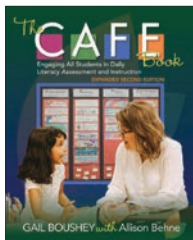


# NEW TITLES



## **THE CAFE BOOK, EXPANDED SECOND EDITION: Engaging All Students in Daily Literacy Assessment and Instruction**

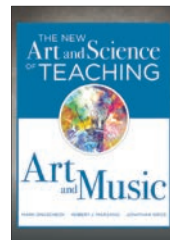
Gail Boushey and Allison Behne

Teachers are learners too, and for the past ten years, Gail Boushey and Allison Behne have been working with hundreds of teachers and students nationwide, gaining insight into best

practices for reading instruction. Using those insights, they developed *The CAFE Book, Expanded Second Edition* to help teachers apply what their research has shown—that reading instruction is not about the setting, the basal, or the book level. Rather, effective reading instruction is based on what that student needs in that moment.

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## **THE NEW ART AND SCIENCE OF TEACHING ART AND MUSIC, REVISED EDITION**

Mark Onuscheck, Robert Marzano and Jonathan Grice

In *The New Art and Science of Teaching Art and Music*, authors Mark Onuscheck, Robert J. Marzano and Jonathan Grice explore how teachers can apply The New Art and Science of

Teaching framework to teaching art and music. This comprehensive book offers over one hundred detailed strategies for and examples of implementation. Each chapter includes self-rating scales teachers can use to assess their performance and determine areas of strength and improvement. Each chapter ends with guiding questions for curriculum design. This book will help all teachers address the learning outcomes for art and music necessary for student success.

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## **CRITICAL READING: A Classroom Activity Resource for Australian and New Zealand Students**

Peter Clutterbuck

*Critical Reading* is a classroom resource designed to support middle to upper primary students in extending their reading beyond the words. Distinguished author Peter Clutterbuck's carefully crafted activities will develop students'

critical thinking and research abilities through targeted practice. Upon completion of this book, students will be able to judge the soundness of facts; differentiate fact from fiction, fantasy or opinion; locate, extract and synthesise information; assess the validity of arguments; ascertain the purpose of written words or codes; and draw inferences from information given.

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## **COMMITTING TO THE CULTURE: How Leaders Can Create and Sustain Positive Schools**

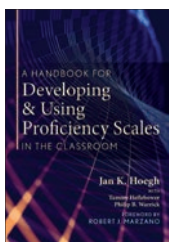
Steve Gruenert and Todd Whitaker

In their follow-up to *School Culture Recharged* and the best-selling *School Culture Rewired*, Steve Gruenert and Todd Whitaker go deep into the roots of culture change and explore how school leaders can positively shift their cultures

in a sustainable way.

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## **A HANDBOOK FOR DEVELOPING AND USING PROFICIENCY SCALES IN THE CLASSROOM**

Jan Hoegh, Tammy Heflebower and Philip Warrick

In *A Handbook for Developing and Using Proficiency Scales in the Classroom*, author Jank K Hoegh outlines how F–12 teachers can effectively create and utilise proficiency scales

during instruction to improve teaching and learning.

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## **READY FOR ANYTHING: Four Touchstones for Future-Focused Learning**

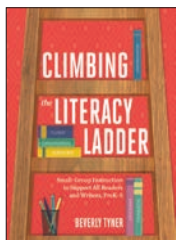
Suzette Lovely

In *Ready for Anything*, Suzette Lovely encourages educators to refine their practice to best prepare students for the future. Ready for Anything focuses on learning, not teaching, as the focal point for action, and introduces four touchstones

that will invigorate students' curiosity and aspirations to prepare them for tertiary-level education, careers and life after school. F–12 teachers and administrators will become familiar with 21st century changes that affect student's lives; learn practical approaches to create enriching learning experiences that engage students; and more.

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**CLIMBING THE LITERACY LADDER:**  
Small-Group Instruction to Support All Readers and Writers, PreK-5

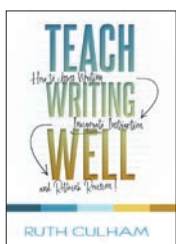
Beverly Tynner

Literacy skills are the cornerstone upon which students' knowledge, self-esteem and future educational opportunities are built. But far too many teachers lack the time, materials and specialised knowledge required to address these

skills adequately. To that end, *Climbing the Literacy Ladder* is a one-stop shop for teachers in need of a plan and rationale to differentiate literacy instruction for all students.

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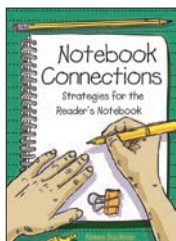
**TEACH WRITING WELL:** How to Assess Writing, Invigorate Instruction, and Rethink Revision

Ruth Culham

Trait-based revision lies at the heart of this book as it's been at the heart of Ruth's career in writing instruction. This book shows you how to assess and teach writing in a way that's practical and doable - and best of all - you'll see the results.

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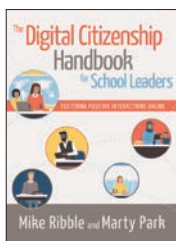
**NOTEBOOK CONNECTIONS:**  
Strategies for the Reader's Notebook

Aimee Buckner

*Notebook Connections* leads teachers through the process of launching, developing and fine-tuning a reader's notebook program. Teacher-guided lessons in every chapter help students create anchor texts for their notebooks using various comprehension and writing strategies.

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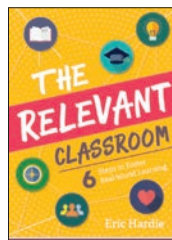
**THE DIGITAL CITIZENSHIP HANDBOOK FOR SCHOOL LEADERS:** Fostering Positive Interactions Online

Mike Ribble and Marty Park

In today's schools and regions, just saying 'no' to bad technology practices is not enough. This leadership posture can take the form of extreme blocking and filtering of websites, providing little access to devices, and declining to integrate digital tools and resources into learning out of fear of what else a student might do. Digital Citizenship curriculum needs to be taught at two levels at once - horizontal (the world immediately around students) and vertical (connecting to the rest of the world).

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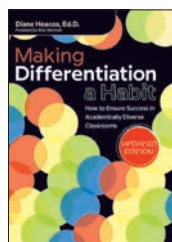
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Eric Hardie

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Diane Heacox

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**MINDFUL CLASSROOMS™:** Daily 5-Minute Practices to Support Social-Emotional Learning, PreK-5

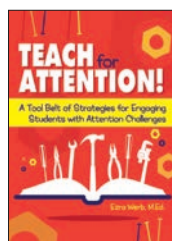
James Butler

Many teachers find it challenging to carve out time to teach basic social-emotional skills - yet focus and self-regulation are critical for academic performance and social awareness throughout a student's life. Educator James Butler presents a

36-week guide for incorporating mindfulness into the school day with proved techniques that take just five minutes a day. This interactive, research-based curriculum offers clear, ready-to-use weekly formats that introduce easy-to-remember mindfulness tools and strategies to your students.

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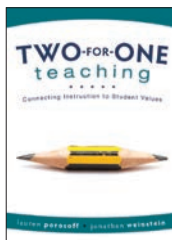
Ezra Werb

As a teacher, you face attention challenges from students every day. With the easy-to-use strategies in *Teach for Attention!*, you can reach students with ADHD, low self-confidence, distraction and other attention challenges - and

you don't have to change your approach or revamp your curriculum to do it. It's all about making simple fixes.

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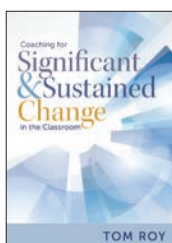
### **TWO-FOR-ONE TEACHING:** Connecting Instruction to Student Values

Lauren Porosoff and Jonathan Weinstein

In *Two-for-One Teaching*, authors Lauren Porosoff and Jonathan Weinstein help F–12 teachers leverage academic work as opportunities for students to discover and pursue the values that matter to them.

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### **COACHING FOR SIGNIFICANT AND SUSTAINED CHANGE IN THE CLASSROOM**

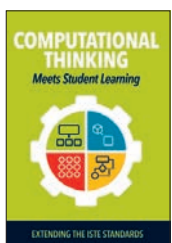
Tom Roy

Author Tom Roy offers a defined coaching model that guides coaches in activating meaningful change and developing teachers' skills. In addition to providing essential strategies and tools for communicating and working with teachers, this

book leads F–12 instructional coaches and school leaders through the process of building strong coaching programs to support teachers in their schools.

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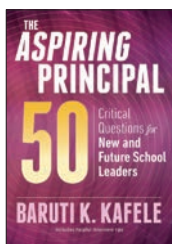


### **COMPUTATIONAL THINKING MEETS STUDENT LEARNING:** Extending the ISTE Standards

The information in this guide will provide a framework and structure to build creative learning opportunities in Computational Thinking and increase students ability to adapt to unfamiliar challenges, allowing for more success with innovative lesson plans.

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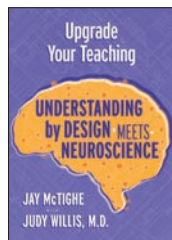
Baruti Kafele

School leadership expert Baruti Kafele presents reflective questions aimed at assisting both new and aspiring school leaders as they work to become effective school leaders and consider making a leap to a leadership position,

respectively. This book will help aspiring principals determine whether 'The Principal' is truly who they want to be and help new principals grow and thrive in the principalship.

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that empower teachers and students alike to capitalise on the brain's tremendous capacity for learning.

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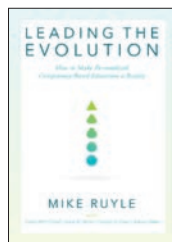
### **WHAT WE SAY AND HOW WE SAY IT MATTER:** Teacher Talk That Improves Student Learning and Behavior

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Mike Anderson digs into the nuances of language in the classroom. This book's many examples will help teachers examine their language habits and intentionally improve their classroom practice so their language matches and supports their goals.

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Visionary school leaders must be able to shift existing educational pedagogies and structures in order to meet every student's individual learning needs. *Leading the Evolution* explains how to do just that using personalised competency-based

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