



Teachers' Book Club

Collaborative Reading for Professional Growth

EDUO 9021

One Semester of Graduate Credit/Unit

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These days many principals and superintendents are encouraging teachers to read a designated motivational and/or informative book and join in a school or district-wide conversation around the big issues that face your school, classroom and even your community. Dominican University of California would like to entice you into joining in this learning community endeavor wholeheartedly; taking time from your busy life to read and enthusiastically discuss books with your colleagues. This course can turn what could seem be a burden into an engaging (and profitable) interactive experience. Options are available for assignments to be completed locally with your colleagues or for your group to join an online book club.

OBJECTIVES

- To read important books that impact current issues of education
- To think about and analyze ideas in the books
- To collaborate and discuss the content of the book with colleagues
- To research and comment on the author's life experiences as they relate to the book's theme
- To deepen your understanding of the concepts in the books by creating inquiry questions
- To create posts about the book as it relates to your educational experience in an online group of other readers and the course instructor.
- To write a response to the experience of reading, synthesizing and posting that presents arguments regarding the possibility and advisability of implementing the author's ideas

GRADING RUBRIC

A+ - A-	B+ - B-	Unacceptable
In written work Numerous facts and specific details relating to the book and author Work appears to be original and thoughtful Free of spelling and/or grammatical errors	In written work Some facts and specific details relating to the book and author Work shows some signs of thought and originality. A few spelling and/or grammatical errors	In written work Few or no facts or specific details Little thought or originality Numerous spelling and/or grammatical errors. Difficult to read
In online posts Original thoughts not already contained in the discussion and respectful review of other students' contributions with justification.	In online posts Some original thoughts Some repeat of what has already been contributed by other students.	In online posts Simple "agree" or "disagree" statements. No accompanying explanation

COURSE INSTRUCTIONS:

Your school or district has a collaboration process in place for this book. As part of this course, you will be discussing the book with your colleagues.

ASSIGNMENTS

- **Online meetings:** For those groups that will be meeting online, you are required to make at least one original post and one follow-up post to another participant for each chapter or section of the book. The due dates for these posts will be established based on the information given in the introduction posts.

- **In-person meetings:** For those groups that are meeting in-person, a summary of the meeting is required.

- SUMMARY OF MEETINGS –

- Submit one document for each meeting that summarizes what was discussed at that meeting. I found that having a summary of the meeting helps tremendously at the end when you need to write up your overall reflection. If each participant would like to write your own summary, that would be just fine. If you would like to just have one person be responsible at a meeting (a “note-taker” so to speak) that would be fine as well. I find it helpful to try and put into writing what was covered as it helps reinforce the material when you review what has been discussed when you reflect on it for the reflection paper below.

- The summary of the meeting should be submitted to the discussion forum no later than one week after the meeting. This lets me participate from a distance, and lets me give input if I

notice anything that might help in your conversations about the book. This summary can be completed in the most effective format for you (so bullet points are fine). This is not meant to be an extensive paper, but just an overview of who was in attendance, what was covered, main points that were discussed, issues that were addressed, etc.

Written Work

All written work should be in Word or PDF format and submitted in the appropriate drop box on the course website.

- FINAL REFLECTION -

- This assignment is due from each participant after the book and discussions are complete. You have a month after the last meeting to complete this assignment. This final reflection should detail your experience with the book study group and summarizing the group reactions to the ideas in the book. Again, having all the individual summaries of each meeting is a great way to reflect and should help tremendously in writing this. Any action plans for going forward (if any) should also be included in this final reflection. The length of this final reflection is to be a minimum of 1-2 pages.

- CULMINATING ASSIGNMENT -

- The last thing that is required after completion of the book and the discussions is a paper that is 2-3 pages minimum that addresses questions based on the category of book you are discussing. See the list of questions below.

Culminating Assignment Questions

For book selections from the School, District and Community Educational Enhancement list

Written CULMINATING ASSIGNMENT upon completion of the interactive work:

1. Research and comment on the author's life experiences as they relate to the book's subject and approach.
2. Create three inquiry questions that would help a reader deepen understanding of the book.
3. Write a one paragraph review of the book that includes both information and opinion.

For book selections from the Classroom Enhancement list

Written CULMINATING ASSIGNMENT upon completion of the interactive work:

1. Compare and contrast the approaches to learning suggested in this book with methods or techniques that you have been using.
2. Describe how you would incorporate this material into your classroom.
3. What will you need in order to fully utilize the ideas from the book that you want to bring into your teaching? Do you anticipate any obstacles?

Books for School, District and Community Educational Enhancement

·50 Myths and Lies That Threaten America's Public Schools The Real Crisis in Education - David C Berliner, Teachers College Press, 2014

·7 Habits of Highly Effective People – Stephen Covey, Simon Schuster, Ltd, 1990 ·New Culture of Learning, A: Cultivating the Imagination for a World of Constant Change by Douglas Thomas and John Seely Brown

·Anger; Wisdom for Cooling the Flames - Thich Nhat Hanh, Penguin Group, 2002

·Autistic Brain, The; Thinking Across the Spectrum – Dr. Temple Grandin; Houghtin Mifflin Harcourt, 2013.

·The Bully, the Bullied, and the Bystander: From Preschool to HighSchool--How Parents and Teachers Can Help Break the Cycle - Barbara Coloroso, William Morrow Paperbacks; 2009

·Coaching the Mental Game: Leadership Philosophies and Strategies for Peak Performance in Sports and Everyday Life - H. A. Dorfman; Taylor Trade Publishing, 2005.

·Confessions of a Bad Teacher: The Shocking Truth from the Front Lines of American Public Education - John Owens; Sourcebooks, 2013.

·Cultural Literacy by E.D. Hirsch, Jr., Vintage, 2002.

·David and Goliath: Underdogs, Misfits and the Art of Battling Giants - Malcolm Gladwell, Little, Brown and Company, 2013.

·Death and Life of the Great American School System, The: How Testing and Choice Are Undermining Education - Diane Ravitch, Basic Books, 2010

- Drive: The Surprising Truth About What Motivates Us - Daniel H. Pink, Riverhead Books, 2011
- Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick Santoyo
- The Dyslexia Empowerment Plan – Ben Foss Ballentine, 2013
- Education and the Cult of Efficiency by Raymond Callahan
- End of Your Life Book Club, The - Will Schwalbe, Knopf, 2012
- Fire in the Ashes: Twenty-Five Years Among the Poorest Children in America - Jonathan Kozol, Crown, 2012
- Fires in the Mind: What Kids Can Tell Us About Motivation and Mastery by Kathleen Cushman
- Flat World and Education, The: How America's Commitment to Equity Will Determine Our Future by Linda Darling-Hammond
- Global Achievement Gap, The: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do About It - Tony Wagner, Basic Books, 2008
- Happiness Project, The: Or, Why I Spent a Year Trying to Sing in the Morning, Clean My Closets, Fight Right, Read Aristotle - Gretchen Rubin, HarperCollins e-books; Reprint edition, 2009
- Hardest Questions Aren't on the Test, The (Beacon Press) by Linda F. Nathan
- How Not to be Wrong: The Power of Mathematical Thinking, Jordan Ellenberg, Penguin Press, 2014
- How Children Succeed: Grit, Curiosity, and the Hidden Power of Character by Paul Tough
- Implementing the Framework for Teaching in Enhancing Professional Practice by Charlotte Danielson
- InSideOut Coaching: How Sports Can Transform Lives – Joe Ehrmann, Gregory Jordan, Paula Ehrmann, Simon and Shuster, 2011
- Leadership and the New Science: Discovering Order in a Chaotic World by Margaret J. Wheatley
- Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them - Ross W Greene, Scribner, 2009
- Mindset: The New Psychology of Success - Carol S.Dweck, Ballantine Books, 2007
- Multiplication Is for White People: Raising Expectations for Other People's Children - Lisa Delpit, The New Press, 2012
- Pathways to the Common Core: Accelerating Achievement by Lucy Calkins, Mary Ehrenworth and Christopher Lehman
- Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and the New Realities of Girl World, Harmony, 2009
- Quiet: The Power of Introverts in a World That Can't Stop Talking – Susan Cain, Crown, 2012
- Raising Cain: Protecting the Emotional Life of Boys by Dan Kindlon, Ph.D. and Michael Thompson, Ph.D., Ballantine Books, 2000

- Real Talk for Real Teachers: Advice for Teachers from Rookies to Veterans: "No Retreat, No Surrender " Rafe Esquith, Viking Adult, 2013
- Reign of Error: The Hoax of the Privatization - Diane Ravitch, Knopf, 2013
- Schools That Learn (Updated and Revised): A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education by Peter M. Senge, Nelda Cambron-McCabe, Timothy Lucas and Bryan Smith
- Secrets of the Teenage Brain: Research-Based Strategies for Reaching and Teaching Today's Adolescents by Sheryl Feinstein
- Spark-Revolutionary New Science of Exercise and the Brain - John J. Ratey and Eric Hagerman, Little, Brown and Company, 2008.
- Teaching with Poverty in Mind: What Being Poor does to Kids' Brains and What Schools Can Do About It by Eric Jensen
- Shame of the Nation, The: The Restoration of Apartheid Schooling in America by Jonathan Kozol
- Thinking, Fast and Slow- Daniel Kahneman, Farrar, Straus and Giroux; 1 edition, 2011
- Turning to One Another: Simple Conversations to Restore Hope to the Future by Margaret J. Wheatley
- Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement by John Hattie
- We Make the Road by Walking - Conversations on Education and Social Change by Myles Horton and Paulo Freire

Book Selections for Classroom Enhancement

- Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings by Jeff Zwiers
- Best Year Ever Winning Strategies to Thrive in Today's Classroom - Bill Cecil; Best Year Ever Press, 2007.
- Book Whisperer The: Awakening the Inner Reader in Every Child - Donalyn Miller, Jossey-Bass, 2009
- Bringing Words to Life - Isabel Beck, Linda Kucan and Margaret McKeown, Guilford Press, 2013
- Café Book, The - Gail Boushey and Joan Moser, Stenhouse Publishers, 2009
- The Connected Educator: Learning and Leading in a Digital Age by Sheryl NussbaumBeach and Lani Ritter Hall, Solution Tree, 2011.
- Creating Innovators: the Making of Young People Who Will Change the World - Tony Wagner, Scribner, 2012.
- Creating Robust Vocabulary- Isabel Beck, PhD, Margaret McKeown, PhD, Linda Kucan, PhD, The Guilford Press, 2008
- Daily Five, The - Gail Boushey and Joan Moser, Stenhouse Publishers, 2006

- Deeper Reading - Kelly Gallagher, Stenhouse Publishers, 2004
- Differentiated Instruction Strategies: One Size Doesn't Fit All - Gayle Gregory and Carolyn Chapman, Corwin Press, 2012
- Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns, - Clayton Christensen, Michael Horn and Curtis Johnson, McGraw-Hill; 2nd edition, 2010.
- Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement – Eric Jensen, ASCD, 2013
- Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention - Peg Dawson EdD, Richard Guare Phd, the Guilford Press, 2010
- Flip Your Classroom: Reach Every Student in Every Class Every Day - Jonathan Bergmann, International Society for Technology in Education, 2012
- Front of the Class, How Tourette Syndrome Made Me the Teacher I Never Had – Brad Cohen and Lisa Wysocky, St. Martin's Griffen; Revised, 2010.
- How Children Succeed: Grit, Curiosity, and the Hidden Power of Character - Paul Tough, Houghton Mifflin Harcourt, 2012
- How To Teach Students Who Don't Look Like You by Bonnie Davis, Corwin, 2005
- Invent To Learn, Making, Tinkering, and Engineering in the Classroom by Sylvia Libow Martinez, Gary S. Stager, Constructing Modern Knowledge Press, 2013
- I Read it But I Don't Get It: Comprehension Strategies for Adolescent Readers - Cris Tovani and Ellin Oliver Keene, Stenhouse, 2000
- Implementing the Framework for Teaching in Enhancing Professional Practice - Charlotte Danielson, Association for Supervision & Curriculum Development; 2nd edition, 2007
- Independence for All Learners - Ron Ritchhart, Mark Church, Karin Morrison; JosseyBass, 2011
- Launch an Intermediate Writing Workshop: Getting Started with Units of Study for Teaching Writing, Grades 3-5 - Calkins, Lucy, FirstHand, 2010
- Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners - Ron Ritchhart, Jossey-Bass, 2011
- The Next Step in Guided Reading by Jan Richardson, Scholastic Teaching Resources, 2009
- Notice and Note: Strategies for Close Reading by Kylene Beers, Heinemann, 2012
- NurtureShock: New Thinking About Children - Po Bronson and Ashley Merryman, Twelve, 2009
- Opening Minds: Using Language to Change Lives - Peter H. Johnston; Stenhouse Publishers, 2012
- Other People's Children - Cultural Conflict in the Classroom by Lisa Delpit
- Out of Our Minds: Learning to be Creative - Ken Robinson, Capstone; 2nd edition, 2011

- Pathways to the Common Core - Lucy Calkins Mary Ehrenworth, Christopher Lehman, Heinemann, 2012
- Positive Discipline in the Classroom- Jane Nelsen, Lynn Scott and H. Stephen Glenn, Prima Publishing, 1997
- Punished by Reward: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes by Alfie Kohn, Manner Books, 1999
- Readicide: How Schools Are Killing Reading and What You Can Do About It - Kelly Gallagher, Stenhouse Publishers, 2009
- Reading in the Wild: The Book Whisperer's Key by Donalyn Miller, Susan Kelley, Jossey-Bass, 2013
- Reading With Meaning: Teaching Comprehension in the Primary Grades - Debbie Miller, Stenhouse, 2002
- Rethinking Homework: Best Practices That Support Diverse Needs - Cathy Vatterott, ASCD, 2009
- Setting Limits in the Classroom, Revised: How to Move Beyond the Dance of Discipline in Today's Classroom; Robert J. Mackenzie, Three Rivers Press, Revised Edition, 2003
- Strategies that Work : Teaching Comprehension for Understanding and Engagement – Stephanie Harvey and Anne Goudvis, Stenhouse, 2007
- Teach Like A Champion: 49 Techniques that Put Students on the Path to College - Doug Lemov, JosseyBass, 2010
- Teach Like Your Hair's On Fire - The Methods and Madness Inside Room 56- Rafe Esquith Penguin, 2007
- Teaching Adolescent Writers - Kelly Gallagher, Stenhouse Publishers, 2006
- Teaching Outside the Box - LouAnne Johnson, Jossey-Bass, 2005
- Teach Like a Pirate - Dave Burgess, Dave Burgess Consulting, Inc, 2012
- When Kids Can't Read, What Teachers Can Do: A Guide for Teachers 6-12 - Kylee Beers, Heinemann, 2002
- Whole Brain Teaching for Challenging Kids: (and the rest of your class, too) - Chris Biffle, whole Brain Teaching, LLC, 2014
- Why Don't Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom - Daniel Willingham, JosseyBass, 2009
- What Really Matters for Struggling Readers-Richard Allington; Pearson, 2011.
- Write Like This: Teaching Real World Writing through Modeling and Mentor Texts- Kelly Gallagher, Stenhouse, 2011
- Writing Workshop, The Essential Guide - Ralph Fletcher and JoAnn Portalupi, Heinemann, 2001.