Teaching for Deeper Learning: Tools to Engage Students in Meaning Making
Jay McTighe and Harvey F. Silver
How can we, as educators, encourage students to go beyond a superficial level of knowledge and prepare them for deeper challenges in school and beyond? In Teaching for Deeper Learning, the authors propose a solution: teaching students to make meaning for themselves. They highlight seven higher-order thinking skills that facilitate students’ acquisition of information for greater retention, retrieval, and transfer. You will explore what kind of content is worth having students make meaning about and learn how teachers can build students’ capacity to use the strategies independently.

Becoming a Globally Competent School Leader
Ariel Tichnor-Wagner
In this follow-up to ASCD’s Becoming a Globally Competent Teacher, school leaders will learn how to develop crucial skills for designing and scaling relevant global learning experiences for both students and teachers. Discover how school leaders can implement change by aligning aspirational initiatives to existing ones, generating will across school stakeholders and creating capacity. This book offers a holistic approach to school leadership, one that grounds education in the complexities of the real world and aims to prepare all students to understand and influence what happens in that interconnected world.

Learning in a New Language: A Schoolwide Approach to Support K–8 Emergent Bilinguals
Lori Helman
This comprehensive and accessible guide to best practices for supporting students from culturally and linguistically diverse backgrounds addresses changing demographics, the importance of engaging families in forming a cohesive school community, fundamental approaches to creating equity for linguistically diverse students, the role of language in academic learning and what makes learning in a new language unique, and practical tips for where to start in supporting emergent bilinguals in the classroom.

Culture, Class, and Race: Constructive Conversations That Unite and Energize Your School and Community
Brenda CampbellJones, Shannon Keeny, and Franklin CampbellJones
Advancing equity in our schools and society requires deep thought and honest conversations about tough topics. The authors, experts in research and equitable practices, lay out a meaningful framework for thinking about, preparing for, and having crucial conversations about emotionally charged topics of class, race, and culture in order for educators to learn together in ways that strengthen and invigorate the school and community. As you explore the information and activities in this book, you and your colleagues will examine biases and begin to build equitable experiences for all students.
NEW! Teaching and Supporting Students Living with Adversity Quick Reference Guide

Debbie Zacarian and Lourdes Alvarez-Ortiz

Research demonstrates the urgent need to use an asset-based rather than a deficit-based approach when teaching students living with adversity. This guide’s strategies and examples will help teachers create a strengths-based learning environment where students feel safe, valued, and competent.


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Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress

Debbie Zacarian, Lourdes Alvarez-Ortiz, and Judie Haynes

If you work with students who are experiencing or have experienced trauma, violence, or chronic stress, you know that little has been written about teaching this population from a strengths-based perspective. This ASCD book outlines an approach to teaching that focuses on students’ strengths and resiliency and encourages educators to embrace practices that support the development of students living with trauma, violence, and chronic stress.


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NEW! Designed to Learn: Using Design Thinking to Bring Purpose and Passion to the Classroom

Lindsay Portnoy

Regardless of the subject or grade level you teach, you can infuse your instruction with the meaningful learning that students crave by implementing design thinking. In Designed to Learn, cognitive scientist and educator Lindsay Portnoy shares the teaching and learning that take place in design thinking classrooms. She provides strategies and tools to ensure that learning in your classrooms is visible, student-centered, and measurable—by design.


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NEW! Learning in the Making: How to Plan, Execute, and Assess Powerful Makerspace Lessons

Jackie Gerstein

Despite the recent growth of maker activities and makerspaces within educational settings, there’s limited guidance on how to implement those activities with intention and purpose. Author Jackie Gerstein helps you plan, execute, facilitate, and reflect on maker experiences so that both you and your students understand how the knowledge and skills of maker education transfer to real-world settings.


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Eric Hardie

Students need to connect to the real world, be engaged, and learn deeply. But how are teachers supposed to ensure that students meet these objectives in the current school system? In The Relevant Classroom, Eric Hardie presents six strategies to show teachers ways to foster real-world connections, genuine engagement, and deeper learning.


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Jeff C. Marshall

Do you sense that some students have mentally “checked out” of your classroom? Look closely and you’ll probably find that these students are bored by lessons that they view as unchallenging and uninteresting. In this follow-up to The Highly Effective Teacher: 7 Classroom-Tested Practices That Foster Student Success, Jeff Marshall provides teachers with a blueprint for introducing more rigor to the classroom.


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What Makes a Star Teacher: 7 Dispositions That Support Student Learning
Valerie Hill-Jackson, Nicholas D. Hartlep, and Delia Stafford
Learn about a framework that can help ensure that you are your students’ greatest asset—and a star teacher in your classroom. This book is grounded in more than a half-century of studies and ideas developed by educational theorist Martin Haberman, whose models are used in hundreds of school districts across the United States.


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Sally J. Zepeda, Lakesha Robinson Goff, and Stefanie W. Steele
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Donald S. Kachur, Judith A. Stout, and Claudia L. Edwards
Ensure classroom walkthroughs lead to sustained improvements in teaching and learning by actively involving teachers in every aspect of the walkthrough protocol. This book explains why and how schools and districts involve teachers in walkthroughs focused on student learning without being overly judgmental of teachers.


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