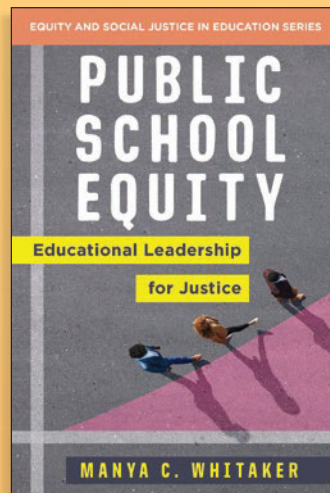
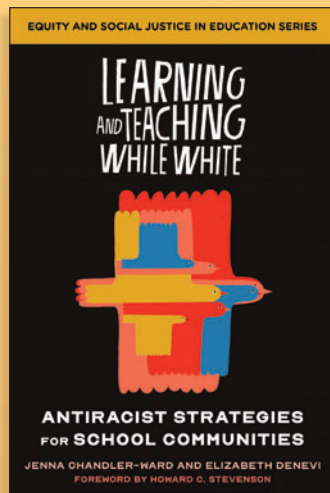
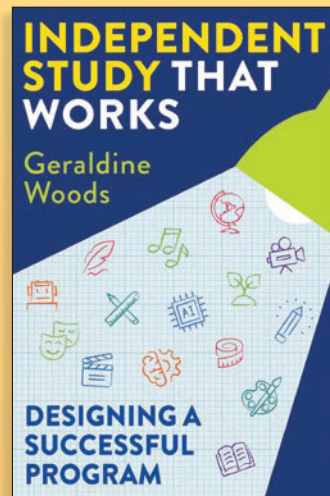
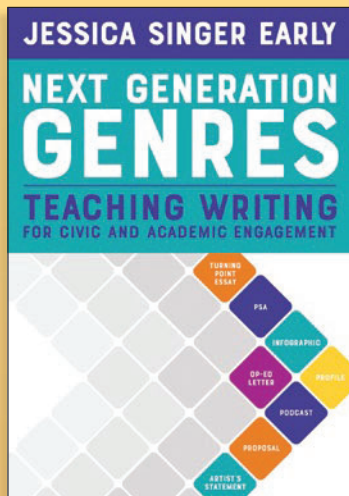
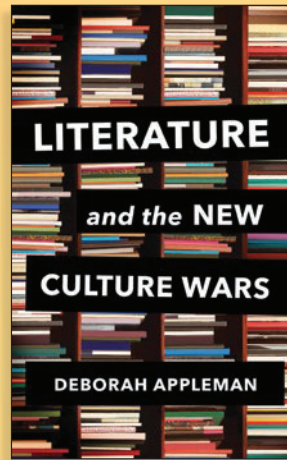


NORTON BOOKS in EDUCATION

2022-23



LITERACY & LANGUAGE ARTS

EQUITY & DIVERSITY

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INCLUSION & SPECIAL EDUCATION

SOCIAL-EMOTIONAL LEARNING
& STUDENT MENTAL HEALTH

EDUCATIONAL POLICY
& SCHOOL LEADERSHIP

MIND, BRAIN, & EDUCATION

NORTON QUICK REFERENCE
GUIDES

NORTON EDUCATION WEBINARS

K-12  **PROFESSIONAL
DEVELOPMENT
RESOURCES**



Greetings Readers,

What a chaotic year it has been, as school buildings opened and closed and opened again. Remember to visit our K-12Talk.com blog, where your colleagues have been posting reflections and teaching ideas to meet new challenges in the wake of a pandemic.

For middle and high school students, the Covid years came at an especially pivotal time in their young lives. This fall, Norton Books in Education with *The New York Times* is publishing an extraordinary record—via diary entries and comics, photos, poems, and paintings, charts, songs, recipes and rants—of how teens coped with missing proms, graduations, and most especially the company of friends, in the pages of *Coming of Age in 2020* (page 2). And speaking of teens, check out an experienced coach’s advice about how to foster their engagement and ownership of learning in *Teach More, Hover Less* (page 19).

Some of our bestselling authors have added new titles to the offerings: check out the recent publications from Patricia Jennings (pages 26 and 35) and Pasi Sahlberg and Tim Walker (page 36). And secondary literacy educators, don’t miss timely titles from Deborah Appleman, Jessica Early, and Geraldine Woods!

Other new releases in this catalog include four books in the rapidly expanding Equity and Social Justice Series (pages 11-14), a crucial guide to choosing and using supports for students with disabilities in the Series on Inclusive Education (pages 23-24), and a seventh volume in the SEL Solutions Series focused on supporting students from a distance (page 25).

Not surprisingly, our Quick Reference Guides on “Digital Learning Anytime and Real Time,” from the Media Education Lab, are flying off the shelves. See the full array of QRGs on pages 42-45.

We’ve been almost as busy as you!

Carol Chambers Collins, Editor, Norton Books in Education
ccollins@wnnorton.com

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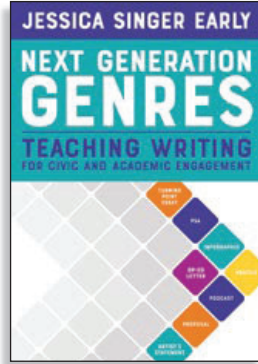
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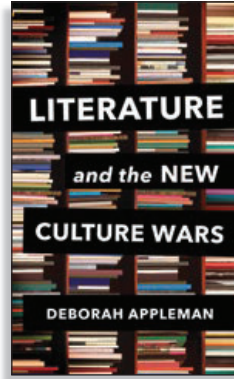
NEW & FORTHCOMING



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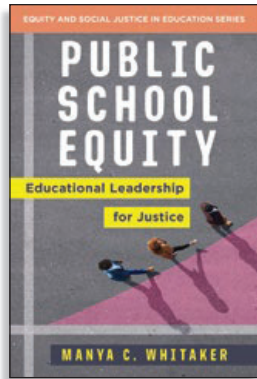
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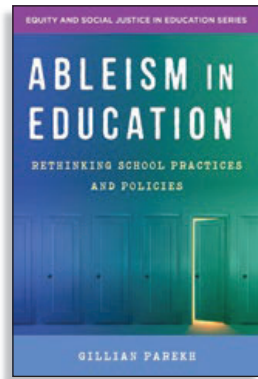
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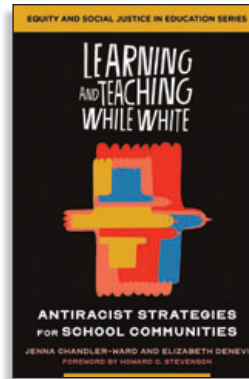
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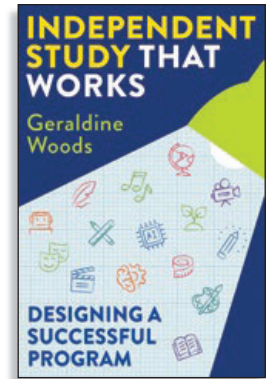
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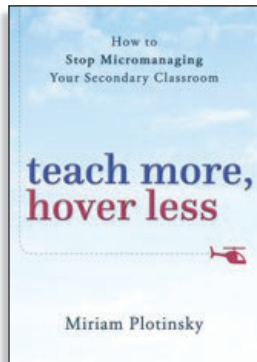
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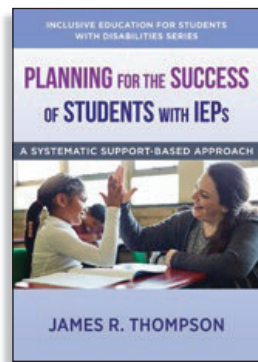
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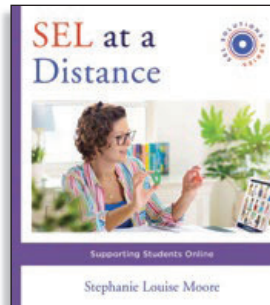
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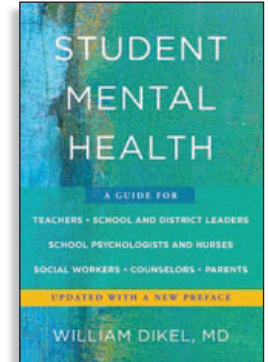
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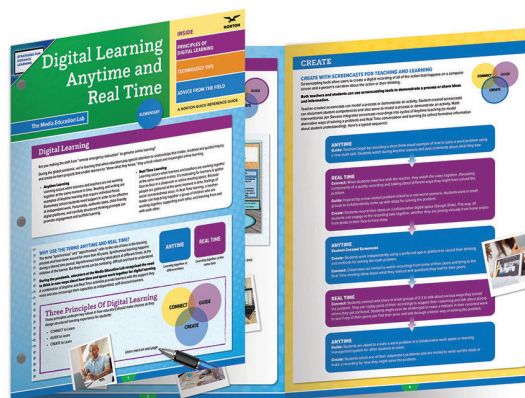


(Page 25)



(Page 29)

And new additions to our Norton Quick Reference Guide Series



Ready-to-go strategies right at your fingertips!

See pages 42-45. ➔

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NEW COMING OF AGE IN 2020

Teenagers on the Year that Changed Everything

Edited by KATHERINE SCHULTEN and *THE NEW YORK TIMES* LEARNING NETWORK

A time capsule of art and artifacts, created by Gen Z.

Everyone knows what coming of age in America is supposed to look like. Then came 2020. Instead of proms and championship games and all-night hangouts with friends, there was school on Zoom from bed. In this book, teenagers from across the country show how they coped with a world on fire, as a pandemic raged, political divides hardened, and the Black Lives Matter movement galvanized millions. Via diary entries, comics, photos, poems, paintings, charts, lists, Lego sculptures, songs, recipes, and rants, they tell the story of the year that will define their generation.

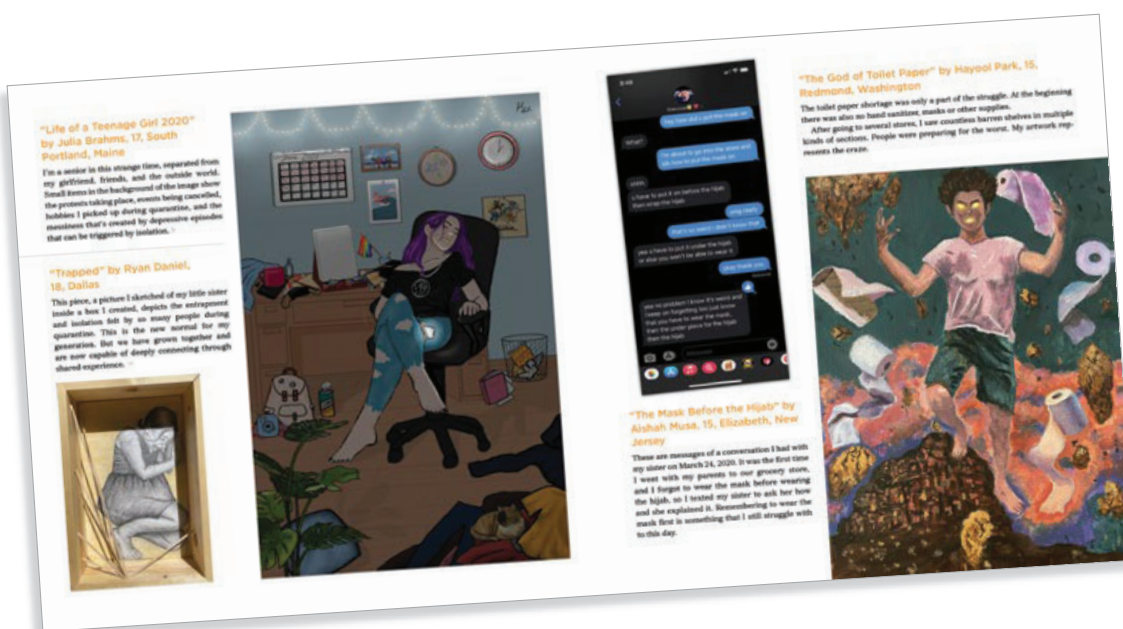
The pieces in this collection, chosen from more than 5,500 submitted to a contest on *The New York Times Learning Network*, provide an arresting documentation of how ordinary teenagers experienced extraordinary events. But for every creative expression of terror, frustration, loneliness, and anxiety, there is another of meaning, joy, resilience, and hope.

ISBN 978-1-324-01944-2 • October 2022
192 pages • Paperback • \$24.95

Katherine Schulten, a former English teacher and literacy coach, and editor-in-chief of *The New York Times Learning Network* for more than a decade, lives in Brooklyn, New York.

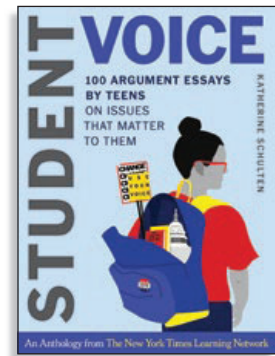


Contents: Adjusting to a New Normal • Distancing • Missing What Could Have Been • Feeling Overwhelmed • Approaching a Breaking Point • Confronting Anti-Asian Xenophobia • Enduring COVID-19 • Coping and Reinventing • Connecting with Friends • Quarantining with Family • Navigating Romantic Relationships • Surviving School • Working • Supporting the Black Lives Matter Movement • Observing Election 2020 • Living Through the California Fires • Discovering • Reflecting



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BESTSELLER



ISBN 978-0-393-71430-2 • 2020 • 272 pages
Paper over boards • \$24.95

STUDENT VOICE

100 Argument Essays by Teens on Issues That Matter to Them

An Anthology from *THE NEW YORK TIMES LEARNING NETWORK*

KATHERINE SCHULTEN

“[E]verything a teacher needs for robust, authentic instruction in argumentative writing. The powerful essays provide vision and inspiration for student writers, while the instructional guide gives teachers step-by-step guidance for amplifying student voice and taking student writing to new heights. Simply put, this work is a gift.” —Rebekah O’Dell, author of *Beyond Literary Analysis* and *Writing With Mentors*, and co-founder of MovingWriters.org

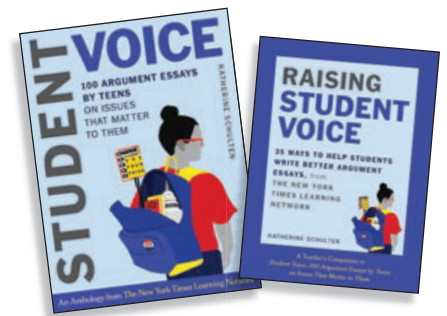
Finally, mentor texts written by teenagers, to help your students craft convincing arguments! In this new collection of 100 essays curated by *The New York Times*, students will find mentor texts written by their peers—13-to-18-year-olds—on a wide range of topics, including social media, race, video games, lockdown drills, immigration, tackle football, and the #MeToo movement. All of the essays were either winners or runners-up from New York Times Learning Network 2014–2019 Student Editorial Contests, in which students could take on any issue they liked and, in 450 words or fewer, persuade readers—including educators from around the country as well as *Times* judges—to adopt their point of view.

The essays have been selected for their voice, style, and use of evidence, as to present a snapshot of issues across a dozen categories that are of particular interest to adolescents:

- Teenage Life Online
- Teenage Life Offline
- School
- Civic Life and Politics
- Gender and Sexuality
- Race and Religion
- Science, Technology, and the Environment
- Physical and Mental Health
- Arts, Culture, and Food
- Sports and Gaming
- Criminal Justice and Policing
- Consumer Culture

Student Voice is also available as a package with *Raising Student Voice: 35 Ways to Help Students Write Better Argument Essays*. Packed with practical advice from teachers, *Times* editors, and even student winners, this teacher’s guide includes five sections of instructional strategies on how to use these essays in writing instruction.

- Reading Like Writers: Using These Essays as Mentor Texts
- Finding a Topic: Helping Your Students Identify and Hone Their Own Arguments
- Getting Beyond the Echo Chamber: Researching for a Range of Viewpoints
- Composing and Revising: Tackling the Elements of an Argument Essay
- Finding Authentic Audiences: Getting Student Work Out into the World

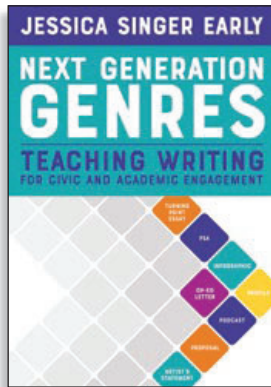


2-Book Bundle: *Student Voice Teacher’s Special: 100 Teen Essays + 35 Ways to Teach Argument Writing from The New York Times Learning Network*

ISBN 978-1-324-01647-2 • 2020
\$35.00

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NEW

NEXT GENERATION GENRES

Teaching Writing for Civic and Academic Engagement

JESSICA SINGER EARLY

Students need updated writing genres, and a real reason to write.

Evolutions in technology and connectivity have brought about significant changes in the ways writing is produced and shared. Yet despite monumental shifts in the practice of writing, how we teach writing has remained largely static. What we need is a new set of genres for writing instruction: genres that will speak to students who are already immersed in rich and multifaceted literacy practices through social media, gaming, and new technologies.

Jessica Singer Early's *Next Generation Genres* provides an alternative framework for a secondary writing curriculum that places a central emphasis on helping students gain the experience they need to write with confidence in academic and civic life. If your students' eyes glaze over when they face a standard essay assignment, perhaps it's time to let them try writing an infographic or a podcast!

Contents: Chapter 1: Turning Point Essay • Chapter 2: Public Service Announcement • Chapter 3: Infographic • Chapter 4: Op-Ed Letter • Chapter 5: Profile • Chapter 6: Podcast • Chapter 7: Proposal • Chapter 8: Artist's Statement

ISBN 978-1-324-01968-8 • November 2022
176 pages • Paperback • \$32.95

Jessica Singer Early,

professor of English at Arizona State University, is a scholar of English education and secondary literacy. She is the director of the English education program and the Central Arizona Writing Project at ASU. She lives in Tempe, Arizona.



BOOK EXCERPT

We want our students to understand and experience how writing is a tool they can take with them anywhere to voice their ideas, to make sense of their lived experience, to accomplish personal and professional goals and required tasks, and to act or make change in their lives and in the lives of others. Above all, this book is an invitation to secondary teachers of writing—who are faced with increased and ever-shifting pressures to demonstrate student success on high-stakes tests—to allow themselves some choice in their writing curriculum, and to give their students the freedom to explore topics and formats about which they are passionate.



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LITERATURE AND THE NEW CULTURE WARS

NEW

Triggers, Cancel Culture, and the Teacher's Dilemma

DEBORAH APPLEMAN

“You need this book and need it now.” —Carol Jago, high school English teacher, past president of the National Council of Teachers of English, and author of *The Book in Question: Why and How Reading Is in Crisis*

“If I could buy just one book for every English teacher in America at this time, it would be this one.” —Jim Burke, Middle College High School, San Mateo, CA, author of *Uncharted Territory* (W. W. Norton)

Can educators continue to teach troubling but worthwhile texts? Our current “culture wars” have reshaped the politics of secondary literature instruction, and due to challenges from both the left and the right—to language or subject matter, to potentially triggering content, or to authors who have been canceled—school reading lists are rapidly shrinking. For many teachers, choosing which books to include in their curriculum has become an agonizing task with political, professional, and ethical dimensions. In this book, Deborah Appleman calls for a reckoning of the intellectual and affective work that literature can do, and offers ways to continue to teach troubling texts without doing harm. Rather than banishing challenged texts from our classrooms, she writes, we should be confronting and teaching the controversies they invoke. Her book is a timely and eloquent argument for a reasoned approach to determining what literature still deserves to be read and taught and discussed.

Also by Deborah Appleman . . .

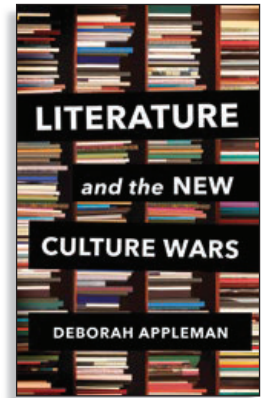
WORDS NO BARS CAN HOLD

Literacy Learning in Prison

Foreword by JIMMY SANTIAGO BACA

“An educator cannot read this book without being challenged to see all people differently, to recognize his or her complicity in the prison industrial complex, and to insist on literacy instruction rooted in agency, voice, power, and love.” —Ernest Morrell, PhD, Director, Center for Literacy Education, University of Notre Dame

In this book, Appleman provides a rare glimpse of literacy learning under the most dehumanizing conditions and chronicles her work teaching college-level classes at a high security prison for men, most of whom are serving life sentences. Through the writing of narrative, poetry, memoir, and fiction, the students in Appleman’s classes attempt to write themselves back into a society that has erased their lived histories. As we read their writing and witness these students develop and interrogate their identities as readers and writers, the transformative power of literacy becomes clear. The book is both an argument for the importance of education for the incarcerated, and a consideration of how to interrupt the increasingly common pathway from urban schools to our nation’s prisons.

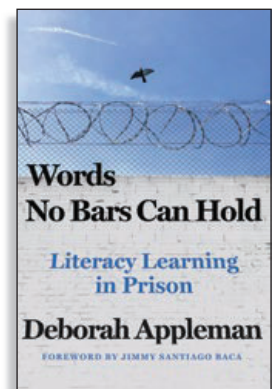


ISBN 978-1-324-01918-3 • September 2022
168 pages • Paperback • \$19.95

Deborah Appleman is the Hollis L. Caswell Professor of Educational Studies, director of the Summer Writing Program

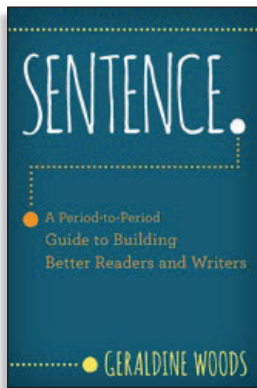


at Carleton College, and the bestselling author of books on teaching literature, reading, and writing. Since 2007, she has taught language, literature, and creative writing courses at a high-security prison for men in the upper Midwest.



ISBN 978-0-393-71367-1 • 2019
160 pages • Hardcover • \$23.95





ISBN 978-0-393-71481-4 • 2021 • 384 pages
Paperback • \$29.95

Geraldine Woods has taught every level of English, from fifth grade through Advanced Placement, most recently at the Horace Mann School. The author of more than fifty books, including *Independent Study that Work* (see page 18), she lives in New York City.



SENTENCE.

A Period-to-Period Guide to Building Better Readers and Writers

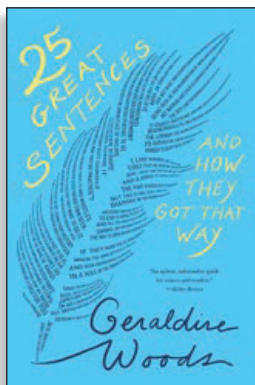
GERALDINE WOODS

“Woods provides literally hundreds of sentences (categorized for thematic unit use) as examples with teaching ideas for immediate classroom use. This book will be one that I reach to again and again for ideas and inspiration.” —Susan Barber, AP Literature Teacher and Consultant, Atlanta, GA

Geraldine Woods’ wildly popular book *25 Great Sentences and How They Got That Way* (see below) actually grew out of a strategy for teaching writing that Woods developed in her decades of teaching high school English. Now she has written directly to fellow teachers, providing a ready-to-go classroom resource for using the sentence-level approach with students. Lesson plans include activities to introduce featured elements of style, questions to guide students in their text analysis, and writing prompts to spark students’ interest and creativity.

Contents: Part I: Instructional Overview: 1. Close Reading 2. Writing 3. Grammar and Rhetoric 4. Interdisciplinary Study 5. Timing **Part II: Sentence Elements to Teach:** 6. Structure 7. Diction 8. Sound 9. Connections 10. Comparisons **Appendix:** Sentences for a Particular Focus or Unit Theme • Genre

**BESTSELLER,
NOW IN PAPERBACK**



ISBN 978-0-393-88237-7 • 2022
336 pages • Paperback • \$17.95

Also by Geraldine Woods . . .

25 GREAT SENTENCES AND HOW THEY GOT THAT WAY

“This handy, practical guide prompts would-be writers to think critically about how to create effective and meaningful sentences.” —*Publishers Weekly*

“Using hundreds of examples from writers as diverse as Bruce Springsteen and Virginia Woolf, Geraldine Woods articulates the precise ways in which a writer can send a sentence spinning.” —Mary Norris, author of *Between You & Me: Confessions of a Comma Queen*

This book is a master class in how to write beautiful—and memorable—sentences. This inspiring and enlightening guide examines spectacular sentences from admired writers and speakers, including Virginia Woolf, John F. Kennedy, James Joyce, Maya Angelou, Lorrie Moore, Ta-Nehisi Coates, Martin Luther King Jr., Margaret Atwood, and Toni Morrison. Woods demonstrates not only what makes these luminaries’ sentences sing, but also how we might write powerful, evocative sentences ourselves.

Each chapter in this book examines one great sentence and a distinct element of style it exemplifies. And each chapter ends with a section called “For the Writer,” in which Woods provides exercises that encourage readers to develop their own artful sentences using great sentences as models.



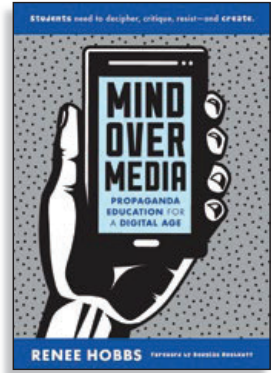
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MIND OVER MEDIA

Propaganda Education for a Digital Age

RENEE HOBBS, Foreword by DOUGLAS RUSHKOFF

“It’s fitting that our era’s most important book on propaganda should come disguised as a teacher’s guide to the subject. Renee Hobbs offers us, our students, and our children the first step toward regaining human comprehension and control over the tools and platforms that comprise our shared communication space. The power to change everything is in your hands right now.” —From the foreword by Douglas Rushkoff, author of *Team Human*



ISBN 978-0-393-71350-3 • 2020
368 pages • Paperback • \$32.95

Students need the tools to interpret news and information critically—not just for school, but for life in a “post-truth” world, where the lines blur between entertainment, information, and persuasion. Renee Hobbs demonstrates how a global perspective on contemporary propaganda enables educators to stimulate both the intellectual curiosity and the cultural sensitivities of students. Replete with classroom and online learning activities and samples of student work, *Mind Over Media* provides a state-of-the-art look at the theory and practice of propaganda in contemporary society, and shows how to build learners’ critical thinking and communication skills on topics including computational propaganda, content marketing, fake news, and disinformation.

Renee Hobbs is a world-renowned authority on digital and media literacy education. She founded the Harrington School of Communication and Media at the University of Rhode Island and is director of its Media Education Lab.



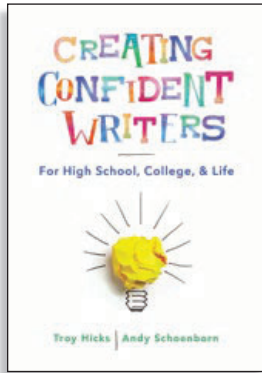
BOOK EXCERPT

True or False? Some Ideas about Propaganda

STATEMENT	TRUE OR FALSE?
Propaganda is harmful.	False. Propaganda may be beneficial or harmful.
Propaganda is used only during times of political campaigns and elections.	False. Propaganda is used to influence public opinion and to advance social power, and this happens on an ongoing basis in all sectors of society, not just in the political realm.
Propaganda is unethical.	It depends. Propaganda can be ethical when the creator of the message is transparent about their goals. It can be unethical when intentional deception, half-truths or false information is involved.
Advertising is a form of propaganda.	True. Advertising may be designed to sell goods and services, but it also validates consumption and commodity capitalism. Some (but not all) ads can be propaganda when they advance specific ideological positions that aim to influence public opinion beyond a specific sales goal.
Propaganda and persuasion are synonyms.	False. Propaganda is a subset of all three modes of expression: persuasion, information, and entertainment. It is a mode of communication designed to influence public opinion and gain social power. Persuasion is a more general process of communication designed to influence attitudes and behavior.
Any media message that activates your emotions is a form of propaganda.	False. Activating emotion alone does not constitute propaganda. Many forms of propaganda are serious in tone, using facts and information to influence public opinion.
Propaganda is in the eye of the beholder.	True. It’s easier for people to recognize propaganda when it does not align with existing beliefs. When it does align with existing beliefs, we may see it as information or entertainment.

See page 42 for
QUICK REFERENCE GUIDES on
Digital Learning by Renee Hobbs





ISBN 978-0-393-71416-6 • 2020
208 pages • Paperback • \$27.95

Troy Hicks, an English professor and literacy author, is the director of the Chippewa River Writing Project (NWP) Site.



Andy Schoenborn, an English teacher and freshman composition instructor, is a teacher consultant for the Chippewa River Writing Project (NWP) Site.



Learn more about the **TEACHING ENGLISH FROM A DISTANCE, Grades 6-12 Quick Reference Guide** on page 44.

CREATING CONFIDENT WRITERS

For High School, College, and Life

TROY HICKS and ANDY SCHOENBORN

“Perhaps adding an additional subtitle would be appropriate: **Creating Confident Teachers of Writing.**” —Georgia Heard, MFA Writing, Columbia University, author of *Awakening the Heart: Exploring Poetry in Elementary and Middle School* and *Heart Maps: Helping Students Create and Craft Authentic Writing*

In this collaborative book, two seasoned writing teachers distill the lessons they’ve learned across the secondary school and college contexts about what works to create confident adolescent and young adult writers. Connecting their high school and college teaching to research and framing documents in the field, these authors outline a fundamental stance to their approach: to invite, encourage, and celebrate students’ writing. On topics from writing goals to revision, there are sample classroom practices and assignments, examples of student work, and space for teacher reflections. This is a book for any teacher of writing, from middle school through college, who wants to allow students’ voices to emerge and develop.

Contents: 1. Offering Invitations 2. Setting Goals 3. Exploring Mentor Texts 4. Responding to Reading 5. Feedback and Revision 6. Reflection and Celebrating Growth • Conclusion: Professional Learning for the Teacher of Writing

BOOK EXCERPT

We invite you to join us in collegial conversation about approaches that lend themselves to writing invitations. When teaching writing, we consider these questions:

- Through our words and actions, do we invite student voice and perspective into our classroom as a way to honor the writers as well as the words we are immersed in?
- Through the opportunities for writing we create, do we ask students to take risks by sharing their emotions as well as their intellect?
- By creating generative spaces, do we encourage dialogue, debate, reflection, and praise?
- Over the course of a trimester or semester, do we provide opportunities for students to develop writing goals for themselves?

These are difficult questions, ones that we wrestle with each day and that, to be clear, we never know for sure that we are getting right. Yet, to create confident writers, we must wrestle with them and, in doing so, generate a frame for thinking, reading, and writing in our classrooms.



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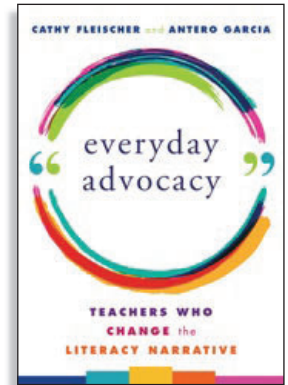
EVERYDAY ADVOCACY **NEW***Teachers Who Change the Literacy Narrative*CATHY FLEISCHER and ANTERO GARCIA, Foreword by
ELYSE EIDMAN-AADAHL

“[A] must-have for educators everywhere. [The authors] help us expand the definition of what it means to advocate, and they give us many ways to join in the work of changing the narrative of literacy education. I can’t imagine a more important time for this book.” —Franki Sibberson, educator, author, NCTE Past President

In this groundbreaking collection, teachers and teacher educators show us how they are advocating each day for their students and for research-based methods of teaching, which are so often contradicted by mandated curricula and standardized assessment. These literacy educators share the tools, projects, and practices that will allow readers to join them as agents of change in their own classrooms and institutions.

Contents: Part I: What is Everyday Advocacy? • Part II: Centering Advocacy in Secondary ELA Instruction • Part III: Centering Everyday Advocacy in English Teacher Education

Listen to a podcast on
Everyday Advocacy



ISBN 978-0-393-71437-1 • 2020
240 pages • Paperback • \$29.95

Cathy Fleischer, a professor at Eastern Michigan University and special imprint editor at NCTE, lives in Ann Arbor, Michigan.



Antero Garcia, an assistant professor in the Graduate School of Education at Stanford University, lives in Redwood City, California.

**BOOK EXCERPT: Introduction**

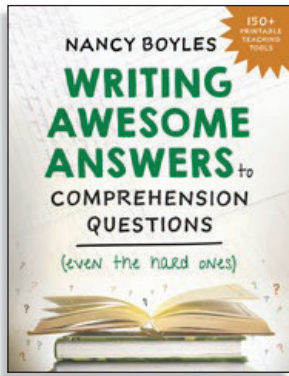
We believe in teachers. We believe in their power to inspire, challenge, support, and care for the students with whom they work—day-in and day-out, in often challenging circumstances, and with intelligence and grace. Teachers, we know, are contemporary superheroes, and we believe they should be honored as such, each and every day.

But we live in a world where that’s not always the case. Too often, teachers become easy targets for criticism or sitcom satires, their deep knowledge largely ignored in both local conversation and state and national policymaking.

We believe that has to change. And we’ve written this book to help teachers, teacher leaders, and teacher educators learn concrete steps to change the public narrative about teachers, literacy education, and the ways to best educate students. We’ve written this book to help teachers find their voices, honor their own stories, and translate their experiences in ways that will help the public understand what they do, why they do it, and what that means for students and their learning. We call this Everyday Advocacy, the everyday steps teachers can do—and are doing—to help others understand differently.



Books by NANCY BOYLES



WRITING AWESOME ANSWERS TO COMPREHENSION QUESTIONS (Even the Hard Ones)

In this clear and upbeat guide, literacy consultant Nancy Boyles gives a step-by-step demonstration of how to help students achieve success when responding to comprehension questions. The book is filled with ready-to-use scaffolds for every stage of instruction, including 41 carefully crafted sample questions that are keyed to mini-lessons and to reproducible teaching tools: anchor charts, cue cards, and answer frames. A Study Guide reviews 10 teaching practices that lead to improved student comprehension and text analysis, with suggestions for further reading. With this one-stop resource in hand, not only can you confidently prepare students to write awesome responses on standardized tests; you can also teach them to engage more deeply with every text they encounter.

Over 100 Reproducible Teaching Tools Inside!

ISBN 978-1-324-01591-8 • 2021
240 pages • Paperback • \$36.95

Nancy Boyles, a consultant and former classroom teacher, is the author of multiple books for literacy educators, and creator of the *Take Heart Quick Reference Guides* for grades K-2 and 3-6 (see page 45).

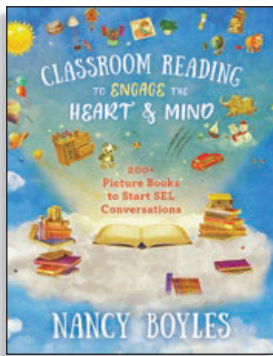


CLASSROOM READING TO ENGAGE THE HEART AND MIND

200+ Picture Books to Start SEL Conversations

In a book perfect for a study group or for immediate use in the classroom, literacy educator Nancy Boyles connects the dots between the competencies identified by leaders in the SEL field with the rich content of children's literature. More than 200 award-winning picture books are profiled along the way as she unpacks each SEL skill, sketches typical classroom situations in which teachers might not see that skill demonstrated, discusses what to look for in books that address it, and provides carefully crafted sets of questions to explore with students.

Popular picture books referenced: *The Snurtch*; *After the Fall: How Humpty Dumpty Got Back Up Again*; *The Rabbit Listened*; *Each Kindness*; *Crown: An Ode to the Fresh Cut*



ISBN 978-0-393-71420-3 • 2020
264 pages • Paperback • \$29.95

Learn more about the *TAKE HEART K-2 and 3-6 Quick Reference Guides* on page 44.

This book is meant to be used as a hands-on resource with lots of practical classroom applications. In a nutshell, here's what you'll find:

- 5 SEL competencies identified and explained
- 24 SEL focus areas, identified and explained
- 5 books profiled for each focus area, identified and explained—for a total of 120 profiles
- 5 additional books listed for each focus area—for a total of 120 supplementary books (That's 240 books in all)
- 24 question sets for profiled books—one for each focus area
- 24 generic question sets to be used with any book—one for each focus area
- MANY classroom-ready charts and rubrics

Watch a webinar based on this book!



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NEW in the Norton Series on Equity and Social Justice in Education ESJ Series (pages 11-14)

Edited by CHERYL E. MATIAS and PAUL C. GORSKI

The Norton Series on Equity and Social Justice in Education is a publishing home for books that translate critical and transformative equity and social justice theories to on-the-ground educational practices. Titles in the series apply critical equity and justice lenses to reveal unfair distributions of educational opportunities and experiences for students who are historically and presently marginalized, such as Students of Color, students with varying abilities, students experiencing poverty, LGBTQIA students, and multilingual learners. Visit www.norton.com/equityseries.

SOCIAL STUDIES FOR A BETTER WORLD

An Anti-Oppressive Approach for Elementary Educators

NOREEN NASEEM RODRIGUEZ and KATY SWALWELL

“No one should step into a classroom without first reading *Social Studies for a Better World*. The book sings with possibility about creating classrooms of justice and kindness. It is the book that all teachers need in these hard times.”

—Bill Bigelow, Curriculum Editor, *Rethinking Schools*

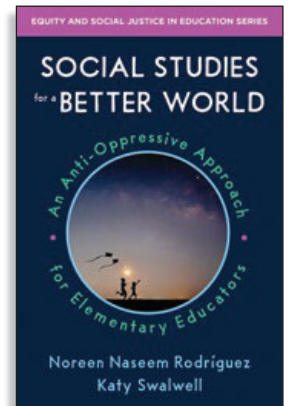
“[E]ssential reading for anyone who believes in the power of social studies to transform society.” —Hasan Kwame Jeffries, host of the podcast *Teaching Hard History*, and Associate Professor of History, The Ohio State University

In this book, two experienced social studies educators unpack the oppressions that so often characterize the elementary curriculum—normalization, idealization, heroification, and dramatization—and show how common pitfalls can be replaced with creative solutions. Whether you’re a classroom teacher, methods student, or curriculum coordinator, this is a book that can transform your understanding of the social studies disciplines and their power to disrupt the narratives that maintain current inequities.

BOOK EXCERPT

Young people in a diverse democracy with a slew of injustices and complex social problems must be given opportunities to grapple with all of these issues, to nurture meaningful relationships of mutual obligation, and to develop a skill set that enables and inspires them to build a better world. We believe the education of young people is an important long-term strategy to tackle challenges in health care, our environment, financial systems, politics, immigration, human rights, civil rights, and criminal justice. This book lays out our vision for an elementary education that helps young people find value in learning about the world through the social studies disciplines and to help make their communities more just, equitable, and healthy.

NEW



ISBN 978-1-324-01677-9 • 2021 • 256 pages
Paperback • \$29.95

Noreen Naseem Rodríguez

is an Assistant Professor of Teacher Learning, Research, and Practice at the University of Colorado, Boulder. She engages critical race frameworks to explore Asian American educational experiences, diverse children’s literature, and the teaching of difficult histories to young people. Before becoming a teacher educator, she was a bilingual elementary educator in Texas for nine years.



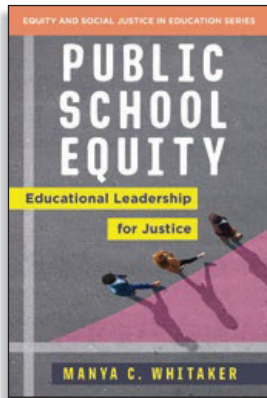
Katy Swalwell is Lead Equity Specialist for the Equity Literacy Institute and founder of Past Present Future Media & Consulting.

A former classroom teacher and tenured university professor, she explores how social studies education can help people of all ages become better at identifying and disrupting oppression.



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NEW

PUBLIC SCHOOL EQUITY

Educational Leadership for Justice

MANYA WHITAKER

“Whitaker has constructed a powerhouse book that every leader in prekindergarten-12 schools should read.” —H. Richard Milner IV, Cornelius Vanderbilt Distinguished Professor of Education, author of *Start Where You Are but Don't Stay There*

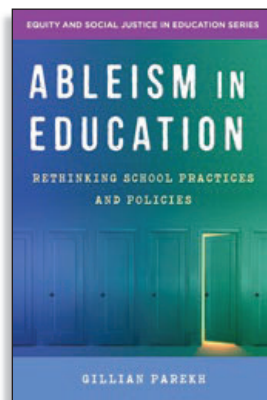
“Dr. Whitaker provides a road map that meets educational leaders, their teams, and staff where they are on their individual and collective journeys toward achieving educational equity.” —Aaron J. Griffen, Vice President of Diversity, Equity and Inclusion, DSST Public Schools

ISBN 978-0-393-71475-3 • 2022 • 288 pages
Paperback • \$31.95

Manya Whitaker is an educational psychologist and associate professor and chair of education at Colorado College, where she directs the faculty development center. She also teaches courses in Education Reform, Diversity and Equity in Education, and Educational Psychology.



This book offers educators guidance for leading a school or district grounded in social justice that centers *teachers*—not just teaching practices—and that focuses on the belief systems that shape decision-making. Chapters walk educational leaders through a strategic approach to long-term change: from school planning for family and community engagement, to hiring and onboarding teachers, to sustaining equity through multifaceted professional development and equitable evaluation. Concrete “how-to”s are provided throughout, along with reflection questions to help readers apply the content to their context. For any school or district leader intent on addressing the many inequities highlighted by the COVID-19 pandemic, this book is an essential manual.



NEW

ABLEISM IN EDUCATION

Rethinking School Practices and Policies

GILLIAN PAREKH

“With this critical and valuable work, Parekh makes the indispensable link between ableism, classism, and racism, detailing how these and other forms of discrimination operate as barriers to education and schooling. A must read for educators, clinicians and parents.” —Carl E. James, author of *Colour Matter: Essays on the Experiences, Education, and Pursuits of Black Youth*

“[A]n essential read for all educators in public education. . . . [Offers] new possibilities for how educators and the education system alike might work.” —Dr. David Hagen Cameron, Senior Manager Research and Development, Toronto District School Board

ISBN 978-1-324-01679-3 • 2022 • 208 pages
Paperback • \$29.95

Gillian Parekh is an educator, assistant professor, and Canada Research Chair in Inclusion, Disability, and Education within the Faculty of Education, York University.



In this down-to-earth guide, Dr. Gillian Parekh unpacks the realities of how ability and disability play out within schooling, including insights from students, teachers, and administrators about the barriers faced by students on the basis of ability. From the challenges with ability testing to gifted programs to the disability rights movement, Parekh shows how ableism is inextricably linked to other forms of bias. Her book is a powerful tool for educators committed to justice-seeking practices in schools.



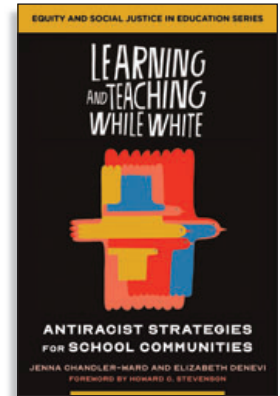
Learn more about the Norton Series on Equity and Social Justice in Education at www.norton.com/equityseries

LEARNING AND TEACHING WHILE WHITE

Antiracist Strategies for School Communities

JENNA CHANDLER-WARD and ELIZABETH DENEVI

NEW



ISBN 978-1-324-01674-8 • July 2022
240 pages • Paperback • \$37.95

Jenna Chandler-Ward

is an educator, diversity consultant, and cofounder of the popular professional development site Teaching While White. With over two decades of experience, she has been an educator in non-profits, schools, and colleges working with students from kindergarten to adult learners. Jenna was also a founder and co-director of the Multicultural Teaching Institute, which produces workshops and a conference for educators on issues of equity and inclusion.



Elizabeth Denevi

is an educator, diversity consultant, and cofounder of the popular professional development site Teaching While White. As Director of the Eastern Educational Resource Collaborative, Dr. Denevi has worked with educational institutions across the country to promote equity and diversity pedagogy. She is also an Assistant Professor at the Lewis and Clark Graduate School of Education and Counseling.



“Yes! A nuanced and accessible resource for white teachers who have consistently asked, ‘What do I do?’ This excellent book answers that question, from two highly experienced white teachers who have been engaged in the work of anti-racist practice for decades. This is an essential guidebook that needs to be on every white teacher’s shelf.” —Robin DiAngelo, author of *White Fragility and Nice Racism*

“This is not just a book, it is a critical, personal exploration of self and system that the authors carefully scaffold to enhance the skill of white educators, both as teachers and as humans.” —Dr. Eddie Moore Jr., founder of *The White Privilege Conference*

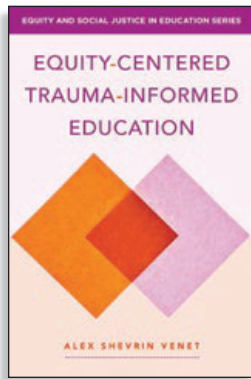
An accessible guide to help white educators, leaders, students, and parents develop an explicit, skills-based antiracist practice. Through their own experiences working with school communities, and the strategies and tools they have developed, the authors share how white educators can gain greater consciousness of their own white racial identity; analyze the role of whiteness in their school systems; rethink pedagogical approaches and curricular topics; address the role of white parents in the pursuit of racial literacy and equity; and much more. This book will empower white educators to be part of creating a more equitable educational system for all students.

BOOK EXCERPT

Understanding how we have been shaped by race starts to unravel the harm that is caused by being either oblivious or complacent. It also helps to bring into relief what is at stake for us personally. We cannot simply want to fight racism to help others; it is not “community service” that we do when we have the time or when it feels comfortable. It must be a stance, a perspective that includes our own desire for freedom from the cost of racism for it to be sustainable. We do this with the hope that as educators, we can recognize, affirm, and learn from the humanity and brilliance of all of our students, educators, and families. We write this so that white adults can become mirrors of white antiracism to model a different way forward for white students. We want to encourage and support greater racial literacy for white people so that, perhaps one day, this conversation will no longer be necessary.



BESTSELLER



ISBN 978-0-393-71473-9 • 2021
256 pages • Paperback • \$32.95

Alex Shevrin Venet, a former teacher and leader at a therapeutic school, provides professional development for schools and communities. An adjunct professor at several universities, she resides in Winooski, VT.



Watch a webinar based on this book!

EQUITY-CENTERED TRAUMA-INFORMED EDUCATION

Equity & Social Justice in Education Series

ALEX SHEVRIN VENET

“*Equity-Centered Trauma-Informed Education* should be required reading for every educator and education leader.” —Cindy Johnson, Executive Director, Edutopia

In this fresh look at trauma-informed practice, Alex Shevrin Venet urges educators to shift equity to the center as they consider policies and professional development. Using a framework of 6 principles for equity-centered trauma-informed education, Venet offers practical action steps that teachers and school leaders can take from any starting point, using the resources and influence at their disposal to make shifts in practice, pedagogy, and policy. Overthrowing inequitable systems is a process, but transformation is possible when educators work together, and teachers can do more than they realize from within their own classrooms.

Contents: 1. Defining Trauma-Informed Education 2. Defining Equity 3. Trauma is More than a Number 4. Trauma is a Lens, Not a Label 5. Four Priorities for Decision-Making 6. Treat Relationship-Building as a Skill 7. Cultivate Unconditional Positive Regard 8. Make Connections, Respect Boundaries 9. Support Teacher Wellness 10. Foster Professional Growth 11. Work Toward Policy Change 12. Examine the Curriculum, Disrupt Harmful Narratives 13. Get to Work: Activism and Action as Healing

BOOK EXCERPT

Trauma is a lens, not a label. This means that trauma should shape how we see school and education. In various ways, trauma impacts us all throughout our lifetime. We may experience it ourselves. We may have loved ones, friends, or family who struggle with trauma. We also live through times of collective grief and trauma in our communities...

As I was completing the manuscript for this book in the spring of 2020, the coronavirus pandemic shut down public schools around the world. Teachers, parents, and education leaders scrambled to figure out how to deliver academic instruction from a distance, trying to maintain relationships between school and students while also attending to massive equity issues like internet access and food insecurity. I'm friends with a small group of educators who also work on trauma-informed practices and equity. We all experienced a sudden surge of interest in our work. We heard from teachers and schools across the country that they needed to better understand trauma, given the pandemic. In discussing this, my colleagues and I agreed that we were grateful for the interest, but also saddened: why did it take a global crisis for so many to see that trauma impacts us all?



Learn more about the Norton Series on Equity and Social Justice in Education at www.norton.com/equityseries

RESPONSIVE SCHOOLING FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

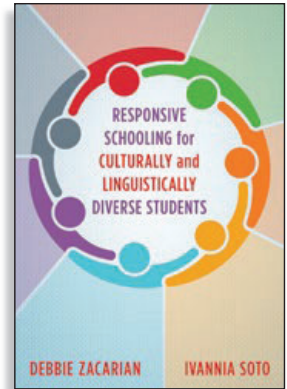
DEBBIE ZACARIAN and IVANNIA SOTO

“This is an excellent book, one that should be a useful supplement to teachers’ libraries . . . I would recommend it as part of in-service and preservice training for all teachers.” —*Teachers College Record*

This book offers a balanced approach to developing students’ academic language proficiency while simultaneously honoring, acknowledging, and valuing the richness of their home and community languages and cultures.

Debbie Zacarian and Ivannia Soto provide a practical framework within which schools and educators can make students’ personal, cultural, and social identities central to the curriculum by drawing on the experiences and interests they bring with them to the classroom. Filled with examples of responsive teaching and opportunities to reflect on current practice, the book is a rich resource for teachers and school leaders alike.

Contents: Introduction • 1. What’s the Urgency for Culturally Responsive Teaching in Contemporary Education? 2. Understanding Identity as Socially and Interactionally Constructed 3. Building a Balanced Approach to Culturally Responsive Teaching 4. Building Culturally Responsive Family-School Partnerships 5. Building Culturally Responsive Schools 6. Building Culturally Responsive School-Community Connections 7. Service Learning as a Culturally Responsive Practice



ISBN 978-0-393-71352-7 • 2020
208 pages • Paperback • \$29.95

Debbie Zacarian

consults at the federal, state, university, and district levels on educating diverse populations.



Ivannia Soto, a

Professor at Whittier College, directs their Institute for Culturally and Linguistically Responsive Teaching.

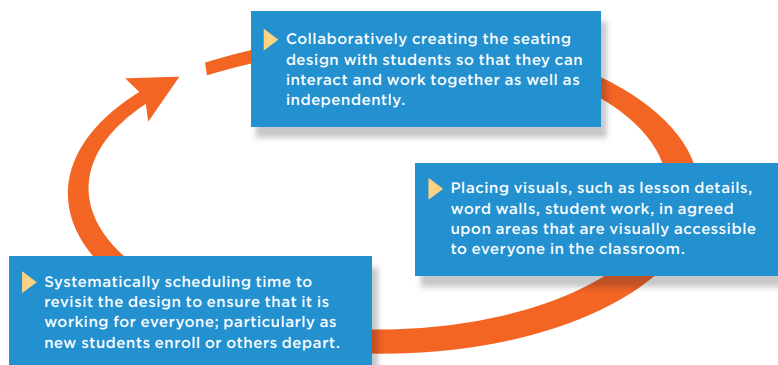


BOOK EXCERPT

Strategies for Co-Creating a Classroom Design and Building Relationships from the Start

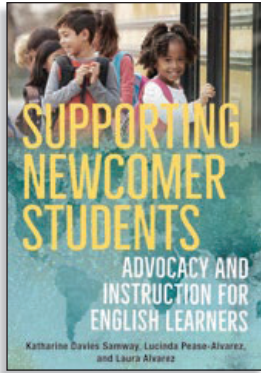
In general terms, the first person that is critical for students to feel a safe and a sense of belonging to their classroom community is their teacher. Whether we are referring to students in grades preK-12, it is essential for us to take steps that support students to feel the sense of safety that we discussed in chapter 2 regarding Maslow’s hierarchy of needs. Some practical strategies for this are to ensure that we genuinely welcome students into our classrooms, regardless when they enroll during the school year, and support them to feel that they are true members of our communities. Setting up the physical environment so that it feels like a student’s ‘home away from home’ is a helpful way of thinking. A means for doing this is to consider what we can do to cooperatively create our classroom design with students so that they have an important role to play in their own learning and have a voice and choice around what works best for them. Some strategies for doing this are seen in the following figure:

Figure 3.2 Co-Creating the Classroom Design



Watch a webinar based on this book!





ISBN 978-0-393-71406-7 • 2020
336 pages • Paperback • \$32.95

Katharine Davies Samway is Professor Emerita at San José State University.



Lucinda Pease-Alvarez is Professor Emerita at the University of California.



Laura Alvarez is a teacher, researcher, and professional development provider. She is the author of the *Teaching English Learners from a Distance Quick Reference Guide* (page 44).



Learn more about the **TEACHING ENGLISH LEARNERS FROM A DISTANCE Quick Reference Guide** on page 45.

SUPPORTING NEWCOMER STUDENTS

Advocacy and Instruction for English Learners

KATHARINE DAVIES SAMWAY, LUCINDA PEASE-ALVAREZ,
and LAURA ALVAREZ

“This is an outstanding book... Examples of how to teach both language and content are detailed, time-tested, accessible, and anchored in the wisdom of practice. It is a must-read for teacher educators, practicing teachers, and all future teachers.” —Guadalupe Valdés, PhD, Bonnie Katz Tenenbaum Professor of Education, Stanford University

In this much-needed book, the authors marshal the research and several decades of their own experience to provide instructional practices and activities that will help teachers develop newcomers as readers and writers of English and engage them in content learning across the curriculum. Equally important, they show how teachers can act as advocates for these vulnerable students. With chapters on assessment and second language acquisition as well as reading, writing, speaking, and content learning, their book is a timely and comprehensive guide for any K-8 educator whose classroom or school includes newcomer students.

BOOK EXCERPT

The central premise of this book is that newcomer students who are also new to English are best served by teachers who assume an advocacy role both in and outside their classrooms. Consequently, we do not subscribe to the all-too-common view that teachers are technicians responsible for implementing a mandated curriculum. Instead, we argue for a form of teacher advocacy that conceives of a) teachers as active agents in promoting educational equity and b) newcomer students and families as legitimate, valuable, and active contributors to the future of a democratic and equitable society. Building on this perspective, we make recommendations in this book about how teachers can act as advocates for newcomers through:

- Their curricular choices and classroom practices.
- Their actions beyond the classroom, paying special attention to collaboration with families and colleagues.

While our focus is on newcomers’ development of English and subject matter knowledge in English, we see that goal as inextricably linked to the languages, cultures, and experiences that newcomers bring to school.



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TEACHING VULNERABLE LEARNERS

Strategies for Students who are Bored, Distracted, Discouraged, or Likely to Drop Out

SUZY PEPPER ROLLINS

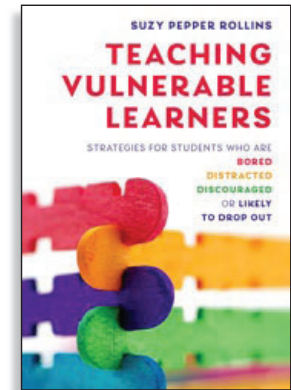
“Suzy Pepper Rollins grabs every reader by the shoulders, looks them straight in the eye, and commands them to turn their attention to the most fragile learners in our midst. Her wisdom is a gift, and the structures, tools, and guidance she offers are pathways toward a brighter future for learners, teachers, and parents.”

—Angela Stockman, teacher, professional learning facilitator, and author of *Creating Inclusive Writing Environments in the K-12 Classroom*

The consequences when schools fail to address the problems of struggling students can be dire: course failures, absenteeism, suspensions or expulsions, dropouts. And those effects continue to ripple after school with lower rates of college attendance and graduation, underemployment and lower wages, even incarceration.

Yet many of these students can experience a very different trajectory when their learning difficulties are addressed. Whether it's a student with ADHD who has trouble sitting still, a student just arrived from the Dominican Republic who speaks no English, or a traumatized student who dissociates in class, there are strategies that have proven effective in overcoming the hurdles they face. This is a guide to help teachers recognize the most common barriers to learning and apply the solutions that will work in their classrooms.

Contents: Introduction 1. Explorers in Desks 2. Tough in Any Language 3. Readers in Peril 4. Gifted Underachievers: Trapped in an Age-Based System? 5. Hanging by a Thread: Students At-Risk of Dropping Out 6. Demotivated Learners 7. Moving Forward



ISBN 978-0-393-71462-3 • 2020
192 pages • \$24.95

Suzy Pepper Rollins

is an author, speaker, and consultant based in Athens, GA who works with schools



across North America to create academic success for all students. She is also the founder of Math in the Fast Lane and MyEdExpert.com.

Learn more about the **SIX TEACHING MOVES TO TACTICALLY CLOSE GAPS IN LEARNING** Quick Reference Guide on page 45.

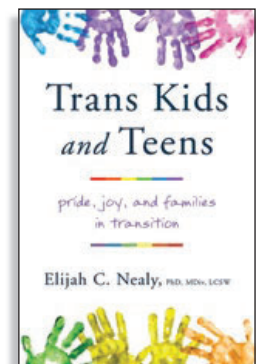
TRANS KIDS AND TEENS

Pride, Joy, and Families in Transition

ELIJAH C. NEALY

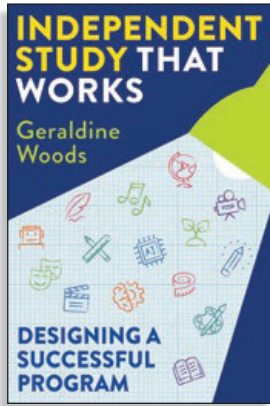
“[S]hould be considered a critical volume for anyone involved with schools or working or volunteering with children and teens. . . . Nealy powerfully makes the case for what can be done to ease the pain of these children. A must-read for anyone who wants to help trans youth.” —*Booklist*, starred review

Few teachers or school support staff have been trained in areas of gender identity and expression, even as the numbers of out trans kids in school is increasing. This all-in-one essential guide covers all aspects of the family constellation, school and mental health issues, as well as physical, social, and emotional transitions to help educators, school psychologists, school social workers, and counselors best support their trans students.



ISBN 978-0-393-71399-2 • 2019
448 pages • Paperback • \$16.95





NEW

INDEPENDENT STUDY THAT WORKS

Designing a Successful Program

GERALDINE WOODS

ISBN 978-1-324-01966-4 • 2022 • 168 pages
Paperback • \$24.95

Geraldine Woods is also the author of *Sentence.: A Period-to-Period Guide to Building Better Readers and Writers* and *25 Great Sentences and How They Got That Way* (see page 6).

“Even decades later, I still think about my experience in Ms. Woods’s Independent Study class. It was an extraordinary invitation to a lifetime of creative exploration. I love that this wonderful book will help extend that invitation to many more students for generations to come.” —Jordan Roth, president of Jujamcyn Theaters and former student at the Horace Mann School

“Geraldine Woods deftly makes the case for creating an independent study and provides all the direction you might need. She has condensed decades of experience into an accessible and beneficial package.” —Bob Matthews, English Teacher and Director of Independent Study, Episcopal High School, Bellaire, Texas

Master teacher Geraldine Woods offers a practical, step-by-step guide based on her experience designing and directing the much-admired independent study program at the Horace Mann School. Under the supervision of teachers, students embark on a remarkable variety of projects and become teachers themselves, conducting seminars with their peers along the way to preparing their final product—which could as easily be an interactive website or musical composition as a research paper. Woods’ book details the nuts and bolts of the approach and shows how to customize it for a variety of age groups, budgets, and curricular requirements. It is a gift to all educators who want to give students the freedom to pursue their interests.

BOOK EXCERPT

It is a sunny afternoon in May. I am sitting on the edge of the school’s athletic field with my student, Josh, an earnest senior speed-talking his way through an analysis of the novel he has just read. Although Josh and I are not in a classroom, we are both “in class”— independent study, to be precise. All year Josh has been reading the novels of science fiction author Philip K. Dick and watching films based on them, comparing Dick’s alternate reality to historical events. Our weekly meetings follow a set pattern: I begin by asking what he has done since I last saw him. I review his notes and we talk or, more accurately, Josh talks and I chime in with an idea or suggestion for further research. I end the conversation by asking what he will accomplish before our next meeting. As Josh lists a hefty amount of work, I express doubt that he’ll have enough time. “Sure I will,” he replies. “Seniors don’t do homework in the spring.” When I remind him that what he plans to do is, in fact, homework, Josh shrugs. “You didn’t give me this homework,” he explains. “I gave me this homework.



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TEACH MORE, HOVER LESS

How to Stop Micromanaging Your Secondary Classroom

MIRIAM PLOTINSKY

“If education is going to keep pace in the age of total information, it will be by developing student autonomy. *Teach More, Hover Less* proposes an educational paradigm shift where relationships, careful curation, flexible settings, and student choice lead to the state of flow teachers chase in dreams.” —Christopher R. Klein, Staff Development Teacher, John F. Kennedy High School, Maryland

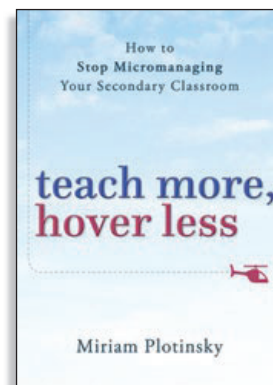
“The crux of Plotinsky’s argument is central to the conversations that should be happening within every meeting in every school: how can we get out of the way of student learning? Her words are grounded in what needs to happen first: we have to target our belief systems for reflection and upgrade.” —Casey Siddons, Assistant Principal, Montgomery County Public Schools, Maryland, and co-host of the *Ed’s (Not) Dead* podcast

How can teachers step back, stop micromanaging, and allow students more agency? In this book, instructional specialist Miriam Plotinsky breaks hover-free teaching down into four sequential stages: mindset, deeper relationships, planning for engagement, and choice-based instruction. Her book shows how teachers can free themselves from helicopter habits and allow students greater control of their own learning, while still managing and maximizing classroom time effectively.

Key features:

- Practical, hands-on guide with tools for immediate application to classroom practice
- Strategies that work for new and experienced teachers in all secondary content areas
- Translates into specific professional development training sessions that Miriam Plotinsky can help your school facilitate in any applicable settings, including: School buildings (MS and HS); College courses in education; Education conferences, seminars. Contact Miriam at Miriam_R_Plotinsky@mcpsmd.org to learn more.

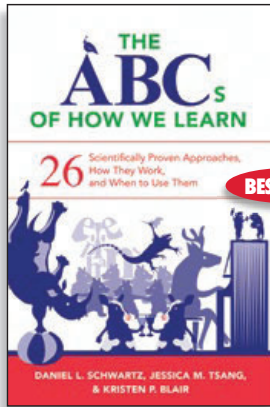
NEW



ISBN 978-1-324-01987-9 • 2022 • 144 pages
Paperback • \$24.95

Miriam Plotinsky is an author and instructional specialist who provides coaching and professional development for teachers and administrators. Miriam is widely published in *Education Week*, *Edutopia*, *ASCD Express*, *The Teaching Channel*, *EdSurge*, *K-12Talk* and *Education World*. She is also a National Board-Certified Teacher with additional certification in administration and supervision, and winner of the 2010 Marion Greenblatt Excellence in Education Award. Visit her website at miriamplotinsky.com and find her on Twitter: [@MirPloMCPS](https://twitter.com/MirPloMCPS)





ISBN 978-0-393-70926-1 • 2016
384 pages • Paperback • \$27.50

Daniel L. Schwartz, PhD, is the Dean of the Stanford University Graduate School of Education and holds the Nomellini-Olivier Chair in Educational Technology. He is an award-winning learning scientist, who also spent eight years teaching secondary school in Los Angeles and Kaltag, Alaska. His special niche is the ability to produce novel and effective learning activities that also test basic hypotheses about how people learn.



Jessica M. Tsang, PhD, is a researcher and instructor at Stanford University's Graduate School of Education who studies how to design instruction that naturally recruits students' native capacities for learning and understanding. Her interdisciplinary research bridges between cognitive neuroscience and the design of effective classroom practices.



Kristen P. Blair, PhD, is a Senior Research Scholar and Instructor at Stanford University's Graduate School of Education. She develops technologies to support students' learning in math and science, and she studies child development and learning in classroom and in family contexts.



NPR BEST BOOKS OF 2016 SELECTION

THE ABCs OF HOW WE LEARN

26 Scientifically Proven Approaches, How They Work, and When to Use Them

DANIEL L. SCHWARTZ, KRISTEN P. BLAIR, and JESSICA M. TSANG

“The book serves as a much-needed bridge between new revelations in the science of learning and everyday classroom practices. Each section is accessible, concise and well-stocked with primary references and resources.” —*NPR Books*

“A uniquely actionable new book of learning sciences principles that can improve teaching and learning. . . . [E]very teacher and student can benefit.” —*Learning and the Brain*



With everyday language, engaging examples, a sense of humor, and solid evidence, this book describes 26 unique ways that students learn. Each chapter offers a concise and approachable breakdown of one way people learn, how it works, how we know it works, how and when to use it, and what mistakes to avoid. Based

on a popular Stanford University course, this book presents learning research in a way that educators can creatively translate into exceptional lessons and classroom practice.

The book features:

- Easy-to-remember alphabetic organization of techniques for teaching and learning
- Descriptions of risks and challenges for each technique, because implementation matters
- Practical, approachable examples immediately applicable for everyday classroom use



Together the theories, evidence, and strategies from each chapter can be combined endlessly to create original and effective learning plans and the means to know if they succeed. This book is ideal for the preparation and professional development of teachers and college faculty, as well as parents, trainers, and instructional designers.

See page 43 for the
QUICK REFERENCE GUIDE
Active Learning: A Set of 5 Proven Teaching Approaches
ISBN 978-1-324-01695-3

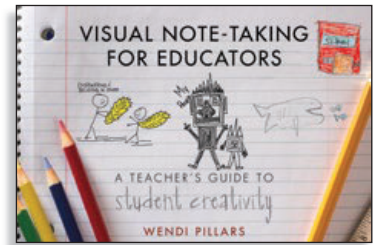


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VISUAL NOTE-TAKING FOR EDUCATORS

A Teacher's Guide to Student Creativity

WENDI PILLARS



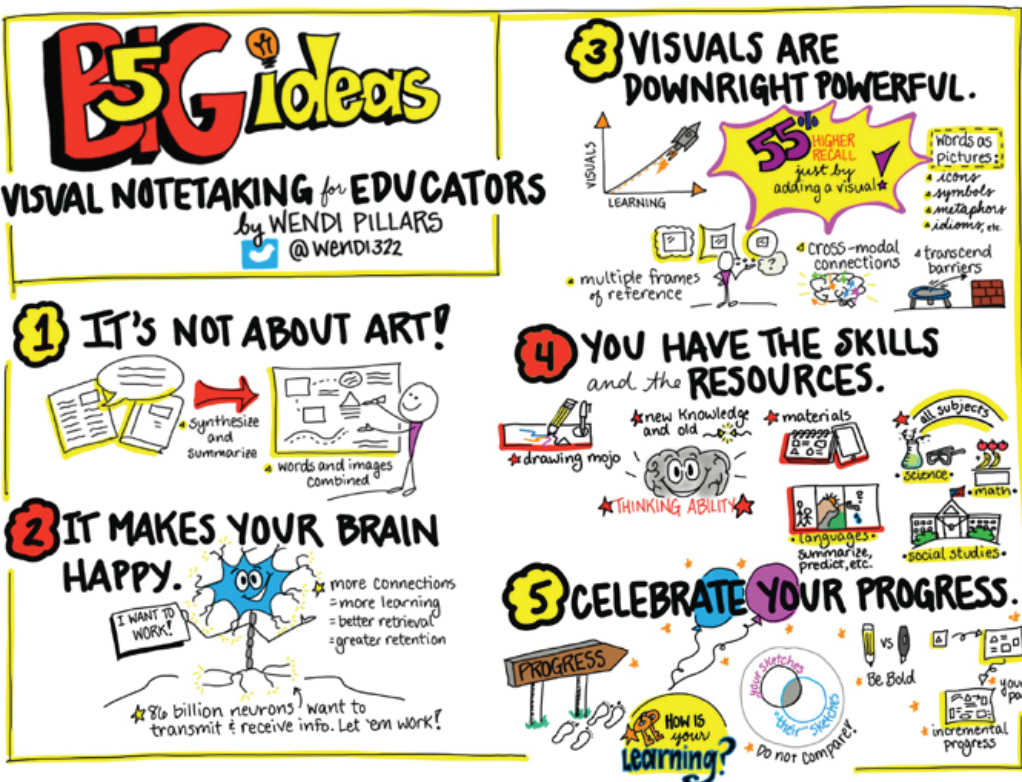
ISBN: 978-0-393-70845-5 • 2015
192 pages • Paperback • \$24.95

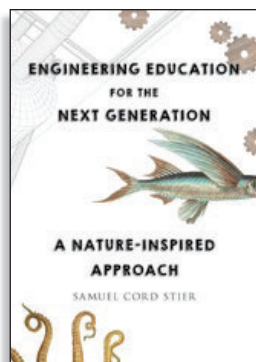
Wendi Pillars is a National Board Certified teacher who has been teaching students with English as a second/foreign language needs in grades K-12, both stateside and overseas, for 19 years. She has published several articles, most related to best practices for ELLs, educational neuroscience, and teacher leadership.



“Visual literacy is an absolute game-changer for learning. Educators and students who edu-sketch will find that their thinking becomes broader and deeper. A whole new mind emerges. Pillars’ book belongs on every teacher’s desk, right next to that proverbial apple.” —Sunni Brown, best-selling author and leader of *The Doodle Revolution*

For students of any age, neuroscience has shown that visual learning is a very effective way to retain information. The techniques in this book will help you work with your students in novel ways to take in and retain information. Visual note-taking can be used with diverse learners; all ages; and those who have no drawing experience. Teachers are provided with a library of images and concepts to steal, tweak, and use in any way in their classrooms. The book is liberally illustrated with student examples from elementary and high school students alike.





ISBN 978-0-393-71377-0 • 2020
400 pages • Paperback • \$39.95

Sam Cord Stier is

Executive Director of The Center for Learning with Nature (www.LearningWithNature.org), a non-profit organization

providing STEM curricula and teacher training founded on the captivating power and modern importance of the natural world. Mr. Stier leads teacher trainings for primary, secondary, and post-secondary educators all over the world, conducts workshops for design professionals, and is a sought-after public speaker. A consultant on Nature-inspired technological innovation and author of the award-winning K-12 curriculum *Engineering Inspired by Nature*, he is a faculty member at Otis College of Art and Design in Los Angeles, where he teaches science and sustainable design.



ENGINEERING EDUCATION FOR THE NEXT GENERATION

A Nature-Inspired Approach

SAMUEL CORD STIER

Every nature-based technology—from materials inspired by geckos that enable people to scale glass walls, to plastics inspired by trees—joins natural history with human creativity to result in a brilliant innovation.

Studded with more than 200 photos of nature-inspired technologies, this fascinating and practical book clearly demonstrates that engineering design is broadly relevant to all students, not just those who may become scientists or engineers. The chapters provide activities for students of all ages to explore design concepts and engage in activities aligned with the design standards of the NGSS and the maker movement. Kids will love seeing how snail-inspired fluid dynamics are built into the design of flexible armor and bulletproof vests, or how ant- and bird-inspired algorithms have transformed video games and robots.

Contents: Introduction: How to Make Surfers Invisible 1. Why a Nature-Inspired Approach? 2. Getting Started 3. Shape and Strength: Learning Structural Engineering from Schoolyard Trees 4. Enlightened by Bones 5. Fun With Fluids 6. Teaching Sustainability Through Engineering 7. Taken by Swarm: Nature-Inspired Computer Science 8. Students Invent!

BOOK EXCERPT

Nature-inspired engineering includes inventing shoes that grow along with the children that wear them, designing roads that fix their own potholes, unleashing the body's immune system to take out tumors, and addressing the sweeping perils of climate change (e.g., by learning how human lungs remove CO₂ from our bodies). The basic idea is how Nature, with its seeds journeying on the wind, singing whales, carnivorous plants, and flying snakes—what poet William Blake called “imagination itself”—can spur our own creative species to invent technological breakthroughs to address the many challenges facing humankind, and to pursue untapped opportunities that abound in plain sight to make our lives better. This book is about teaching engineering and innovation to young people using this captivating and promising approach.

If you are an educator looking for ways to engage your students in STEM/STEAM (science, technology, engineering, art, and math), prepare students for college and career, or reconnect kids with Nature through education, this book was written for you.



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In the *INCLUSIVE EDUCATION for STUDENTS with DISABILITIES SERIES*

Edited by MICHAEL L. WEHMEYER and JENNIFER A. KURTH

The **Norton Series on Inclusive Education for Students with Disabilities** is a publishing home for books that offer strengths-based approaches to understanding disability and that propose educational supports to enable all students, with and without disabilities, to succeed. Books in the Series will provide practitioner-friendly, research-referenced information for educators who teach students with disabilities in typical education contexts with their non-disabled peers, and will share practices that enable learners with a wide array of abilities to engage with challenging content. We are interested in books that span the full spectrum of areas of learning and support needs, and in practices that benefit all learners, particularly in the K-12 context. Learn more at www.norton.com/inclusiveseries

PLANNING FOR THE SUCCESS OF STUDENTS WITH IEPs

A Systematic, Supports-Based Approach

JAMES R. THOMPSON

“This is the book on inclusive education. . . ideal for training inclusive educators or for general and special education teachers who aspire to include all students.”

—Kathleen Mortier, PhD, Associate Professor, Department of Special Education, San Francisco State University, Extensive Support Needs Program

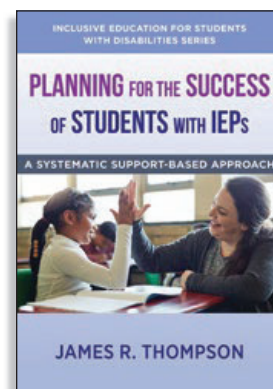
“Here is a strong framework to support your inclusive problem-solving. This book is educator empowerment.” —Sue Swenson, President, Inclusion International

The difficulties that students with individual education plans (IEPs) encounter in general education classrooms are rarely impossible to overcome. What is required to help them succeed is figuring out the individualized supports they need, whether that involves accessing technology, receiving assistance from a peer or adult, or curricular and assignment adaptations. In this comprehensive handbook, James R. Thompson synthesizes the work of a team of experts to provide a roadmap for that problem-solving process. The Systematic Supports Planning Process is structured around three central questions that lead to identifying different types of support:

- “What to teach?”—curricular adaptations
- “How to teach?”—instructional supports
- “How to promote participation?”—participation supports

Packed with easy-to-follow guidelines, as well as implementation tools and examples, this book is a one-stop reference for planning, delivering, monitoring, and evaluating the supports that students with IEPs require.

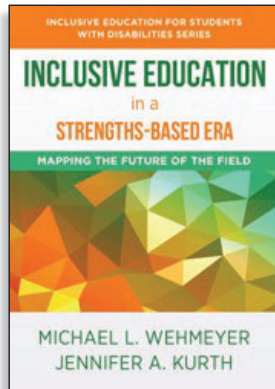
NEW



ISBN 978-1-324-01641-0 • JULY 2022
264 pages • Paperback • \$36.95

James R. Thompson is a professor of special education and senior scientist at the Beach Center on Disability at the University of Kansas.





ISBN 978-1-324-01599-4 • 2021
144 pages • Paperback • \$31.95

Michael L. Wehmeyer

is the Ross and Marianna Beach Distinguished Professor and Director of the Beach Center on Disability, and **Jennifer A. Kurth** is an Associate Professor, both in the Department of Special Education at the University of Kansas in Lawrence



SEE ALSO:
Ableism in Education by Gillian Parekh, page 12.

INCLUSIVE EDUCATION IN A STRENGTHS-BASED ERA

Mapping the Future of the Field

Inclusive Education for Students with Disabilities Series

MICHAEL L. WEHMEYER and JENNIFER A. KURTH

“This compelling book is an invitation to leap forward in our practices, policies, and perspectives related to students with disabilities. It calls us to adopt educational services and supports that are ambitious, effective, individualized, and always inclusive.” —Erik W. Carter, Cornelius Vanderbilt Professor of Special Education, Vanderbilt University

In this inaugural book of their Inclusive Education for Students with Disabilities Series, Michael Wehmeyer and Jennifer Kurth explore central, defining questions for the field of special and inclusive education: who, what, and where do we teach; what works in inclusive education; and where does inclusive education go now? *Inclusive Education in a Strengths-Based Era* builds on a growing understanding that students with disabilities can be successful and meet high expectations, and that educators have the knowledge and skills to achieve this.

Contents: 1. What is Special Education Today? Inclusion in the 21st Century 2. Can We Broaden Our Reach? Strengths-based Approaches to Disability 3. How Can We Teach Better? Effective Practices in Inclusive Schools and Classrooms 4. How Do We Know It’s Working? Evidence in Support of Inclusive Education 5. Where Do We Go from Here? Inclusive Education Reconsidered

BOOK EXCERPT

Incrementalism as a policy to achieve inclusive education has failed... Efforts to reform education and to implement inclusive education have been incremental: a pilot project here, changes in the language in existing laws there, implementing a federally funded initiative via a large project, and so forth. And, as we have discussed previously, the actual changes in the daily lives for students and their families have been minimal. This is not the time for tinkering around the edges of education. The field itself is undergoing significant and lasting changes, which allows those of us concerned about the education of students with disabilities to go beyond incrementalism and to attempt to create systems that support all learners to be successful.

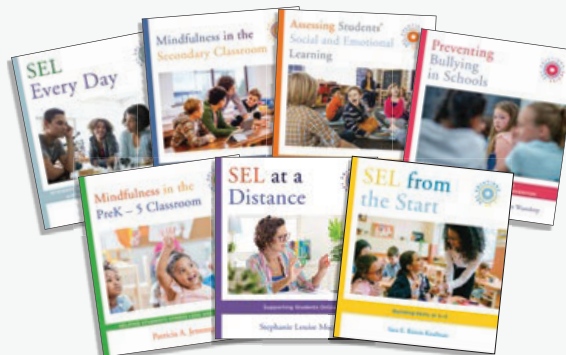


Learn more about our Inclusive Education Series at www.norton.com/inclusiverseries

About the Social and Emotional Learning (SEL) Solutions Series (pages 25-28)



The Social and Emotional Learning Solutions (SEL Solutions) Series features compact books for educators focused on recommended SEL practices from experts in the field. Cutting-edge research continues to confirm that teaching students social and emotional skills pays off in improved behavior and academic learning that continues into adulthood as success in life. These hands-on books provide school leaders and classroom teachers with SEL tools and strategies that are grounded in research yet highly accessible, so readers can confidently begin using them to transform school culture, improve student behavior, and foster learning with the proven benefits of SEL. Visit www.norton.com/selseries to learn more.



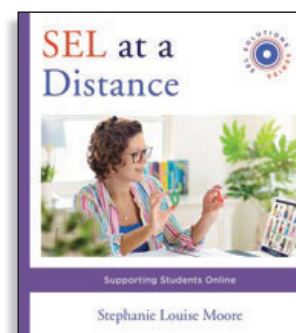
Books sold separately and available as a discounted 7-book set!
7-book set : ISBN 978-1-324-03066-9 • \$125.00

SEL AT A DISTANCE NEW STEPHANIE LOUISE MOORE

“During the pandemic, we learned that nothing is more important to success in school than the caring, empathetic relationships that learners build with peers and their teachers. Effective SEL integration is crucial to making that happen. In *SEL at a Distance*, author Stephanie Moore shares a wealth of strategies to support SEL in both virtual and onsite student-centered learning environments. When I read this book, I immediately knew that educators would find it essential to meeting the individual social emotional needs of learners and, in doing so, to make SEL integral to virtual learning.” —Pam Moran, Executive Director, Virginia School Consortium for Learning

The onset of the COVID-19 pandemic posed multiple dilemmas for educators; the most immediate one, when schools closed their physical doors, was how to switch nimbly from classroom instruction to emergency remote teaching. But educators also face a related, ongoing challenge: how to meet the social and emotional needs of their learners when separated by distance, whether in the middle of a traumatic event or on an unremarkable day of schooling. In this essential volume of the SEL Solutions Series, online learning expert Stephanie Louise Moore shows how teachers can seamlessly integrate effective SEL practices into their online instruction, beginning with the all-important creation of a social learning community. Strategies and resources are provided throughout to help with every step, including:

- Understanding the individual needs of diverse distanced learners
- Increasing the level of interaction in online lessons
- Developing students’ navigational and focusing skills in the digital learning environment
- Building in flexibility and choice
- Assessing learning in a remote context



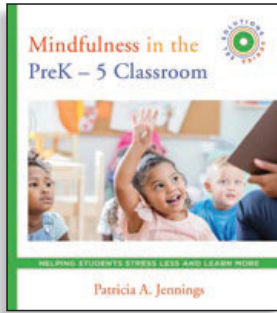
ISBN 978-1-324-01657-1 • 2021 • 232 pages
Paperback • \$19.95

Stephanie Louise Moore, PhD, is an assistant professor in organization, information and learning sciences at the University of New Mexico, and resides in Albuquerque, New Mexico.



See page 44 for the QUICK REFERENCE GUIDE How To Design Interactive Online Learning





ISBN 978-0-393-71397-8 • 2019
192 pages • Paperback • \$19.95

MINDFULNESS IN THE PREK – 5 CLASSROOM

Helping Students Stress Less and Learn More

PATRICIA A. JENNINGS

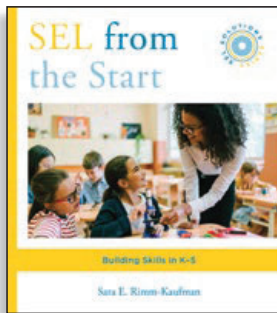
“This book is a treasure trove of practices and tips for classroom teachers in nurturing an optimal, interconnected, and fully embodied learning environment.”

—Jon Kabat-Zinn, Professor of Medicine emeritus, University of Massachusetts Medical School, author of *Meditation Is Not What You Think: Mindfulness and Why It Is So Important*

“Dr. Jennings’s book is a ‘must-read’ for anyone who teaches young children. . . . [this book] is filled with ideas to help busy teachers make mindfulness practices a part of every school day.”

—Paige Lindblom, MEd, Preschool Teacher, City of Charlottesville Schools, Charlottesville, VA

From the editor of the SEL Solutions Series, this volume provides a concise introduction to mindfulness for teachers and others who work in PreK and elementary school settings. Each chapter includes simple, research-tested, practical activities teachers can integrate into their school day to help kids calm down and pay attention.



ISBN 978-0-393-71460-9 • 2020
216 pages • Paperback • \$19.95

SEL FROM THE START

Building Skills in K–5

SARA E. RIMM-KAUFMAN

“This book is wholly readable, completely practical, and superbly organized; reading it is like having a conversation with a trusted colleague.”

—Carol Ann Tomlinson, Ed.D., author of *How to Differentiate Instruction in Academically Diverse Classrooms* (3rd edition)

With this book in hand, elementary teachers will be ready to launch the school year with confidence, using the concrete strategies in each chapter for improving students’ SEL skills. Far from detracting from academic instruction, these simple classroom-tested lessons will help prevent the discipline problems that can interrupt classroom routines, and instill the prosocial behaviors that create a positive learning environment. Undertaken from the start, they are small skill-building steps that result in large gains in academic and social-emotional learning over the course of a year.

Contents: 1. Develop Classroom Norms 2. Teach Active Listening 3. Respectful Communication 4. Respecting Multiple Perspectives 5. Managing Frustration and Anger 6. Giving and Receiving Feedback 7. Persevering 8. Resolving Conflict

Sara E. Rimm-Kaufman

is the Commonwealth Professor of Education at the University of Virginia School of Education and Human Development, and has been studying SEL learning in schools for the past two decades.



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MINDFULNESS IN THE SECONDARY CLASSROOM

A Guide for Teaching Adolescents

PATRICIA C. BRODERICK

"Trish Broderick's book hits the mark when it comes to teaching and learning about mindfulness in a high school setting." —Scott Silverman LMHC, Ed.D, Licensed Psychotherapist, Melville, N.Y., Assistant Principal, John Adams High School, Queens, NY

Dealing with the emotional needs that students present every day is a complex task: perhaps particularly complex for teachers of adolescent students. Sprinkled with authentic narratives from teachers and students that will resonate with secondary educators, this book describes the tools of mindful attention and shows how the practice of mindfulness can have a positive impact on teaching and learning in middle and high school classrooms. Helpful boxes entitled "Moving from Theory to Practice" present practical tips about choosing programs, teacher training, ethical obligations, and whole-school implementation.

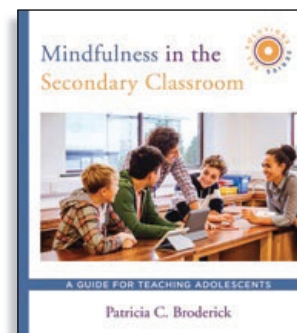
SEL EVERY DAY

Integrating Social and Emotional Learning with Instruction in Secondary Classrooms

MEENA SRINIVASAN

"I could not put this book down! I learned numerous practices and strategies to integrate SEL with Common Core, as well as how to create learning environments where everyone thrives. An exceptional resource for teachers!" —Wendy Baron, MA, Co-Founder, New Teacher Center, Chief Officer, Social and Emotional Learning, Emerita

Not every school has the time, resources, capacity, or conditions to implement a school-wide social and emotional learning (SEL) program. But prioritizing SEL need not take time away from instruction. This book draws upon the latest research and resources to offer individual teachers and teacher teams an accessible guide on how to incorporate SEL into their everyday teaching in middle and high school classrooms.

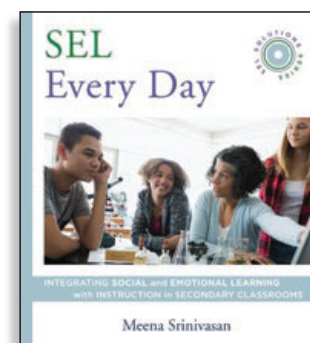


ISBN 978-0-393-71313-8 • 2019
192 pages • Paperback • \$34.95

Patricia "Trish" Broderick, PhD, is a licensed psychologist, certified school psychologist, and certified school counselor, as well as a member of the research faculty at the Bennett Pierce Prevention Research Center at Penn State University.



BESTSELLER



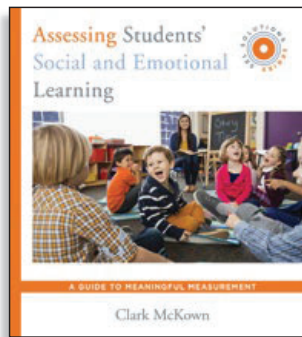
ISBN 978-0-393-71359-6 • 2019
192 pages • Paperback • \$16.95

Meena Srinivasan is the Executive Director of Transformative Educational Leadership (TEL).



QUICK REFERENCE GUIDE AVAILABLE
SEL Every Day: The What, Why, and How
See page 43





ISBN 978-0-393-71335-0 • 2019
192 pages • Paperback • \$19.95

Clark McKown, PhD, is an Associate Professor of Behavioral Sciences at Rush University Medical Center. He is Founder and President of xSEL Labs, and is a member of the steering committee of The Practical Social-Emotional Competence Assessment Work Group.



ASSESSING STUDENTS' SOCIAL AND EMOTIONAL LEARNING

A Guide to Meaningful Measurement

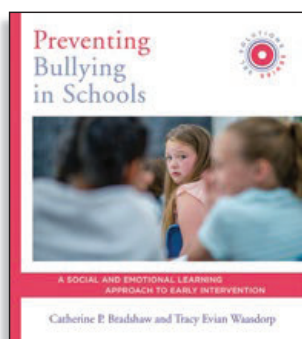
CLARK MCKOWN

“Clark McKown has created a much-needed practical guide for educators and parents on why we should assess SEL, what we might assess, how we can assess, and how we can use the information that is generated. Bravo!” —Mark T. Greenberg, PhD, Bennett Chair of Prevention Research, Pennsylvania State University

This clear and non-technical book is an invaluable educator’s guide to clarifying SEL goals, choosing measures, and using assessment data to improve student outcomes.

Administrators and teachers will find practical information that they can use to:

- Decide what dimensions of SEL are most important to them
- Clarify assessment goals
- Identify viable assessment options that meet their needs
- Understand and use assessment data to inform practice



ISBN 978-0-393-71371-8 • 2020
160 pages • Paperback • \$19.95

Catherine P. Bradshaw, PhD, M.Ed., is a Professor and Associate Dean for Research and Faculty Development at the University of Virginia’s School of Education. She is also the Co-Director of the Johns Hopkins Center for the Prevention of Youth Violence and the Johns Hopkins Center for Prevention and Early Intervention.



PREVENTING BULLYING IN SCHOOLS

A Social and Emotional Learning Approach to Early Intervention

CATHERINE P. BRADSHAW and TRACY EVIAN WAASDORP

“This book should be shared with all teachers and school administrators as part of their pre-service and in-service professional development to promote the social and emotional learning of young people. Teachers who apply these strategies will reduce bullying and improve the school experiences of their students.” —Roger P. Weissberg, PhD, UIC Distinguished Professor Emeritus of Psychology, University of Illinois at Chicago, Chief Knowledge Officer, Collaborative for Academic, Social, and Emotional Learning (CASEL)

With a focus on prevention as well as in-the-moment intervention, this much-needed guide for K-12 educators includes effective strategies teachers can use to stop bullying when it occurs, guidelines on how to talk with parents about bullying, advice for school leaders on how to evaluate and sustain schoolwide efforts, and more.

Tracy E. Waasdorp, PhD, M.Ed., is a research faculty member in the Department of Mental Health at the Johns Hopkins School of Public Health and a research scientist at the Children’s Hospital of Philadelphia. Dr. Waasdorp’s research focuses on school-based bullying prevention and intervention, forms of aggression, bullying and peer victimization (e.g. relational aggression, cyberbullying, and bystander behaviors). She examines coping with bullying, teacher and parent perceptions and responses to bullying, and school safety, climate, and connectedness.



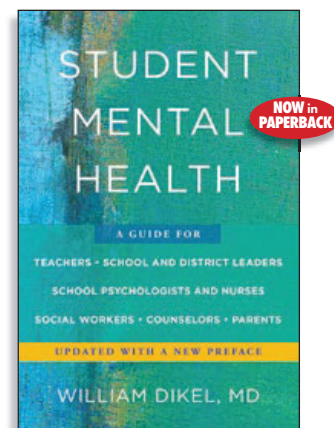
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STUDENT MENTAL HEALTH

A Guide for Teachers, School and District Leaders, School Psychologists and Nurses, Social Workers, Counselors, and Parents

WILLIAM DIKEL

Updated with a
New Preface



ISBN 978-1-324-05214-2 • August 2022
384 pages • Paperback • \$34.95

William Dikel, MD,

a child and adolescent psychiatrist who assists school districts nationwide, lives in Minneapolis, Minnesota. His school consultation includes creating mental health plans for school districts, consultation about individual students, and maximizing available funding streams.



Previously published in hardcover as *The Teacher's Guide to Student Mental Health*.

“[A] unique and necessary tool for general and special education teachers, student support service providers, and school administrators. . . . This is a must-read for educators and anyone else invested in promoting student mental health and academic success!”

—Nancy Lever, PhD, & Sharon Stephan, PhD, Co-Directors, Center for School Mental Health, University of Maryland School of Medicine

Dikel demystifies the most common child and adolescent mental health issues, describes how they affect students' ability to learn, and provides practical, evidence-based interventions teachers can implement. This expanded and updated edition, including a new Preface that addresses the impact of the pandemic, incorporates the most current research to provide a comprehensive reference on identifying and responding to the mental health needs of students with a full continuum of school-based services. Addressed to all stakeholders, it features new material on coordinating mental health services in schools, relationships with outside providers, the creation of school mental health plans, special education concerns and policy issues, student violence, healthy lifestyles and mental health, and the handling of mental health data in school files.

Contents: Part I. Overview of Children and Adolescents' Mental Health • Part II. Types of Mental Health Disorders Affecting Children and Adolescents • Part III. The Diagnosis and Treatment of Child and Adolescent Psychiatric Disorders • Part IV. School District and School Policies and Procedures • Part V. School Practices to Promote Learning

NAVIGATING AUTISM

9 Mindsets For Helping Kids on the Spectrum

TEMPLE GRANDIN and DEBRA MOORE

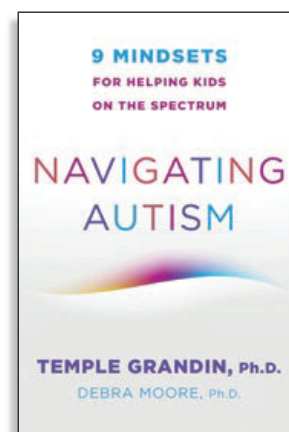
“Whether you're a therapist, physician, educator, parent, or caregiver, *Navigating Autism* is a must-read for all people who support and interact with autistic children and teens.” —Amy KD Tobik, Editor-in-Chief/CEO, *Exceptional Needs Today*

International best-selling writer and autistic Temple Grandin joins psychologist Debra Moore in presenting nine strengths-based mindsets necessary to successfully work with young people on the autism spectrum. Examples and stories bring the approaches to life, and detailed suggestions and checklists help readers put them to practical use. Ideal for teachers; special education staff; mental health clinicians; physical, occupational, and speech therapists; and parents.

Temple Grandin, PhD, is a professor of animal science at Colorado State University. She has autism and is author of the best-selling *Thinking in Pictures*.

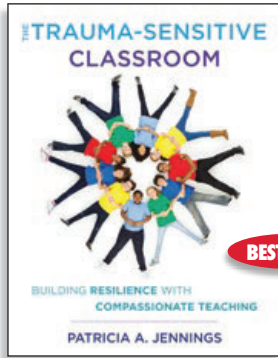


Debra Moore, PhD, is a psychologist and coauthor with Temple Grandin of *The Loving Push*. She was the Founder and Director of Fall Creek Counseling Associates, a practice that served the greater Sacramento area and was an approved teaching site for psychologists in training.



ISBN 978-0-393-71484-5 • 2021
384 pages • Paperback • \$16.95

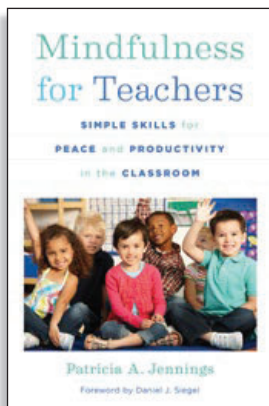




ISBN 978-0-393-71186-8 • 2018
224 pages • Paperback • \$28.00

See page 44 for Jennings' new
QUICK REFERENCE GUIDE
Teacher Self-Care

Watch a webinar based
on this book!



ISBN 978-0-393-70807-3 • 2015
288 pages • Paperback • \$27.00

Watch a video trailer for the book, listen to an NPR interview with Tish, and read an excerpt at: wwnorton.com/rd/jennings

Selected as a "Favorite Book for Educators" by *Greater Good Magazine*.

THE TRAUMA-SENSITIVE CLASSROOM

Building Resilience with Compassionate Teaching

PATRICIA A. JENNINGS

“Teachers will find strategies and practices that they can immediately implement in their classrooms. The book combines the author’s expertise in mindful practices with trauma-sensitive implementation strategies that have the potential not only to strengthen and sustain teacher resilience and tenure in the field, but also to promote resilience in students.” —*Teachers College Record*

In Part I, in an internationally recognized SEL leader Jennings describes the effects of trauma on body and mind, and how to recognize them in students’ behavior. In Part II, she introduces the trauma-sensitive practices she has implemented in her work with schools. And in Part III, she connects the dots between mindfulness, compassion, and resilience. Each chapter contains easy-to-use, practical activities to hone the skills needed to create a compassionate learning environment.

MINDFULNESS FOR TEACHERS

BESTSELLER

Simple Skills for Peace and Productivity in the Classroom

PATRICIA A. JENNINGS, Foreword by DANIEL J. SIEGEL

“Bringing the myriad of ways that mindfulness is a timeless component of pedagogy to readers’ attention, Jennings demonstrates how attuning to their own emotions will allow educators to fully engage as creative professionals with individual students.” —Linda Rosenbury, Middle School Principal, New York City Public Schools

This best-selling book offers simple, ready-to-use, and evidence-proven mindfulness techniques to help educators manage the stresses of the classroom, cultivate an exceptional learning environment, and revitalize both their teaching and their students’ knowledge acquisition. Drawing on basic and applied research in the fields of neuroscience, psychology, and education, as well as the author’s extensive experience as a mindfulness practitioner, teacher, and scientist, it includes exercises in mindfulness, emotional awareness, movement, listening, and more, all with real-time classroom applications.



Learn more about our SEL Solutions Series at wwnorton.com/selseries

THE MINDFUL SCHOOLS CURRICULUM FOR ADOLESCENTS

Tools for Developing Awareness

Co-published by **Mindful Schools**

OREN JAY SOFER and MATTHEW BRENSILVER

“This comprehensive and beautifully designed curriculum is sure to become a classic in the field. It offers carefully crafted lessons with helpful examples, study and practice questions, and scientific evidence to back it up.” —Diana Winston, director of Mindfulness Education at UCLA’s Mindful Awareness Research Center, and author of *The Little Book of Being*

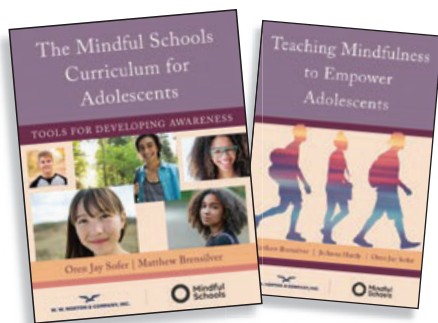
Arguably, no student population stands to gain more from mindfulness practice—with its power to enhance emotion regulation, attention stability, and self-awareness—than adolescents. In this comprehensive curriculum developed at Mindful Schools, 25 lessons of 20-30 minutes each provide a framework for mindfulness instruction that can be expanded or condensed according to the needs of your students between the ages of 13 and 20. Each lesson includes a science supplement with findings relevant to the practice, and handouts summarizing the key aspects of the lesson that can be distributed to students.

TEACHING MINDFULNESS TO EMPOWER ADOLESCENTS

Co-published by **Mindful Schools**

MATTHEW BRENSILVER, JOANNA HARDY, and OREN JAY SOFER

Brensilver, Hardy, and Sofer have written a powerful guide to help teachers master the essential competencies needed for sharing mindfulness practices with teens and young adults. Incorporating anecdotes from actual teaching, they blend the latest scientific research with innovative, original techniques for making the practices accessible and interesting to this age group. The resulting text is an indispensable handbook for mindfulness instruction in its own right, and a robust companion volume for teachers using *The Mindful Schools Curriculum for Adolescents*.

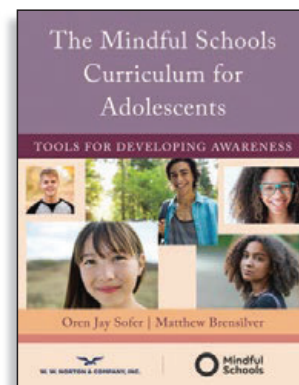


ISBN 978-0-393-71449-4 • 2020 • \$54.00

ALSO AVAILABLE

The Mindful Schools Curriculum and Teaching Mindfulness to Empower Adolescents (2-book set)

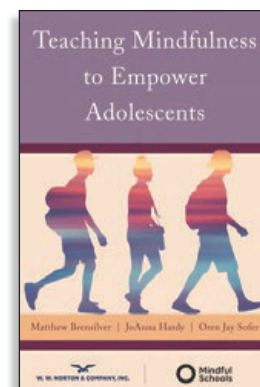
With this powerful combination of two resources—tested lesson plans plus practical strategies from seasoned instructors—teachers will have all the tools they need to share mindfulness practices with adolescents.



ISBN 978-0-393-71391-6 • 2019
240 pages • Paperback • \$34.95



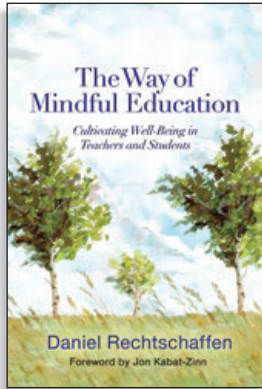
Mindful Schools empowers educators with mindfulness skills to create healthy, thriving schools.



ISBN 978-0-393-71379-4 • 2020
240 pages • Paperback • \$24.95

Matthew Brensilver, MSW, PhD, is a clinical specialist in psychiatry at UCLA’s School of Medicine. **JoAnna Hardy** has taught mindfulness, council, and relationship building in retreat, institutional, and school settings since 2005. **Oren Jay Sofer**, author, meditation teacher, and communications trainer, teaches retreats and workshops nationally.





ISBN 978-0-393-70895-0 • 2014
352 pages • Hardcover • \$24.95

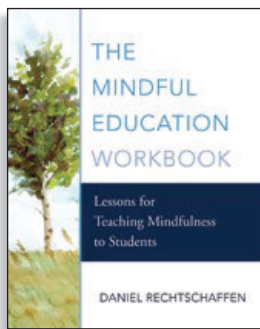
THE WAY OF MINDFUL EDUCATION

Cultivating Well-Being in Teachers and Students

DANIEL RECHTSCHAFFEN, Foreword by JON KABAT-ZINN

“ [P]rovides the reader with ample resources and lessons that can be used immediately in the classroom. . . . worthy of consideration by any school leader who values the emotional needs of students and staff members.” —*Principal*, a magazine of the National Association of Elementary School Principals (NAESP)

With attention spans waning and stress on the rise, many teachers are looking for new ways to help students concentrate, learn, and thrive. This book is a practical guide for cultivating attention, compassion, and well-being in students and in teachers themselves. Packed with lesson plans, exercises, and considerations for specific age groups and students with special needs, this cutting-edge manual demonstrates the real world application of mindfulness practices in K-12 classrooms.



ISBN 978-0-393-71046-5 • 2016
288 pages • Paperback • \$24.95

THE MINDFUL EDUCATION WORKBOOK

Lessons for Teaching Mindfulness to Students

DANIEL RECHTSCHAFFEN

“School social workers can easily adapt these practices for their own use. . . . [M]any of the activities contained in the literacy chapters could easily be adapted to school-based individual and group counseling practiced by school social workers.” —*School Social Work Journal*

This workbook offers a step-by-step curriculum of classroom-ready mindfulness lessons. It's a trove of fun, easy activities specially designed to help educators engage K-12 students and cultivate mindful attributes like attention, compassion, and well-being. Rich with simple and effective tips, techniques, worksheets, and guided exercises developed through extensive on-the-ground experience with real students and teachers, this book empowers readers with all the tools they need to integrate mindful education in the school day.

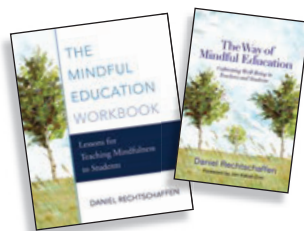
Daniel Rechtschaffen has a master's degree in counseling psychology. He organizes the annual Mindfulness in Education



Conference and Teacher Training at the Omega Institute. Daniel offers keynote speeches and mindfulness trainings at conferences, schools, communities, and businesses around the globe.

Available as a discounted 2-book set!

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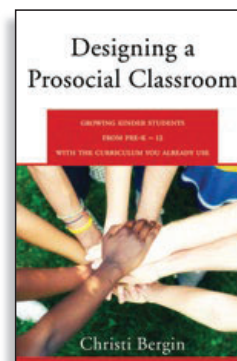
DESIGNING A PROSOCIAL CLASSROOM

Fostering Collaboration in Students from Pre-K – 12 with the Curriculum You Already Use

CHRISTI BERGIN

“An enormously useful guide to the establishment of a positive learning environment in classrooms—highly readable and engaging.” —Nel Noddings, Lee Jacks Professor of Education Emerita, Stanford University

In this book, Christi Bergin has distilled the complex literature about social and emotional learning into a set of tools that all teachers can use to promote prosocial behavior. These research-based tools—using effective discipline, building prosocial habits, developing positive relationships, modeling good coping strategies—are teaching practices that can be employed within any content area during regular instruction.



ISBN 978-0-393-71198-1 • 2018 • 272 pages
Paperback • \$24.95

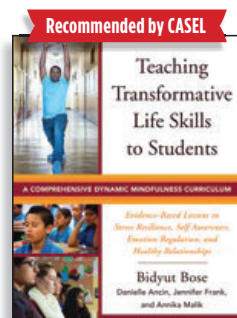
TEACHING TRANSFORMATIVE LIFE SKILLS TO STUDENTS

A Comprehensive Dynamic Mindfulness Curriculum

BIDYUT BOSE, DANIELLE ANCIN, JENNIFER FRANK, ANNIKA MALIK

“The authors offer systematic and evidence-based strategies that will help students and educators more effectively manage their stress, regulate their emotions, and establish and maintain positive relationships effectively.” —Roger P. Weissberg, PhD, Chief Knowledge Officer, Collaborative for Academic, Social and Emotional Learning (CASEL), Distinguished Professor of Psychology and Education, University of Illinois at Chicago

The evidence-based and trauma-informed Transformative Life Skills (TLS) curriculum outlined in this book offers educators a comprehensive platform to cultivate their students' personal and academic development.



ISBN 978-0-393-71192-9 • 2016 • 512 pages
Paperback • \$35.00

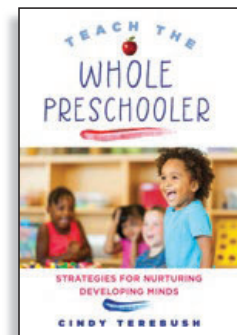
TEACH THE WHOLE PRESCHOOLER

Strategies for Nurturing Developing Minds

CINDY TEREKUSH

“[L]ike attending a professional development session with Terebush or being in the classroom with her where you can hear her discussing the issues that are important to our field in a personal and conversational manner.” —Amanda Discala, EdM, Child Development Center Director, President, NJAEYC

This book helps teachers reconsider their routines, their approaches, their actions, and reactions in today's classroom. Chapters in the book cover everything from socialization and behavioral expectations to emotional capacity and assessing reading and writing readiness.



ISBN 978-0-393-71154-7 • 2017 • 240 pages
Paperback • \$19.95

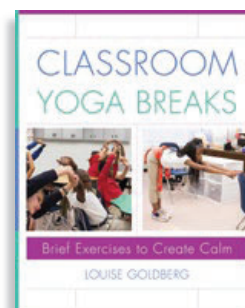
CLASSROOM YOGA BREAKS

Brief Exercises to Create Calm

LOUISE GOLDBERG

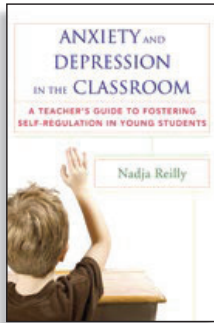
“A ‘must-read’ for anyone who wishes to support children and youth with tools for physical, social, emotional, and cognitive well-being in and out of school!” —Lisa Flynn, founder of ChildLight Yoga and Yoga 4 Classrooms, author of *Yoga 4 Classrooms Activity Deck* and *Yoga for Children*

This book includes a step-by-step curriculum for integrating yoga breaks into the classroom and over 200 illustrated exercises—enough to incorporate one every day of the school year. Twelve units are arranged by theme, with lessons consisting of one- to five-minute exercises that can be done from the seat or standing.



ISBN 978-0-393-71095-3 • 2016 • 352 pages
Hardcover • \$24.95





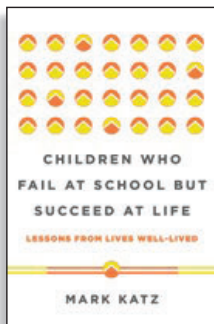
ISBN 978-0-393-70872-1 • 2015
368 pages • Paperback • \$21.95

ANXIETY AND DEPRESSION IN THE CLASSROOM

A Teacher's Guide to Fostering Self-Regulation in Young Students

NADJA REILLY

“A very nice feature is the many activities suggested by the author for use with youth, along with very clear instructions on what materials are needed, what to do, and even scripting language to perform the activities. . . . The author provides solid suggestions to build resiliency and teach self-regulation to help students succeed in school and beyond.” —*School Social Work Journal*



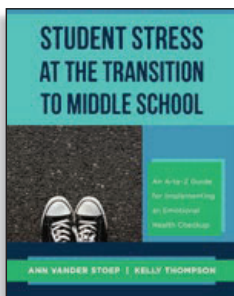
ISBN 978-0-393-71141-7 • 2016
304 pages • Hardcover • \$42.00

CHILDREN WHO FAIL AT SCHOOL BUT SUCCEED AT LIFE

Lessons from Lives Well-Lived

MARK KATZ

“Mark Katz’s laser clarity and sincerity make this book an inspiring and easy-to-understand guide for those who live with or support ‘at risk’ students.” —Jeffrey R. Sprague, PhD, Professor of Special Education and IVDB Director, The University of Oregon



ISBN 978-0-393-70986-5 • 2016
256 pages • Paperback • \$24.95

STUDENT STRESS AT THE TRANSITION TO MIDDLE SCHOOL

An A-to-Z Guide for Implementing an Emotional Health Check-up

ANN VANDER STOEP and KELLY THOMPSON

“Instead of waiting until a student fails, breaks down emotionally, or gets into trouble, school staff can proactively identify students in need of additional academic, social, or problem-solving support. This is a practical, comprehensive guide that offers hope during a confusing age.” —Samara Hoag, MN, RN, School Nurse, Seattle, WA

DIFFICULT STUDENTS AND DISRUPTIVE BEHAVIOR IN THE CLASSROOM

Teacher Responses That Work

VANCE AUSTIN and DANIEL SCIARRA

ISBN 978-0-393-70754-0 • 2015 • 320 pages
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NEURODEVELOPMENTAL DISORDERS

A Definitive Guide for Educators

FRANK E. VARGO

ISBN 978-0-393-70943-8 • 2015 • 288 pages
Hardcover • \$29.95

EXECUTIVE FUNCTION & CHILD DEVELOPMENT

MARCIE YEAGER and DANIEL YEAGER

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Selected as a “Favorite Book for Educators in 2020” by *Greater Good Magazine*.

TEACHER BURNOUT TURNAROUND

Strategies for Empowered Educators

“Jennings’s primary tool of transformation is ‘design thinking’—seeing the school as a multifaceted system with the student ‘user’ at its heart. She emphasizes the value in putting the learner-user first, practicing empathy by putting ourselves in their shoes. . . . *Teacher Burnout Turnaround* is more about thinking than feeling. Jennings urges a cognitive shift in our awareness that is refreshing, inspiring, and even collectively empowering.” —*Greater Good Magazine*

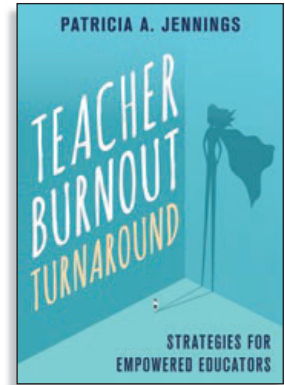
“Timely, relevant, and necessary. In these unprecedented times, Patricia Jennings provides readers with a valuable resource steeped in history, research, powerful anecdotes, and illuminating frameworks that help to support teachers.” —Tyrone C. Howard, Pritzker Family Endowed Chair of Education, University of California, Los Angeles

Stress and burnout are eroding teachers’ motivation, performance, quality of classroom interactions, and relationships with students—sometimes even their commitment to the profession. Educational psychologist and bestselling author Tish Jennings presents a matrix of stress-causing factors that lead to burnout, and shows how teachers can tackle the sources of stress at each pressure point. From the development of social and emotional competencies—so important to teachers and students alike—to the achievement of systemic change through collective efficacy, she offers hope and practical remedies for overcoming a toxic trend in education.

BOOK EXCERPT

Avoiding Pitfalls

We can start by defining for ourselves what it means to be a teacher. This is the deep reflective work of building our own teacher identity. To do this, we must first be aware of how this identity is being defined for us by colleagues, school administrators, students, parents, and policymakers. How does society address these questions: What are good teachers supposed to do? How do we define good and bad teachers? What does good teaching look like? When we explore the subtle messages we receive from society, we may be surprised at how our past can influence the way we think about ourselves and our work.



ISBN 978-0-393-71425-8 • 2020
216 pages • Paperback • \$31.95

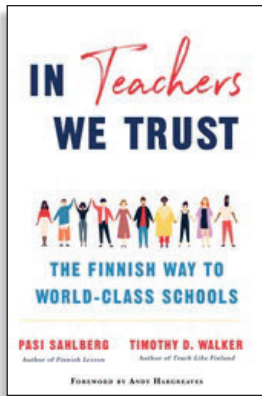
Patricia “Tish” Jennings (M.Ed., PhD)

is a Professor of Education at the School of Education at the University of Virginia. Dr. Jennings was awarded the Cathy Kerr Award for Courageous and Compassionate Science by the Mind & Life Institute in 2018 and was also recognized by *Mindful* magazine as one of “Ten Mindfulness Researchers You Should Know.” She is also the bestselling author of *The Trauma-Sensitive Classroom* (page 30), *Mindfulness for Teachers* (page 30), *Mindfulness in the PreK-5 Classroom* (see page 26), and series editor of the *Social and Emotional Learning Solutions Series* (see pages 25-28).



Watch a webinar based on this book!



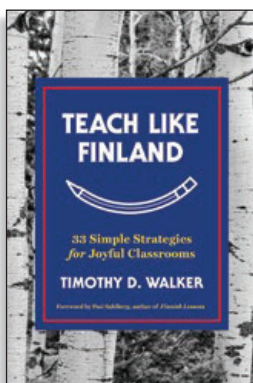


ISBN 978-0-393-71400-5 • March 2021
224 pages • Paperback • \$25.95

Pasi Sahlberg is a Finnish educator and professor of education at the UNSW living in Sydney, Australia. His book *Finnish Lessons* brought worldwide attention to Finland's educational system.



Timothy D. Walker is an American teacher and writer living in Espoo, Finland. He is the author of the bestselling *Teach Like Finland* (see below) and blogs at Teachlands.com.



ISBN: 978-1-324-00125-6 • 2017
240 pages • Hardcover • \$25.95

IN TEACHERS WE TRUST BESTSELLER

The Finnish Way to World-Class Schools

PASI SAHLBERG and TIMOTHY D. WALKER, Foreword by ANDY HARGREAVES

“[I]t is hard to imagine a school-wide professional development team that would have difficulty using these chapters as a guide to examining trust in their schools.” —*Teachers College Record*

In Teachers We Trust presents a compelling vision of a teacher-powered education system, offering practical ideas for educators and school leaders wishing to cultivate a similar schooling environment. The book reveals why teachers in Finland hold high status and shows what the country's trust-based school system looks like in action.

Pasi Sahlberg and Timothy D. Walker suggest seven key principles for building a culture of trust in schools, from offering clinical training for future teachers to encouraging student agency to fostering collaborative professionalism among educators. *In Teachers We Trust* is essential reading for all teachers, administrators, and parents who entrust their children to American schools.

Contents: Foreword by Andy Hargreaves **Part I: Trustland** 1. The Two Teachers 2. The Finnish X-Factor 3. The Trust Evolution **Part II: The Seven Principles** 4. Educate Teachers to Think 5. Mentor the Next Generation 6. Free Within a Framework 7. Cultivate Responsible Learners 8. Play as a Team 9. Share the Leadership 10. Trust the Process Epilogue: Schools Change at the Speed of Trust • Postscript: What is Your Trust Story?

TEACH LIKE FINLAND BESTSELLER

33 Simple Strategies for Joyful Classrooms

TIMOTHY D. WALKER, Foreword by PASI SAHLBERG

“More joy in classrooms and less work for teachers as the way to improving student learning? Sounds incredible, but the Finns have figured it out, and Tim Walker explains how American educators can do the same in this engaging and important book. *Teach Like Finland* deserves to be widely read and discussed.” —Tony Wagner, author of *The Global Achievement Gap* and *Creating Innovators*

When Timothy D. Walker started teaching fifth graders at a Helsinki public school, he began a search for the secrets behind the success of Finland's educational system. Walker has already written about several of those discoveries, and his article in *The Atlantic* on this topic received more than 500,000 shares. In this book, he gathers all he has learned and reveals how teachers everywhere can implement these simple practices, which integrate seamlessly with educational standards in the United States and elsewhere.



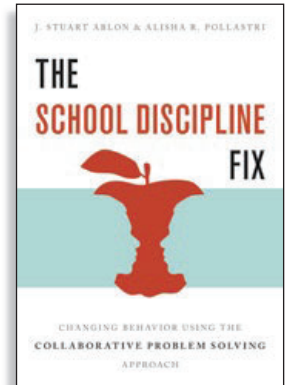
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THE SCHOOL DISCIPLINE FIX

Changing Behavior Using the Collaborative Problem-Solving Approach

J. STUART ABLON and ALISHA R. POLLASTRI

BESTSELLER



ISBN: 978-0-393-71230-8 • 2018
240 pages • Paperback • \$24.95

J. Stuart Ablon, PhD,

is associate professor of psychology at Harvard Medical School and Director of Think:Kids in the psychiatry department at Mass General Hospital.



Alisha R. Pollastri, PhD,

is a psychologist and researcher at Harvard Medical School, as well as the Director of Research and Evaluation at Think:Kids.



“This book provides real-life examples of the Collaborative Problem-Solving approach in action, ensuring all school staff members—teachers, counselors, and administrators—are equipped to meet the needs of all students.” —Rebecca McMurdie, MEd, Principal, KIPP Washington Heights Elementary School, NYC

Traditional school discipline is ineffective and often damaging, relying heavily on punishments and motivational procedures aimed at giving students the incentive to behave better. There is a better way.

Dr. Ablon and Dr. Pollastri have been working with schools across the country to refine the Collaborative Problem-Solving (CPS) approach, creating a step-by-step program for educators based on the recognition—from research in neuroscience and related fields—that challenging classroom behaviors are due to a deficit of skill, not will. This book provides everything needed to implement the program, including reproducible assessment tools to pinpoint the lagging skills, such as frustration tolerance and flexibility, that are at the root of students’ challenging behaviors.

Whether you are a teacher, counselor, coach, or administrator, the CPS approach to school discipline will provide you with a new mindset, an assessment process, and an effective intervention plan for each of your challenging students.

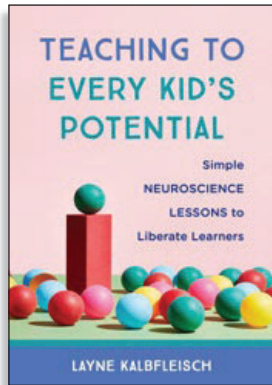
Contents: Introduction **Part I. Rethinking Challenging Behaviors** 1. Why Traditional School Discipline is Broken 2. All Students Want to Do Well: What is Getting in the Way? 3. Challenging Behavior is Predictable—and Preventable 4. Assess Students’ Thinking: A Deficit of Skill, Not Will 5. Develop a Game Plan: There Are Only Three Options **Part II. Collaborative Problem Solving** 6. Plan B: Empathize, Share, Collaborate 7. Teach Skills While Solving Real Problem 8. How Plan B Changes the Brain 9. Practice, Practice, Practice: Planning and Troubleshooting Plan B 10. When Students Are Stuck: Direct Skills Training 11. Group Plan B: Problem Solving with Multiple Students **Part III. Scaling and Sustaining the Shift in Discipline** 12. Schoolwide Change and Implementation 13. No Pain, No Gain: Common Challenges 14. Plan B with Colleagues and Parents 15. Data Matter: What the Research Shows Afterword Appendix A: CPS Assessment and Planning Tool Appendix B: Plan B Prep Sheet Appendix C: CPS Integrity Scorecard

Facilitate a professional book study or create a roadmap for schoolwide change with *The School Discipline Fix* Discussion Guide. This free learning resource is the perfect companion to your book purchase.

Available for download at <http://bit.ly/FIXguide>

QUICK REFERENCE GUIDE AVAILABLE
Collaborative Problem Solving with Students
ISBN 978-1-324-01696-0
See page 43.





ISBN 978-0-393-71308-4 • April 2021
192 pages • Paperback • \$27.95

Layne Kalbfleisch, M.Ed., PhD, is dually trained as an educational psychologist and cognitive neuroscientist.



A resident of Abiquiu, New Mexico, she teaches in the College of Education at Northern New Mexico College and is the founder of 2E Consults® LLC.

TEACHING TO EVERY KID'S POTENTIAL

Simple Neuroscience Lessons to Liberate Learners

LAYNE KALBFLEISCH

“Layne Kalbfleisch has shared with us invaluable neuroscience research on learning, great insight about its practical application and, most importantly, the belief that all children can learn, and that we are capable of providing the enriched environment to enable all children to learn. This is a must-read for every student teacher, teacher, school administrator, and university education professor!”

—Vannetta R. Perry, Ed.D., Former Superintendent of Schools, Magdalena, New Mexico

When students repeatedly lose track of directions or take a long time to solve problems, it's easy for teachers to see the distracted or off-task behavior, but not always to see the root of the problem. *Teaching to Every Kid's Potential* is an invitation to teachers to improve the learning in their classrooms, one student at a time, using practical, evidence-based strategies. Focusing on four big concepts from neuroscience—flexibility, readiness, connection, and masking—the author shows how to apply them to build on the strengths of students. Each chapter unpacks the science, shows how talents can compensate for neural processing issues, and suggests small but powerful adjustments to classroom practice that will allow kids' gifts to emerge.

BOOK EXCERPT

I Hope This Book Will Help You

- befriend distraction, see it for the asset it really is in the learning process, and capitalize on it strategically to promote cognitive flexibility;
- set learning conditions to stabilize and promote safety, well-being, and higher-level thinking;
- deepen the role you play in influencing the quality of the learning that happens on your watch through teamwork and collaboration;
- recognize the behaviors of executive function and how skills and abilities mask our opportunity to see the roots of those behaviors; and
- find a simpler way to identify and address behaviors that stymie your best plans.



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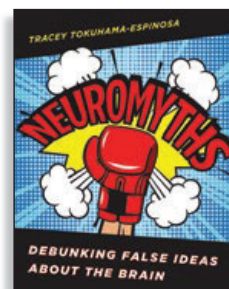
Books by TRACEY TOKUHAMA-ESPINOSA

NEUROMYTHS

Debunking False Ideas about the Brain

“Here in one place is not only evidence about the myths, but a richness about how to think and learn about neuro research.” —John Hattie, Laureate Professor, Melbourne Graduate School of Education, University of Melbourne

In this fascinating examination, Tracey Tokuhamas-Espinosa untangles scientific fact from pedagogical fiction, debunking dozens of widely held beliefs about the brain that have made their way into the education literature.



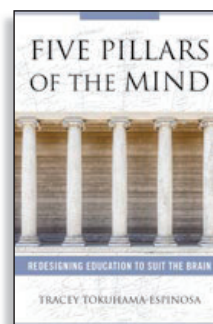
ISBN: 978-0-393-71323-7 • 2018
320 pages • Paperback • \$32.95

FIVE PILLARS OF THE MIND

Redesigning Education to Suit the Brain

“Tokuhamas-Espinosa has written a breaking edge book that has the potential to change the way educators think about designing and teaching the curriculum. Teaching relationships using the five broad pillars makes infinitely more sense in this day when most content can be found by ‘googling.’” —Pat Wolfe, Ed.D., Author of *Brain Matters: Translating Research to Classroom Practice*

This groundbreaking book shows how our new understanding of the brain’s efficient pathways can help schools to improve learning outcomes. A range of options, from moderate to radical reorganization of the curriculum, is presented.



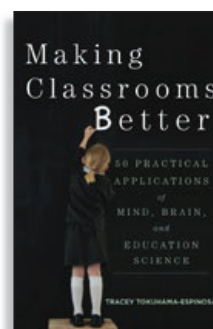
ISBN: 978-0-393-71321-3 • 2019
224 pages • Paperback • \$24.95

MAKING CLASSROOMS BETTER

50 Practical Applications of Mind, Brain, and Education Science

“This is a must-read for every educator who is willing to question and enhance their practice to deliver a better, research-based curriculum with improved methods for the benefit of their students.” —Elizabeth Helfant, Upper School Coordinator of Pedagogical Innovation at the Mary Institute and St. Louis Country Day School (MICDS), Missouri

This book goes beyond neuroscience explanations of learning to demonstrate exactly what works in the classroom and why. Building from general knowledge of brain-based education science and current educational research, Tokuhamas-Espinosa offers specific suggestions for how teachers can improve student learning outcomes. Includes 50 ready-to-use, evidence-based classroom best practices that have a proven positive impact on student success.



ISBN: 978-0-393-70813-4 • 2014
440 pages • Paperback • \$29.95

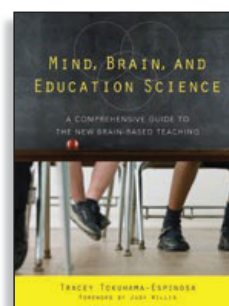
MIND, BRAIN, AND EDUCATION SCIENCE

A Comprehensive Guide to the New Brain-Based Teaching

Foreword by JUDY WILLIS

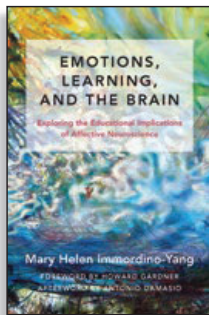
“[A]n excellent tool for anyone needing to better understand the research that should be a foundation for our teaching methods.” —e: *Twice-Exceptional Newsletter*

For anyone seeking to solidify the parameters, goals, and standards of brain-based teaching, this book elegantly separates well-established information from “neuromyths” to help teachers split the wheat from the chaff in classroom planning, instruction, and teaching methodology.



ISBN: 978-0-393-70607-9 • 2010
464 pages • Paperback • \$34.95





ISBN 978-0-393-70981-0 • 2015
208 pages • Hardcover • \$37.50

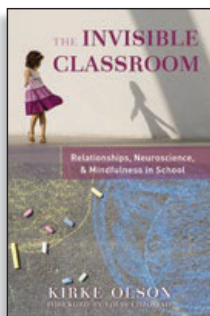
EMOTIONS, LEARNING, AND THE BRAIN

Exploring the Educational Implications of Affective Neuroscience

MARY HELEN IMMORDINO-YANG, Foreword by HOWARD GARDNER,
Afterword by ANTONIO DAMASIO

“Relevant, rigorous and, yes, revolutionary. It is the book every teacher and parent, every policy maker and researcher, and every citizen concerned with the future of American education should read.” —Marcelo M. Suárez-Orozco, Wasserman Dean & Distinguished Professor of Education, UCLA Graduate School of Education & Information Studies

What are feelings, and how does the brain support them? What role do feelings play in the brain’s learning process? This book unpacks these crucial questions and many more. *Emotions, Learning, and the Brain* is the educator’s foray into the neurobiology of emotion. It is a game-changing book that will transform the way teachers think about learning.



ISBN 978-0-393-70757-1 • 2014
232 pages • Paperback • \$26.95

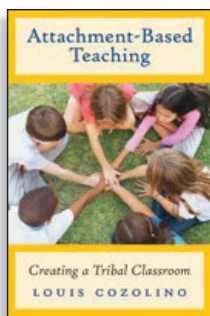
THE INVISIBLE CLASSROOM

Relationships, Neuroscience & Mindfulness in School

KIRKE OLSON, Foreword by LOUIS COZOLINO

“Any educator picking up this book will find ready-to-use strategies that can be utilized in the classroom the next day.” —Brian Balke, Superintendent of Schools, Goffstown, New Boston, and Dunbarton, New Hampshire

All classroom interactions have “invisible” neurobiological, emotional, and social aspects—the emotional histories of students and the teacher’s own background and biography. In this book, Kirke Olson takes lessons from brain science, mindfulness, and positive psychology to help teachers understand the full range of their students’ school experiences.



ISBN 978-0-393-70904-9 • 2014
288 pages • Paperback • \$27.50

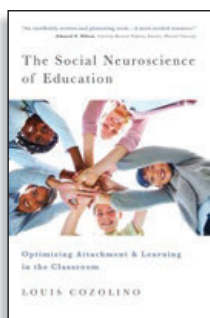
ATTACHMENT-BASED TEACHING

Creating a Tribal Classroom

LOUIS COZOLINO

“Dr. Cozolino provides a clear road map with the tools necessary to successfully implement an effective teaching and learning structure.” —Erik Perkowski, Executive Director, California Scholarship Federatio

This book presents a classroom model of secure attachment, exploring how teacher-student rapport is central to creating supportive, “tribal” classrooms and school communities. An ideal text for teacher education and training, and even teacher-parent workshops, this book applies laboratory findings from cognitive neuroscience to the practicalities of the classroom.



ISBN 978-0-393-70609-3 • 2013
440 pages • Hardcover • \$37.50

THE SOCIAL NEUROSCIENCE OF EDUCATION

Optimizing Attachment and Learning in the Classroom

LOUIS COZOLINO, Foreword by DANIEL J. SIEGEL

“[I]n over a decade of teaching in various schools and under various administrations, I have not once heard a core message as important as the one this book carries. . . . Thank you, Dr. Cozolino. Your book has changed who I am as a teacher and parent.” —*Teacher Psych Blog*

Chosen as one of *Greater Good’s* favorite books, this provocative book helps administrators, curriculum planners, and teachers understand how the brain learns with the goal of creating classrooms that nurture healthy attachment patterns and resilient psyches.



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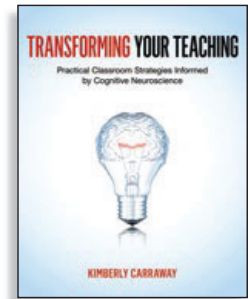
TRANSFORMING YOUR TEACHING

Practical Classroom Strategies Informed by Cognitive Neuroscience

KIMBERLY CARRAWAY

“Finally a user-friendly book to help teachers of all grades! I highly recommend that faculty read this book and invite Kimberly to visit their school.” —Matthew Treat, Director of the Academic Support Program, Hopkins School

This user-friendly book will empower teachers to maximize retention and classroom success for their K-12 students using brain-based tips for instructional design, knowledge assessment, and the enhancement of learning skills, like time management, note-taking, attention, reading comprehension, organization, and memory.



ISBN: 978-0-393-70631-4 • 2014
464 pages • Paperback • \$29.95

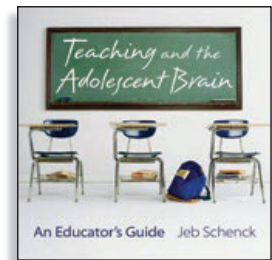
TEACHING AND THE ADOLESCENT BRAIN

An Educator's Guide

JEB SCHENCK

“[A] masterpiece. . . . This must-have resource should be placed into the hands of every teacher who wishes to ensure the academic success of his or her students.” —Sal Lentini, Stony Brook University, School of Professional Development

Chock-full of interventions as well as a relevant and understandable distillation of research into how brains actually learn and remember things, this indispensable guide will help teachers, administrators, and curriculum planners reach students in a new and positive way.



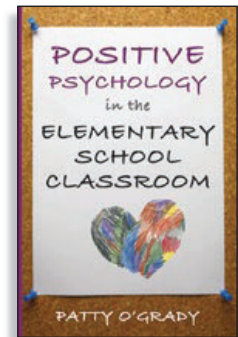
ISBN: 978-0-393-70621-5 • 2011
400 pages • Paperback • \$37.00

POSITIVE PSYCHOLOGY IN THE ELEMENTARY SCHOOL CLASSROOM

PATTY O'GRADY

“This book is a must-read for parents and teachers who seek guidance in finding a student's strengths rather than focusing on learning deficiencies.” —Patrick F. Bassett, Past President, National Association of Independent Schools (NAIS)

O'Grady underlines the importance of teaching the whole child: encouraging social awareness and positive relationships, fostering self-motivation, and emphasizing social and emotional learning. This book is full of practical examples and interactive resources that invite every educator to create a positive psychology classroom, where children can flourish and reach their full potential.



ISBN: 978-0-393-70758-8 • 2013
384 pages • Paperback • \$29.95

THINKING AT EVERY DESK

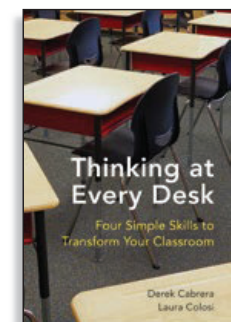
Four Simple Skills to Transform Your Classroom

DEREK CABRERA and LAURA COLOSI

“During a time of budget cuts, fads, and other educational contraction, Cabrera and Colosi have forever changed the intellectual trajectory of our students. They have proven that you don't need a miracle when you have a method.” —John Z. Nittolo, Superintendent, Green Hills School

Designed to transform teaching practice, this book provides the tools to understand thinking patterns and how learning actually happens. It empowers teachers to structure learning in the most meaningful way, helping students explore new paths to knowledge.

Available via Print on Demand (POD) from your local bookseller or online retailer.



ISBN: 978-0-393-70756-4 • 2012
160 pages • Paperback • \$19.95



Norton Quick Reference Guides for Educators

Ready-to-go strategies for online teaching and learning

To help educators meet the challenges of classroom instruction — both in-person and online — Norton Books in Education has assembled experts from a variety of fields to address the nuts and bolts of teaching. Each Quick Reference Guide (QRG) is an 8.5" x 11" multi-panel laminated card focused on an important instructional topic. Visit www.norton.com/qrg

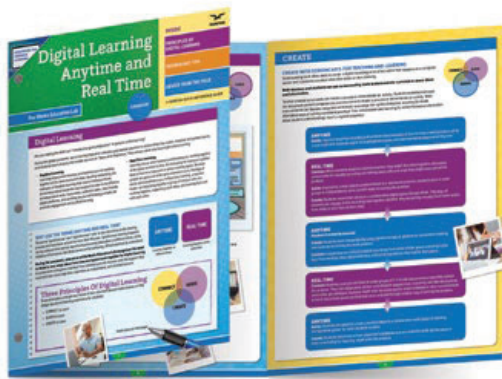
2020 • 6 pages • Laminated trifold with three-hole punch for easy storage • \$12.99

In these three new guides in the Strategies for Distance Learning Series, Renee Hobbs and her colleagues at the Media Education Lab introduce central principles to guide instructional planning for real time (synchronous) and anytime (asynchronous) learning. Each guide unpacks the application of these principles—to connect, guide, and create—with specific lesson examples and technology tips tailored to one level of schooling: elementary, middle, or high school.

Renee Hobbs is also the author of *Mind Over Media: Propaganda Education in a Digital Age* (see page 7).

Julie Coiro is a professor in the Reading Education Department at the School of Education at URI.

Yonty Friesem is an assistant professor in the Communication Department at Columbia College Chicago.



NEW

DIGITAL LEARNING ANYTIME AND REAL TIME *Elementary School*

RENEE HOBBS and JULIE COIRO

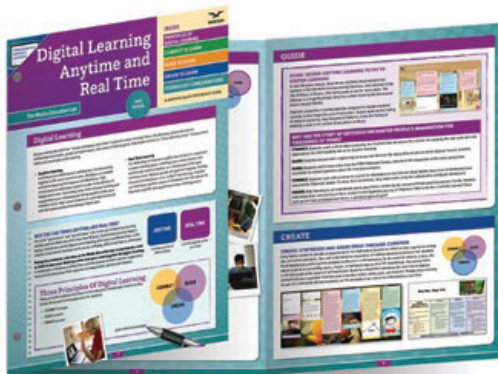
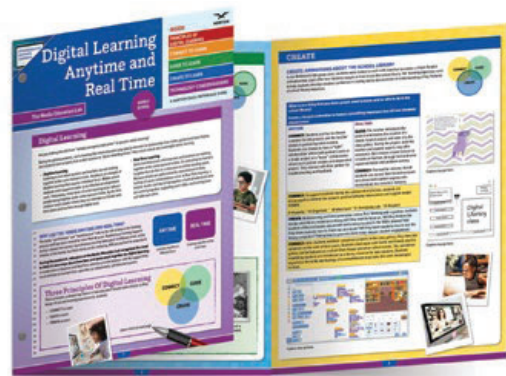
ISBN: 978-1-324-01958-9 • \$12.99

DIGITAL LEARNING ANYTIME AND REAL TIME *Middle School*

RENEE HOBBS and YONTY FRIESEM

ISBN: 978-1-324-01957-2 • \$12.99

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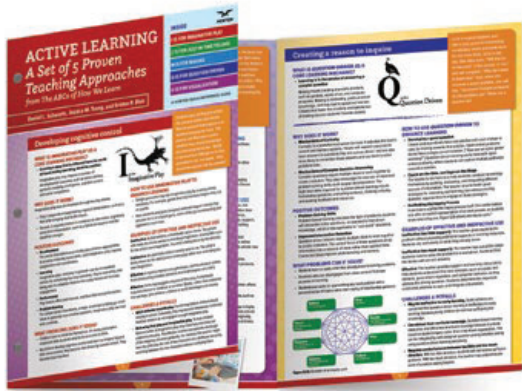
DIGITAL LEARNING ANYTIME AND REAL TIME *High School*

RENEE HOBBS and YONTY FRIESEM

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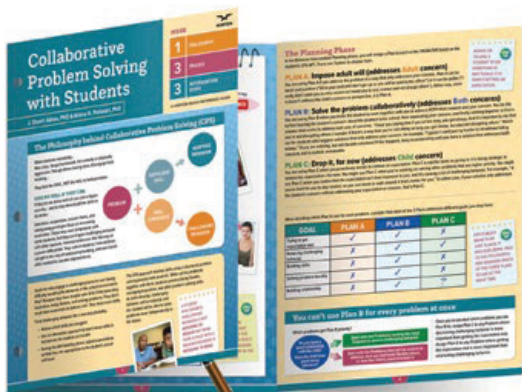
ACTIVE LEARNING **NEW**

A Set of 5 Proven Teaching Approaches

DANIEL L SCHWARTZ, JESSICA M TSANG, and KRISTEN P BLAIR

ISBN: 978-1-324-01695-3 • \$12.99

From the authors of *The ABCs of How We Learn, How They Work, and When to Use Them* (see page 20), which was selected as one of NPR's Best Books of 2016 and based on an award-winning course taught at Stanford University: this guide to five of the core learning mechanics in their book—Imaginative Play, Just-in-Time Telling, Making, Question-Driven, and Visualization—focuses on instructional strategies that actively engage students in their own learning.



COLLABORATIVE PROBLEM SOLVING WITH STUDENTS

J. STUART ABLON & ALISHA R. POLLASTRI

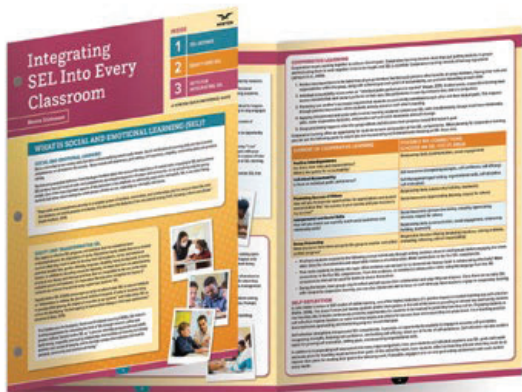
NEW

ISBN: 978-1-324-01696-0 • \$12.99

From the authors of *The School Discipline Fix* (page 37), a three-step guide to using CPS. The most effective way to address students' challenging behaviors is with skill development, not motivational incentives or disciplinary measures. When students miss class, forget homework, and misbehave, they lack the skill rather than the will to succeed. With this philosophy in mind, *Collaborative Problem Solving with Students*, by youth psychology experts J. Stuart Ablon and Alisha R. Pollastri, provides a clear framework for working with students to address challenging behavior. The QRG offers proven steps for solving a problem collaboratively with a student:

- Empathize: Clarify the student's concern
- Share your concern
- Collaborate: Brainstorm, assess, and choose a solution to try

BESTSELLER



INTEGRATING SEL INTO EVERY CLASSROOM

MEENA SRINIVASAN

NEW

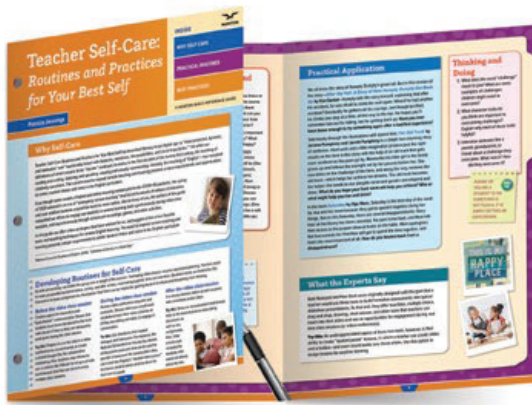
ISBN: 978-1-324-01697-7 • \$12.99

From the author of *SEL Every Day* (see page 27), a guide to integrating practices into everyday instruction that promote equity as well as develop students' crucial social and emotional learning, from self-awareness to relationship skills and responsible decision making. Educators will learn how to implement the three keys for integrating SEL into any classroom:

- Making lesson plans with SEL in mind, right from the start
- Developing your own SEL practice
- Starting small, building consistency, and evaluating outcomes

With these simple and effective steps, the Guide is invaluable for any busy educator looking to incorporate SEL into their teaching practice.





TEACHER SELF-CARE

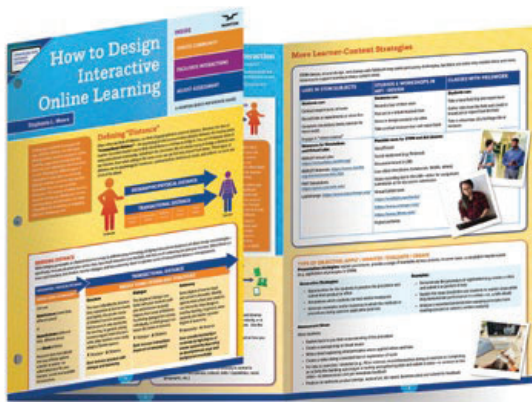
NEW

Routines and Practices for Your Best Self

PATRICIA A. JENNINGS

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From the best-selling author of *Mindfulness for Teachers*, *The Trauma-Sensitive Classroom*, and *Teacher Burnout Turnaround*, a guide to prioritizing and addressing your own needs and bringing a revitalized self to your teaching.

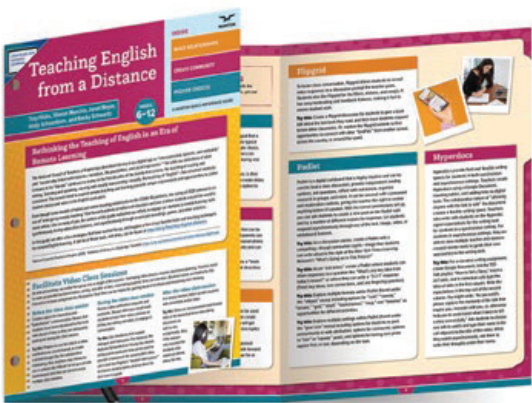


HOW TO DESIGN INTERACTIVE ONLINE LEARNING

STEPHANIE L. MOORE

ISBN: 978-1-324-01688-5 • \$12.99

From the author of *SEL at a Distance* (page 25), this QRG explains how to get your students to engage with you, with the content, and with each other during online learning. Written by an expert in instructional design, this guide is packed with ideas and tips across grade levels, to help create community, facilitate interactions, and adjust assessment.

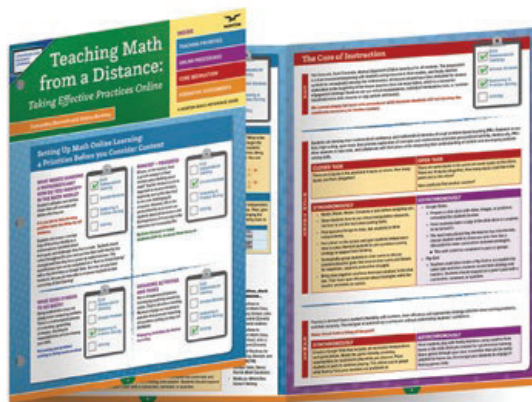


TEACHING ENGLISH FROM A DISTANCE, GRADES 6-12

**TROY HICKS, ANDREW SCHOENBORN, SHARON MURCHIE,
JANET NEYER, and BECKY SCHWARTZ**

ISBN: 978-1-324-01685-4 • \$12.99

This writing team shares how to build community in remote settings, facilitate video chat classes, plan for asynchronous activities, and create opportunities for authentic reading and writing.



TEACHING MATH FROM A DISTANCE

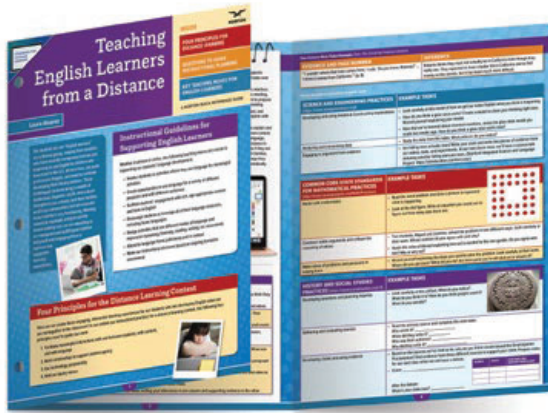
ALAINA BARKLEY and SAMANTHA BENNETT

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Filled with ready-to-use strategies that will help incorporate routines into online learning with 4 priorities in mind: mathematical identity, growth mindset, reasoning, and problem-solving engaging activities.



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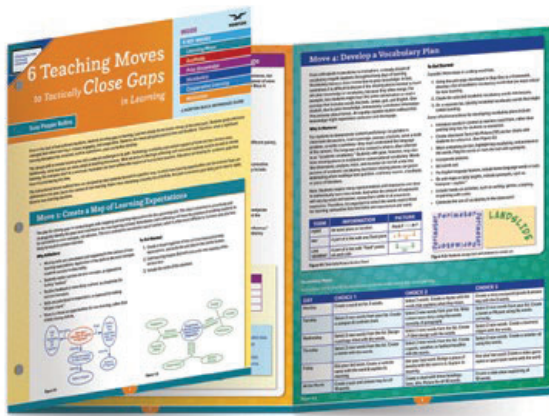


TEACHING ENGLISH LEARNERS FROM A DISTANCE

LAURA ALVAREZ

ISBN: 978-1-324-01687-8 • \$12.99

From Laura Alvarez, one of the authors of *Supporting Newcomer Students* (page 16), *Teaching English Learners from a Distance* is a guide on how to continue to support multilingual students' language development and rigorous learning in a remote environment. Alvarez provides questions to guide instructional planning and key teaching moves for English learners within a framework of 4 principles for distance learning: facilitate meaningful interactions; build relationships; use technology purposefully; and hold an inquiry stance.



SIX TEACHING MOVES TO TACTICALLY CLOSE GAPS IN LEARNING

SUZY PEPPER ROLLINS

ISBN: 978-1-324-01684-7 • \$12.99

From Suzy Pepper Rollins, author of *Teaching Vulnerable Learners* (page 17), *Six Teaching Moves to Tactically Close Gaps in Learning* is a collection of effective practices to move students forward in a positive way when they have gaps in learning, whether due to the COVID-19 slide or other factors. Rollins outlines how to tactically address academic gaps in the context of new learning situations, using well-tested strategies such as learning maps, cooperative learning, scaffolding devices and more.



TAKE HEART K-2

Five SEL Mini-Units for Tough Times

NANCY BOYLES

ISBN: 978-1-324-01689-2 • \$12.99

TAKE HEART 3-6

Five SEL Mini-Units for Tough Times

NANCY BOYLES

ISBN: 978-1-324-01692-2 • \$12.99

From Nancy Boyles, author of *Classroom Reading to Engage the Heart & Mind* (page 10), *Take Heart K-2, Five SEL Mini-Units for Tough Times* helps ease the stress of transition to remote learning OR to a return to classrooms, for teachers and students alike. These guides both feature 15 award-winning picture books to facilitate conversations about social emotional issues, carefully chosen for age-appropriate themes matched to 5 SEL skills as well as to highlight different aspects of diversity. Boyles' *Take Heart 3-6, Five SEL Mini-Units for Tough Times*, provides content for older students.

Popular picture books referenced include: *The Undefeated* by Kwame Alexander; *I Walk with Vanessa* by Kerascoët; *Everything Naomi Loved* by Katie Yamasaki; *The Day You Begin* by Jacqueline Woodson



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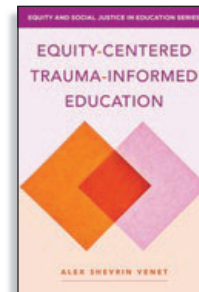
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Equity-Centered Trauma-Informed Education:

Presented by **Alex Shevrin Venet**, Professional Development Facilitator, Unconditional Learning (Moderated by Rhiannon M. Kim, Educational Consultant, Love at the Roots)

Alex Shevrin Venet, author of *Equity-Centered Trauma-Informed Education*, introduces viewers to the key understandings of the Equity-Centered Trauma-Informed Education framework, sharing stories from her work as a teacher and supporting schools with trauma-informed education. Viewers can expect to leave with a new understanding of their role in trauma-informed education and ideas for how to get started. Of interest to PreK-12 educators, school leaders, district leaders, chief equity officers, and at-risk coordinators.

Learn more on this topic in *Equity-Centered Trauma-Informed Education* on page 14.

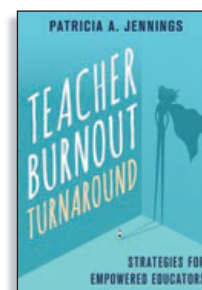


Teaching in the Time of COVID: The Challenges and Opportunities for Transformation

Presented by **Dr. Patricia A. Jennings**, Professor of Education, University of Virginia, Ashley Bullock, Teacher, Chesapeake Public Schools, and Chad S. Ratliff, MBA, Principal, Albemarle Lab Schools

In this edWebinar, Dr. Jennings is joined by high school teacher Ashley Bullock and principal Chad Ratliff to discuss the challenges of teaching during COVID and how they might open doors to reimagining our school systems and how teachers can become empowered to promote these changes.

Learn more on this topic in *Teacher Burnout Turnaround* on page 35.

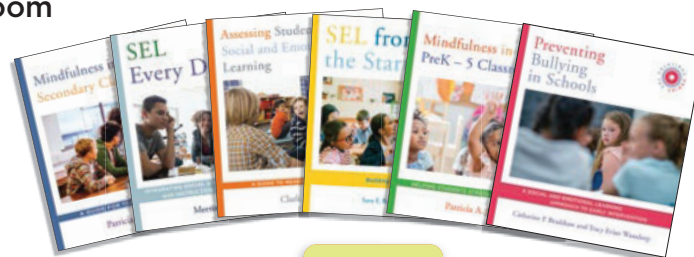


SEL and Mindfulness: Cultivating Resilience Inside and Outside the Classroom

Presented by **Meena Srinivasan**, Founding Executive Director, Transformative Educational Leadership and **Patricia A. Jennings**, Professor of Education, University of Virginia

In this session, Meena Srinivasan and Patricia Jennings provide teachers with best practices for mindfully cultivating resilience for their own well-being and to support their students' social and emotional learning and development.

Learn more on this topic in our *SEL Solution Series*, pages 25-28.

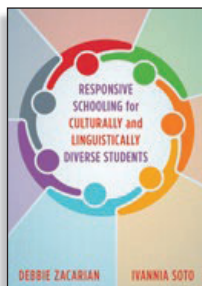


Responsive Schooling for Culturally and Linguistically Diverse Students

Presented by **Dr. Debbie Zacarian**, Founder, Zacarian & Associates

This edWebinar looks at the big picture in *what* we teach so that it matches *who* we teach and is inclusive, responsive, and sustaining for our dynamically diverse student populations.

Learn more on this topic in Debbie Zacarian and Ivannia Soto's book on page 15.



Building Students' Social-Emotional Strength Through Literacy

Presented by **Dr. Nancy Boyles**, Professor Emerita, Independent Literacy Consultant, and Author

Watch this edWebinar to get to know amazing picture books and learn engaging questioning strategies for students.

Learn more on this topic in *Classroom Reading to Engage the Heart and Mind* on page 10.



COMING IN 2023

Lead Like a Teacher: How to Elevate Expertise in Your School

MIRIAM PLOTINSKY

ISBN: 978-1-324-03083-6 • Paperback

In *Lead Like a Teacher*, instructional specialist Miriam Plotinsky urges secondary school leaders to lead more effectively by actively listening to teachers and welcoming their expertise. Each chapter examines one of nine key aspects of leadership and offers specific, creative solutions to the complex challenge of empowering change.

Moving from a Micro to a Macro focus as the book progresses—from classroom instruction to schoolwide initiatives—Plotinsky provides administrators with the tools to build and maintain collaborative leadership structures. This thoughtful approach to secondary leadership provides an actionable plan to dismantle some of the biggest barriers to achieving school excellence.

MIRIAM PLOTINSKY is an instructional specialist with Montgomery County Public Schools in Maryland, and the author of *Teach More, Hover Less: How to Stop Micromanaging Your Secondary Classroom* (see page 19). Also a National Board Certified Teacher and certified administrator, she lives in Silver Spring, Maryland.

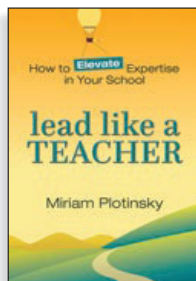
The Polyvagal Path to Joyful Learning: Transforming Classrooms One Nervous System at a Time

DEBRA EM WILSON

ISBN: 978-1-324-03052-2 • Paperback

Polyvagal Theory (PVT) has had a tremendous impact on the mental health field, shedding light on how the nervous system predictably moves between different states in response to changing situations. School consultant Debra Em Wilson introduces PVT to educators and shows how using PVT-guided strategies can help create optimal learning environments. When school staff understand the role of the nervous system in learning, they can better help students develop the skills leading to increased resilience, adaptability, and flexibility: essential qualities for social, emotional, and academic success.

DR. DEBRA EM WILSON is a veteran teacher, reading specialist, and educational consultant. She earned her doctorate degree from the University of Southern Queensland and an M.A. in Education from Fresno State University. Debra resides in Oro Valley, Arizona.



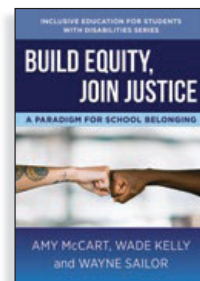
Build Equity, Join Justice: A Paradigm for School Belonging

AMY MCCART, WADE KELLY, and
WAYNE SAILOR

ISBN: 978-1-324-03027-0 • Paperback

In *Build Equity, Join Justice*, the authors present a new path forward that leads away from deficit-focused policies and toward strengths-based practices. The authors' 10 equity-advancing principles, based on the ground-breaking work of the SWIFT Center in multiple school districts, are designed to address the learning needs and social concerns of all students without requiring them or their advocates to “ask permission” to be included. Complete with practical tools and reflective activities throughout, this book empowers educators at every level to transform their schools into an equity-advancing, justice-centered institutions.

AMY MCCART, WADE KELLY, and WAYNE SAILOR all lead work with their esteemed colleagues and school partners across the U.S. at SWIFT Education Center (Schoolwide Integrated Framework for Transformation) at The University of Kansas in Lawrence, KS.



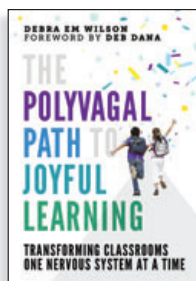
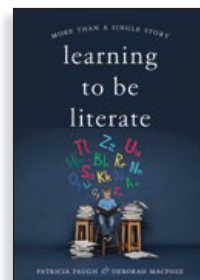
Learning to Be Literate: More Than a Single Story

PATRICIA PAUGH and DEBORAH
MACPHEE

ISBN: 978-1-324-02001-1 • Paperback

In *Learning to Be Literate*, the authors present a four-part framework for active literacy learning that eschews oppositional arguments about different approaches, and instead situates children as meaning makers: the whole point of being literate. There is no single or simple solution that will fit every child. But by using the ALL framework to inform instruction, educators can help young learners think deeply about ideas and language at the same time as they learn to work out the sounds and symbol systems of language.

DEBORAH MACPHEE is Director of the Center for Reading and Literacy at Illinois State University, and PATRICIA PAUGH is an Associate Professor of Curriculum and Instruction, and Director of the Elementary MEd Program at University of Massachusetts Boston.



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