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American Educational History Journal, Volume 42, Number 1 & 2, 2015

Foundations of Global Business: A Systems Approach

Social Justice, The Common Core, and Closing the Instructional Gap

Catholic School Leadership

Challenges and Opportunities of Educational Leadership Research and Practice: The State of the Field and Its Multiple Futures

Elements of Discussion

Mobile Makes Learning Free: Building Conceptual, Professional and School Capacity

Unpuzzling History with Primary Sources

Social Justice Education, Globalization, and Teacher Education

Project Based Literacy: Fun Literacy Projects for Powerful Common Core Learning

Charter School Report Card

Best Practices in Mentoring for Teacher and Leader Development

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American Educational History Journal
(The official journal of the Organization of Educational Historian)

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Volume 42 Numbers 1 & 2 2015

The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.

Volume 42, Number 1, 2015

Volume 42, Number 2, 2015
Foundations of Global Business: A Systems Approach

Editors: Nader H. Asgary, Bentley University
Dina Frutos-Bencze, Saint Anselm College
and Massood V. Samii, Southern New Hampshire University

In the past three decades a number of important changes have made international business more complex and exciting. The rapid and continuous changes in information and communications technology (ITC), reduced trade barriers among countries, and regionalization have increased the links and dependency among firms from various countries. This has created opportunities for increasing expansion to new markets and increasing global integration while simultaneously posing many challenges.

This book views international business as a complex and integrated system and takes a systems approach to study and analyze the changes thus enabling readers to assess global business opportunities and risk in a comprehensive and integral manner. The topics presented in this book allow practitioners, scholars, and students of international business to have a broad understanding of the most relevant issues in a changing international environment.

Social Justice, The Common Core, and Closing the Instructional Gap: Empowering Diverse Learners and Their Teachers

Editors: Janet C. Richards, University of South Florida and Kristien Zenkov, George Mason University

There is little doubt that the Common Core State Standards (CCSS) are a controversial entity. They are provocative for the way in which they have been developed, for the ways they are being implemented and evaluated, for their content, and for their failure to explicitly consider the needs, interests, and histories of diverse populations. While the CCSS continue to be problematized by critics around the country—including the editors of this volume—it is evident our nation is moving toward (some would argue we have arrived at) a national set of standards and/or a national curriculum. This text will be an important volume for multiple audiences, in large part because it will bring together critical perspectives on the CCSS and the notion of national standards/curricula. It will simultaneously provide a social justice orientation as a way to interpret the CCSS and respond to their limits, while presenting practical examples of social justice-oriented, CCSS-focused curricula that empower diverse learners and their teachers.

Social Justice, the Common Core, and Closing the Instructional Gap will consist of chapters by classroom teachers and university scholars who portray honest, engaging, first-person accounts of their successes and challenges connecting a social justice pedagogical orientation to the Common Core State Standards. These authors candidly and passionately share the challenges of navigating between a social justice curriculum and high stakes standards- and test-driven environments. They highlight their accomplishments that include effectively supporting students to consider social injustices and devise plans to work toward a more equitable world.

Catholic School Leadership

Editors: Anthony J. Dosen, DePaul University and Barbara S. Rieckhoff, DePaul University

A volume in Research on Religion and Education
Series Editors: Larry Burton and Anthony J. Dosen

The administration of Pre K–12 Catholic schools becomes more challenging each year. Catholic school leaders not only have the daunting task of leading a successful learning organization, but also to serve as the school community’s spiritual leader and the vigilant steward who keeps the budget balanced, the building clean, and maintaining a healthy enrollment in the school. Each of these tasks can be a full time job, yet the Catholic school principal takes on these tasks day after day, year after year, so that teachers may teach as Jesus did.

The goal of this book is to provide both beginning and seasoned Catholic school leaders with some insights that might help them to meet these challenges with a sense of confidence. The words in this text provide research-based approaches for dealing with issues of practice, especially those tasks that are not ordinarily taught in educational leadership programs. This text helps to make sense of the pastoral side of Catholic education, in terms of structures, mission, identity, curriculum, and relationships with the principal’s varied constituencies. It also provides some insights into enrollment management issues, finances and development, and the day in day out care of the organization and its home, the school building.

As a Catholic school leader, each must remember that the Catholic school is not just another educational option. The Catholic school has a rich history and an important mission. Historically, education of the young goes back to the monastic and cathedral schools of the Middle Ages. In the United States, Catholic schools developed as a response to anti-Catholic bias that was rampant during the nineteenth century. Catholic schools developed to move their immigrant and first generation American youth from the Catholic ghetto to successful careers and lives in the American mainstream. However, most importantly, Catholic schools have brought Christ to generations of youngsters. It remains the continuing call of the Catholic school to be a center of Evangelization—a place where Gospel values live in the lives of faculty, students and parents. This text attempts to integrate the unique challenges of the instructional leader of the institution with the historical and theological underpinnings of contemporary Catholic education.


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More titles in this series can be found at: http://www.infoagepub.com/series/Research-on-Religion-and-Education
Challenges and Opportunities of Educational Leadership Research and Practice: The State of the Field and Its Multiple Futures

Editors: Alex J. Bowers, Teachers College–Columbia University
Alison R. Shoho, University of Wisconsin-Milwaukee
and Bruce G. Barnett, University of Texas at San Antonio

As the sixth volume in the International Research on School Leadership series, the contributing authors in this volume consider the history, challenges, and opportunities of the field of research and practice in educational leadership and administration in schools and districts. Ten years after the work of Firestone and Riehl (2005) and their contributing authors, our aim with the present volume was to summarize and update the work of the field, and provide a space to consider the multiple futures of educational leadership in schools and districts, as both challenges and opportunities. The first decade of the twenty-first century brought significant critiques, challenges, and competition to the research and practice of training leaders and administrators on schools and districts around the world. Congruently, the field experienced significant growth and change, as multiple new sub-domains flourished and were founded. Thus, in this volume we were delighted to include excellent chapters from multiple authors that considered the duality of the challenges and opportunities of:

- The work of the field of educational leadership and administration research to date.
- The opportunities and challenges of new visions of leadership in traditional and non-traditional schools.
- The evolving state of research evidence in educational leadership and the increasing sophistication of multiple methodologies, including qualitative research, quantitative modeling, the ability to test theory, and the increasing opportunities brought on by the intersection of data, research, and practice.

The authors of the nine chapters in the present book volume took on this challenge of confronting the duality of not only including the past as we look to the future, but also the duality of the critique of the field in the midst of exciting and significant progress in our knowledge and understanding of leadership in schools. In the first section of the book (Chapters 2, 3 and 4), the authors examine the interplay of educational leadership research and theory as it relates to reform in schools, especially as it relates to serving historically underserved populations globally. In section 2 (Chapters 5 and 6), the authors highlight the importance of methodological considerations in school leadership research as a means to understand theory and practice as well as providing interesting avenues that point to multiple exciting future possibilities through relying on current innovations noted within the chapters. Section 3, (Chapters 7 and 8) examine the research and practice of school leadership preparation, especially as it relates to university-district partnerships and non-traditional school settings. And in the final chapter, (Chapter 9), our capstone contributor provides a means to link the present volume with the past writings on these topics, while also providing a lens to view the exciting possibilities and promises of the multiple futures of the field of educational leadership research and practice.


More titles in this series can be found at: http://www.infoagepub.com/series/International-Research-on-School-Leadership

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The Discussion is distorting today. Within schools, social movements, and firms, there has been an increasing tendency for teachers and facilitators to announce that there will be a discussion while the interaction which follows this announcement is not a discussion, but something else—likely a recitation and lecture. This distortion of discussion promises democracy, equality, and participation during a meeting or class, but delivers inequality, prohibition, and dominance.

Now is the time to begin changing these practices which ultimately create and support a neoliberal society that promises democracy but practices oligarchy. One way to change this neoliberal social world is by intervening in the distortion of discussion, by facilitating interaction so that discussion’s promise of equality and participation is fulfilled rather than negated. *Elements of Discussion* is a resource for this intervention. It is a political, poetic, and practical handbook for facilitating discussion. Discussions happen everywhere, and if society itself is composed of relationships between people then creating more participation and equality during discussions can help create the conditions for social change. *Elements of Discussion* therefore includes practical tips, techniques, and reflective questions through which it firmly and sensitively suggests to readers how to facilitate discussions across contexts. Beginning with the ways chairs and tables are set up, continuing through the kinds of questions a facilitator can ask, and including sample activities facilitators can use, the book expounds a philosophy of facilitating discussion, emphasizing the political and poetic significance of the tactics it recommends.

**CONTENTS:**


More titles in this series can be found at: [http://www.infoagepub.com/series/critical-constructions](http://www.infoagepub.com/series/critical-constructions)
Mobile Makes Learning Free: Building Conceptual, Professional and School Capacity

By: Boris Handal, The University of Notre Dame, Australia

A volume in Current Perspectives on Applied Information Technologies
Series Editors: Gene V. Glass, Arizona State University and Charalambos Vrasidas, CARDET

The book provides new conceptual frameworks to understand good practice in the field of mobile learning. The book fills a gap in the current literature by drawing on examples of best practice from leading schools in the United States, Canada and Australia.

The author visited thirty educational sites and interviewed over 100 eminent teachers, principals, district superintendents and academics in the three aforementioned countries to study the implementation of mobile devices such as smartphones and tablets in teaching and learning.

During that period evidence and exemplars on issues that currently challenge educators worldwide such as modern pedagogies, digital citizenship, institutional change, equity and professional development were collected. The book presents a large number of case studies illustrating an effective integration of mobile learning and other technologies into the curriculum.

The contents include topics that are at the core of current attempts by educators to meet the demands of 21st century learning.

The book

- Addresses issues related to the delivery of mobile learning (e.g., smartphones, tablets)
- Presents real life scenarios from leading practitioners in the United States, Canada and Australia
- Introduces a four-conversion model for whole-school school transformation
- Provides principals with practical strategies to create effective communities of practice
- Provides teachers with best practice examples and recommendations for using mobile devices in teaching and learning
- Suggests practical activities and insights as to how to implement digital citizenship in schools

Unpuzzling History with Primary Sources

Editors: **Jeremiah Clabough**, University of Alabama-Birmingham  
**Thomas N. Turner**, University of Tennessee-Knoxville  
**William B. Russell III**, University of Central Florida  
**Stewart Waters**, University of Tennessee-Knoxville

A volume in *Teaching and Learning Social Studies*  
Series Editor: William B. Russell III, University of Central Florida

Recent advances in technology have created easy access for classroom teachers and students alike to a vast store of primary sources. This fact accompanied by the growing emphasis on primary documents through education reform movements has created a need for active approaches to learning from such sources. *Unpuzzling History with Primary Sources* addresses this need. It looks at the role that primary sources can play in a social studies curriculum in the 21st century. Each chapter deals with a different aspect of teaching primary sources.

Each chapter includes a discussion of key issues, model activities, and resources for upper elementary through high school teachers. A model lesson plan also appears at the end of most chapters. Chapter one presents a unique perspective on the nature of history and primary sources. This is followed by chapters on how historical thinking and inquiry relate to primary sources.

Other chapters deal with individual types of primary sources. A glance at the table of contents will certainly draw the teacher’s interest regardless of teaching style. The skills that students gain from working with primary sources prepare them for the many responsibilities and duties of being a citizen in a democracy. Therefore, the book closes with a chapter pointing to the relationship of primary sources to citizenship education. This book will be useful as a resource for teachers and might serve as a text for in-service, college methods courses, and school libraries. All four authors have experience in the K-12 classroom as well as social studies teacher education.

This unique book provides for an interdisciplinary approach to teacher education. Additionally, this book is intended to create a deeper sense of local, national, and international neighborhoods.

The primary purpose of this book is to serve as a resource in teacher preparation programs. It is also intended to serve as an instructional resource in P-12 education. The book will be especially useful in methods of teaching and foundational courses both at the elementary and secondary education levels. The book contains pertinent instructional topics, units and lessons in global education and social justice themes. The secondary purpose of this book is to serve as a resource for graduate students and researchers whose interest is global and social justice education.

This unique book provides for an interdisciplinary approach to teacher education. Additionally, this book is intended to create a deeper sense of relevancy to issues of curriculum in teacher education. Together, global educators and social justice educators can forge pedagogical content knowledge that bridges the gap between affirming one’s own identity and maintaining unity with the whole, thus exemplifying a robust notion of social justice. Consequently, content in this book will help pre-service teachers to gain confidence and deeper knowledge around issues of global interest, responsibilities and uncertainties associated with their role as teachers who will teach children within the intersection of local and international neighborhoods.

Project Based Literacy: Fun Literacy Projects for Powerful Common Core Learning

By: Mark Gura and Rose Reissman

Project-Based Learning; it’s a term that most educators have heard and probably have heard good things about. Often, though, they aren’t quite sure precisely what its defining characteristics are other than involving students in projects that are supposed to somehow result in their learning things of value.

A great many teachers are reluctant to make it part of what they do with their students due to unfounded fears of unrealistic workloads and classroom management issues associated with it. This book should help change that, making the nature of PBL (Project-Based Learning) clear and illustrating how it can be a manageable, effective, and very enjoyable aspect of instruction.

The book will present an exciting, alternative approach to literacy instruction that its authors call Project Based Literacy. This will principally be done through the presentation of 20 appealing projects, all of them carefully designed to engage and inspire students (grades 3 – 8) in literacy activities that are both core to the required curriculum and deeply in-sync with the Common Core Standards in English Language Arts. The book will also present support material for this, providing sufficient theory, instructional and classroom management tips, and technology and other ‘How To’ information to ensure that rank and file classroom teachers can adopt, adapt, and enjoyably and successfully implement the projects and maximize learning in relation to the Common Core Standards for ELA.

Charter School Report Card

Edited by: Shawgi Tell

A volume in Critical Constructions: Studies on Education and Society
Series Editors: Curry Stephenson Malott, West Chester University of Pennsylvania; Brad J. Porfilio, Lewis University in Romeoville, IL; Marc Pruyn, Monash University; and Derek R. Ford, Syracuse University

What is a charter school? Where do they come from? Who promotes them, and why? What are they supposed to do? Are they the silver bullet to the ills plaguing the American public education system? This book provides a comprehensive and accessible overview and analysis of charter schools and their many dimensions. It shows that charter schools as a whole lower the quality of education through the privatization and marketization of education. The final chapter provides readers with a way toward rethinking and remaking education in a way that is consistent with modern requirements. Society and its members need a fully funded high quality public education system open to all and controlled by a public authority.

CONTENTS:
Introduction, Shawgi Tell
Information Versus Disinformation, Shawgi Tell
Charter School Definitions, Facts, Figures, and Trends, Shawgi Tell
Political, Economic, and Historical Context of Charter Schools, Shawgi Tell
Origin and Evolution of the Charter School Concept, Shawgi Tell
The Way Forward, Shawgi Tell
References.
About the Author.
Best Practices in Mentoring for Teacher and Leader Development

Editors: Linda J. Searby, Auburn University
and Susan K. Brondyk, Hope College

A volume in Perspectives on Mentoring
Series Editor: Frances K. Kochan, Auburn University

Mentoring in educational contexts has become a rapidly growing field of study, both in the United States and internationally (Fletcher & Mullen, 2012). The prevalence of mentoring has resulted in the mindset that “everyone thinks they know what mentoring is, and there is an intuitive belief that mentoring works” (Eby, Rhodes, & Allen, 2010, p. 7). How do we know that mentoring works? In this age of accountability, the time is ripe for substantiating evidence through empirical research, what mentoring processes, forms, and strategies lead to more effective teachers and administrators within P-12 contexts.

This book is the sixth in the Mentoring Perspectives Series, edited by Dr. Frances Kochan former Dean of the College of Education at Auburn University. This latest book in the series, co-edited by Linda J. Searby and Susan K. Brondyk, brings together reports of recent research on mentoring in K-12 settings for new teachers and new principals. The book has already garnered accolades from mentoring experts:

You will want to add this high-quality volume on mentoring to your library! What a terrific resource for teachers, leaders, administrators, and mentoring scholars alike.

Having first-hand knowledge of mentoring practices and programs for P-12 teachers and administrators can help with the national need to retain teachers and principals through such means as excellent, proven methods, programs, and processes of mentoring—Carol A. Mullen, Educational Leadership Professor, Virginia Tech, U.S. Fulbright Scholar; Kappa Delta Pi Presidential Commissioner

This volume, Best Practices in Mentoring for Teacher and Leader Development, forwards principles of effective mentoring, including the role and importance of talk in mentoring, using tools that make mentoring talk more purposeful, analyzing practice, involving mentors in opportunities to share their practice, providing space for mentees to have a voice in mentoring conversations, and promoting learning at all levels as part of instructional leadership in schools. Much research is still needed to build a sense of urgency that mentoring can matter, and ideas promoted within this book can contribute to this important conversation.

—Randi Nevins Stanulis, Professor, Department of Teacher Education, Michigan State University, and Director of Launch into Teaching.

This book is a huge first step in a field where best practices have not yet been agreed upon, and it is sure to be a leading voice in research on teacher and principal mentoring. As such, this book helps to bring together a variety of beliefs, evidence, and practices in teacher and principal mentoring, and gives a clear pathway for others trying to establish best practices in their mentoring fields. For those in the K-12 fields, and in all mentoring practices, this is a thought-provoking, must-read. —Nora Dominguez, International Mentoring Association, President and CEO

CONTENTS:
Foreword, Frances Kochan
Book Introduction, Linda J. Searby and Susan K. Brondyk
Complexities and Possibilities in the Changing Landscape of K-12 Teacher and Principal Mentoring, Susan K. Brondyk and Linda J. Searby
The Reciprocity of Mentoring in School/University Partnerships, Danielle V. Dennis and Audra K. Parker
Mentoring Within a Comprehensive Induction Program: Roles and Outcomes, Amanda R. Bozack
Face to Face, Online and Hybrid Mentoring for Inservice New Teachers, Ya-Wen Cheng, Mark J. Volkman, and Deborah L. Mussaus
A Unique Model of Pre-Service Teacher Mentoring, Elizabeth Doone and Karen Colucci
Crossing Borders on the Border: Implementing a Mentoring Network, Etta Krailov and Laura Gail Lunsford
Moving Beyond One-to-One Mentoring: Collaborative Structures and Systems Thinking, Lara H. Hebert and Elizabeth A. Wilkins
Promising Practices for Developing Teacher Leaders in High Schools: The Principal’s Role, Browne-Tricia Browne-Ferrigno, Amanda Perry Ellis, and Matthew Douglas Thompson
How an Assistant Principals’ Academy Evolved into Dynamic Peer Mentoring Experiences, D. K. Gurney and L. Anast-May
Best Practices for Mentoring Urban Principals, Charles L. Slater and Constance Magee
Leaders Helping Leaders: Mentoring After Mentoring, John Daresh
A Collaborative Model for Supporting Beginning Principals: Consultant Coaching, Bearden, Mary Bearden Martin and Linda J. Searby
Mentoring Mid-Career Principals to Build Capacity for Change in Schools, Kenyae L. Reese, June Clark Lindle, Matthew R. Della Sala, Robert C. Knoepel, and Hans W. Klar
A Summary of the Best Practices in Mentoring in P-12 Education, Linda J. Searby and Susan K. Brondyk

More titles in this series can be found at: http://www.infoagepub.com/series/Perspectives-on-Mentoring

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