

S Like The Bluford Series

Bonnie M. Davis

The Fallen Paul Langan, 2008-12-08 Martin Luna's world is crumbling. A fight threatens to end his sophomore year at Bluford High School. But at home, things are even worse. Frankie, the most feared homeboy from his neighborhood, is hunting him. Alone and with time running out, Martin makes a desperate choice. Will it save or destroy him?

Shattered Paul Langan, 2006-06 Teenager Darcy Wills must deal with painful secrets from her past in order to save her family and her friendships.

Search for Safety John Langan, 2006-06 Ben McKee desperately tries to find a way to get himself and his mother out of an abusive situation after his mom marries Larry Taylor.

The Chosen Karen Langhorne Folan, Paul Langan, 2020-11-03 Cooper, I'm sorry, Darcy said quickly, trying to control the damage. I didn't mean that. This has nothing to do with you or this party. I just-- Girl, you better leave or things are gonna get ugly in here real quick, Tarah warned. Cooper stepped in between the girls then. Tarah, you don't wanna do this. Please... Darcy Wills feels the pressure. Her best friend, Tarah Carson has grown distant and hostile since the start of the school year. And a medical crisis in Darcy's family has stress boiling over at home. When surprising news forces Darcy to look at the future beyond Bluford High, she realizes huge decisions are looming. Unsure what to do but unable to avoid what's coming, Darcy has no easy options. Her choices will cut both ways. Some doors will open, but others may close forever.

How to Coach Teachers Who Don't Think Like You Bonnie M. Davis, 2007-11-14 Finally, a book that I can use: a hands-on, foot-to-the-pedal kind of reading experience. Of all the books on educational coaching available, this one answers my actual day-to-day questions. You can tell Bonnie Davis has been there. An invaluable resource! —Mary Kim Schreck, Author, *The Red Desk Concrete* guidelines for novice and experienced coaches! This comprehensive guide encompasses a multilayered model that provides a rich experience for both coach and trainee. *How to Coach Teachers Who Don't Think Like You* covers the process and content of coaching and describes a unique approach that encourages teachers to write and reflect upon their practices. Coaches can use literacy strategies to train across content areas and learn how to individualize their approach to honor teachers' distinctive learning styles. The author presents samples of teacher writing and student work generated from coaching and offers narratives from practicing coaches across the country in school-based, district, and independent settings to illustrate the real world of coaching. With a format that gives readers the flexibility to choose

sections best suited to particular coaching situations, the book includes: Specific, field-tested practices to support personal learning differences Strategies for modifying classroom practice and improving student achievement Coaching models for individual teachers and teams of teachers Options for coordinating coaching activities with teachers' schedules Whether you are just beginning a coaching career or have several years of experience, this book offers suggestions and avenues for exploration, inspiration, and application.

Soil Survey of ... [various Counties, Etc.], 1969

Between the Lines Michael Anthony, Joan F. Kaywell, 2016-09-23 Michael Anthony, 20-year reading workshop practitioner at the secondary level, and Joan Kaywell, acclaimed author and advocate for young adult literature in learning, present *Between the Lines*, a creative paradigm shift for the English Language Arts workshop classroom. In contrast to the traditional sustained silent reading and individual conferencing model, an impractical commitment for most teachers, BtL invites collaborative engagement and active inquiry among students as well as on-demand writing and integrated YA literature, all designed to support existing middle and secondary level ELA classroom curriculum instruction and national academic learning standards while empowering English educators toward improved student literacy achievement and the creation of lifelong readers. The classroom activities, with student-friendly names like Book Chat Check and Pop Goes the Question, promote animated discussions in social learning contexts and produce writings supported by textual evidence from student selected texts. Clear step by step directions for facilitation and authentic models of resulting student writing are shared along with a standards-based lesson plan suitable for grades 6-12. Ongoing teacher/student journal conversations validate independent reader thought processes and provoke differentiated learning experiences. The book includes Common Core State Standards-based strategies for responding to students meaningfully and for inviting extensions beyond the book, motivating increasingly complex and connective writings. Sample dialogue journal entries are shared along with insightful commentary and practical analysis. Everything needed for implementing *Between the Lines* is contained within these pages, including a user friendly appendix filled with fully reproduceable classroom workshop materials, tips for reducing the teacher reading and writing loads, and suggestions for building an enviable classroom library stocked with award-winning adolescent literature.

Curriculum Windows Redux Thomas S. Poetter, Kelly Waldrop, Syed Hassan Raza, 2022-08-01 *Curriculum Windows Redux: What Curriculum Theorists Can Teach Us about Schools and Society Today* is an effort by students of curriculum studies, along with their professor, to interpret and understand curriculum texts and theorists in contemporary terms. The authors explore how key books/authors from the curriculum field illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in these curriculum texts still resonate with us, allow us to see backward in time and forward in time - all at the same time? How might these figurative windows of insight,

thought, ideas, fantasy, and fancy make us think differently about curriculum, teaching, learning, students, education, leadership, and schools? Further, how might they help us see more clearly, even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today? The authors complete the Curriculum Windows series with this 7th book, Redux, providing a scholarly view of 33 books that should have been treated in the first 6 books based on the decades of the 1950s-2000s. The book's Foreword is by renowned curriculum theorist William H. Schubert.

Soil Survey of Hamilton County, Illinois Bruce Currie, 1986

Soil Survey, 1986

MultiCultural Review, 2005

Civil War, 1996

Soil Survey of Saline County, Illinois Clifford Miles, Benny Weiss, 1978

The Reflective Educator's Guide to Classroom Research Nancy Fichtman Dana, Diane Yendol-Hoppey, 2019-07-31

Harness the power of data to transform classrooms through inquiry and analysis with this updated, best-selling resource. When teachers examine the simple but complex act of teaching, the power yielded can be transformative. For three editions, teacher preparation and professional development providers have turned to this bestselling how-to guide for an authentic clear description of teacher inquiry and how to harness it for greatest effect. In this 4th edition, readers will journey toward understanding the link between teacher inquiry and the creation of data-driven classrooms by walking through some of today's most relevant scenarios as well as timeless and enduring examples. Featuring helpful exercises and step-by-step instructions, this edition includes:

- A head on discussion of equity and social justice and the role inquiry plays in tackling it
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- A complete chapter on the role literature plays in teacher research
- A more seamless integration between the text and accompanying website

Grab this text, raise your voice at the table of educational reform, and transform assumptions for more impactful teaching.

Developing Resilient Youth William G. Nicoll, 2011-10-24 Using the most recent research findings on resilience, William Nicoll, PhD, provides educators with a much needed conceptual framework for creating transformative schools and effective classrooms. *Developing Resilient Youth* suggests that resilience is the missing fourth R in education. When combined with reading, riting and rithmetic, resilience can lead to improved academic and social adjustment in our youth. *Developing Resilient Youth* is the first book in a series designed to help teachers, counselors, and administrators to develop the skills and strategies necessary for creating truly transformative schools. Such schools strive to develop in students both the academic and the social-emotional skills necessary to succeed and make positive contributions to society. One key component in the overall process of developing transformative schools is the teaching of the five essential social-emotional competencies associated with resilient youth: understanding and respecting self and others; empathy; positive communication; cooperation;

and responsible contribution. In *Developing Resilient Youth*, teachers will find fifty classroom learning activities designed to teach these competencies. Each activity is accompanied by suggestions for follow-up classroom learning activities that integrate the concepts with academic subject area instruction as well as parent homework activities so that parents and teachers can begin to collaborate in the process of developing resilient youth. Working together, teachers and parents will learn to effectively assist children and adolescents to become responsible, cooperative, caring, and contributing young adults, ready to succeed in our global society.

The Reflective Educator's Guide to Practitioner Inquiry Nancy Fichtman Dana, Diane Yendol-Hoppey, Logan Rutten, 2025-05-23 Transform your teaching and shape education through the power of inquiry. Grounded in real-world examples and more than 30 years of research in professional development, the fifth edition of *The Reflective Educator's Guide to Practitioner Inquiry* addresses how inquiry fosters curiosity, reflection, and practical action to enhance effective classroom learning. This latest edition invites educators to view inquiry as a process, a product, and a stance. The book offers new sections on the relationship between AI and teacher inquiry and the ways in which inquiry is changing with the times. Additional features and updates include: A new chapter that provides a step-by-step guide to crafting an intentional, actionable research plan Access exercises, inductive and deductive data analysis worksheets, ethical guidelines, and examples addressing today's issues in education A discussion of the connections between practitioner inquiry and supporting the academic success of every student *The Reflective Educator's Guide to Practitioner Inquiry*, fifth edition, empowers educators at every stage in their careers to investigate their practice, drive sustained professional growth, and harness inquiry's potential to create classrooms where both students and teachers thrive.

Soil Survey D. C. Hallbick, Donald L. Wallace, E. G. Holhubner, John E. Paschke, University of Illinois (Urbana-Champaign campus). Agricultural Experiment Station, 1971

Soil Survey of Perry County, Illinois, 1988

Literacy Coaching Dale E. Moxley, Rosemarye T. Taylor, 2006-03-13 This research-based handbook guides school leaders in successfully implementing a literacy coaching program to drive schoolwide literacy achievement.

Soil Survey of White County, Illinois W. Scott Martin, 1996

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