

K-12 Praxis in Academic Library Instruction: Recommended Reading

Instructional Planning

- Gurvitch, R., & Hawkins, A. (2004). Lesson preparation: How teachers' planning effects students' behaviors. *Research Quarterly for Exercise and Sport*, 75(1), A66-A67.
- Rusznayak L. & Walton E. (2011). Lesson planning guidelines for student teachers: A scaffold for the development of pedagogical content knowledge. *Education as Change*, 15(2), 271-285.
- Pagliaro, M. M. (2012). Research-based unit and lesson planning: Maximizing student achievement. Lanham, MD: Rowman & Littlefield Education.
- Schoenfeldt, M. K., & Salsbury, D. E. (2009). Lesson planning: A research-based model for K-12 classrooms. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Instructional Delivery/Classroom Management

- Bothmer, S. (2003). Creating the peaceable classroom. Tuscon, AZ: Zephyr Press.
- Burns, C. & Myhill, D. (2004). Interactive or inactive? A consideration of the nature of interaction in whole class instruction. *Cambridge Journal of Education*, 34(1), 35-49.
- Chesebro, J. (2003). Effects of teacher clarity and nonverbal immediacy on student learning, receiver apprehension, and affect. *Communication Education*, 52(2), 135-147.
- Cooper, P. & Simonds, C. (2003). Communication for the classroom teacher, 7th edition. Boston: Allyn & Bacon.
- Jones, V. & Jones, L. (2006). Comprehensive classroom management: Creating communities of support and solving problems, 6th edition. Boston: Allyn & Bacon.
- Stiggins, R. & Chappuis, J. (2005). Using student-involved classroom assessment to close achievement gaps. *Theory into Practice* 44(1), 11-18.
- Weinstein, C., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25-38.

Educational Psychology

- Berliner, D. C. (1993). The 100-year journey of educational psychology: From interest, to disdain, to respect for practice. (pp. 37-78). DC;US;Washington;: American Psychological Association.
- Seifert, K. & Sutton, R. (2009). Educational Psychology: Second Edition. Global Text Project.

Snowman, J. (1997). Educational Psychology: What Do We Teach, What Should We Teach?.
Educational Psychology, 9 151-169

Zimmerman, B.J. & Schunk, D.H. (Eds.) (2003). Educational psychology: A century of contributions. Mahwah, NJ, US: Erlbaum.

Learning Styles/Contextualized Learning

Chamberlain, S. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic*, 40(4), 195-211.

Davies, J. (2005). Expressions of gender: An analysis of pupils' gendered discourse styles in small group classroom discussions. *Discourse and Society*, 14(2), 115-132.

Erden, F. & Wolfgang, C. (2004). An exploration of the differences in teachers' beliefs related to discipline when dealing with male and female students. *Early Child Development and Care*, 174(1), 3-11

Eisner, E. (2004). Multiple intelligences: Its tensions and possibilities. *Teachers College Record*, 106(1), 31.

Evans, C. (2004). Exploring the relationship between cognitive style and teaching style.
Educational psychology, 24(4), 509-530

Francis, N. (2006). The development of secondary discourse ability and metalinguistic awareness in second language learners. *International Journal of Applied Linguistics*, 16, 37-47.

Minami, M. (2002). Culture-specific language styles: The development of oral narrative and literacy. Clevedon, UK: Multilingual Matters.

Pritchard, A. (2005). Ways of learning: Learning theories and learning styles in the classroom. London, UK: David Fulton

Accommodations/Modification

Algozzine, R. & Ysseldyke, J. (2006). Teaching students with emotional disturbance: A practical guide for every teacher. Thousand Oaks, CA: Corwin Press.

Bogdan, D. (2006). Who may be literate? Disability and resistance to the cultural denial of competence. *American Educational Research Journal*, 43(2), 163-192.

Bradley, M. & Mandell, D. (2005). Oppositional defiant disorder: A systematic review of the evidence of intervention effectiveness. *Journal of Experimental Criminology*, 34(1), 343-365

- Brown, V. (2010). Digital media learning supports individuals with cognitive disabilities. *Childhood Education*, 87(1), 61-64.
- Macdonald, K. C. (2002, Summer). Higher education and cognitive disability: adaptive strategies. *Academic Exchange Quarterly*, 6(2).
- Young, K., & Luttenegger, K. (2014). Planning "lessons for everybody" in secondary classrooms. *American Secondary Education*, 43(1).