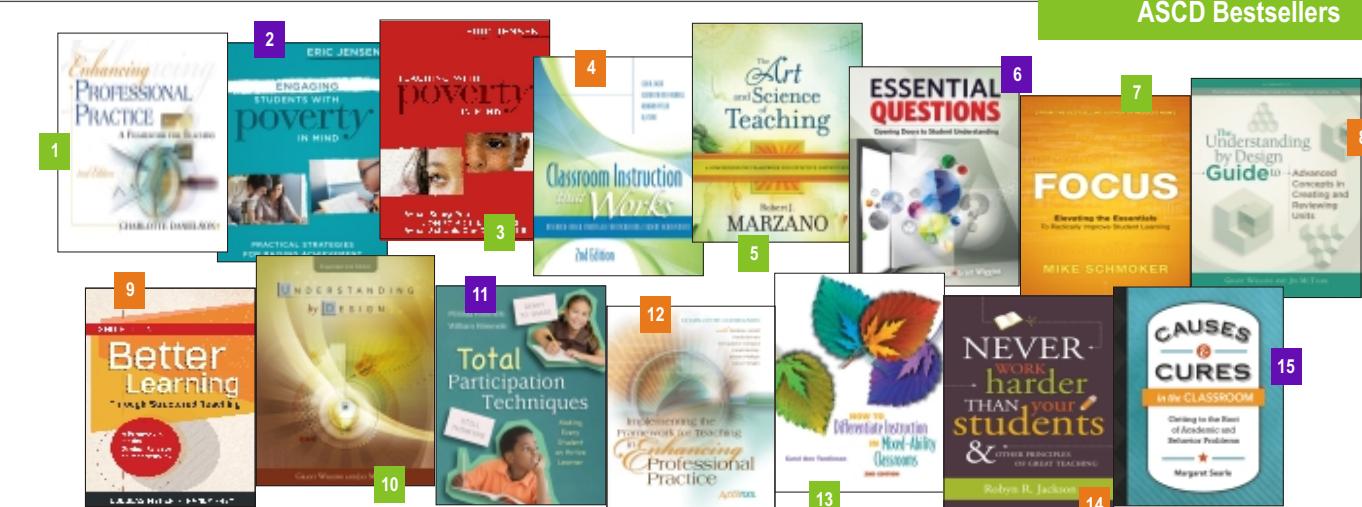
Why Are Some Schools Different? Understanding, Measuring, and Influencing School Cultures

Todd Whitaker, Steve Gruenert

In this new book, bestselling author Todd Whitaker focuses on the most influential, nonnegotiable aspects necessary to establish and maintain a positive and stable school environment. The book outlines how such a climate and culture supports student achievement, and offers strategies for educators on how to achieve such an environment.

ISBN: 9781416619901 | (January 2015)
World Rights Available

ASCD Bestsellers



1. Enhancing Professional Practice: A Framework for Teaching, 2nd Edition 2. Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It 3. Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement 4. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd edition 5. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction 6. Essential Questions: Opening Doors to Student Understanding 7. Focus: Elevating the Essentials to Radically Improve Student Learning 8. The Understanding by Design Guide to Creating High-Quality Units 9. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility 10. Understanding by Design Expanded 2nd Edition 11. Total Participation Techniques: Making Every Student an Active Learner 12. Implementing the Framework for Teaching in Enhancing Professional Practice An ASCD Action Tool 13. How to Differentiate Instruction in Mixed-Ability Classrooms, 3rd Edition 14. Never Work Harder Than Your Students and Other Principles of Great Teaching 15. Causes & Cures in the Classroom: Getting to the Root of Academic and Behavior Problems



LEARN. TEACH. LEAD.

.....

For Rights Sales and Information,
contact: translations@ascd.org
www.ascd.org

