Community Schools:

Resources to Meet Your Needs

A list of professional materials available for borrowing from the Stewart Resources Centre – May 2013
The STF Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For schools outside of Saskatoon, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audio-visual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)

- For schools in Saskatoon, your resources arrive at your school through the weekly interschool mail delivery. Materials may also be returned to us using this courier system.

- You don’t need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!

- We are accessible 24 hours a day through the STF website: www.stf.sk.ca You may search our catalog online or email us your resource requests at: src@stf.sk.ca

- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 306-373-1660, ext. 6323 for local calls.

- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.
Aggression, antisocial behavior, and violence among girls: a developmental perspective / Putallaz, Martha. Bierman, Karen L.
Summary: This book traces the development of female aggression and violence from early childhood through adulthood. Theoretical perspectives are interwoven with longitudinal data that elucidate the trajectories of aggressive girls’ relationships with peers, later romantic partners, and with their own children. Key issues addressed include the predictors of social and physical aggression at different points in the lifespan, connections between being a victim and a perpetrator, and the interplay of biological and sociocultural processes in shaping aggression in girls. Concluding commentaries address intervention, prevention, juvenile justice, and related research and policy initiatives.

Be your own HERO, grade 11.
Summary: The intention of Be Your Own HERO (health, education, resiliency, opportunity) is to encourage youth to make sound decisions regarding alcohol, tobacco, other drugs and gambling (ATODG). This is accomplished by providing senior high students with accurate information and assisting them in acquiring life skills, while emphasizing the importance of internalizing healthy life choices.

Breaking the silence: recognizing the social and cultural resources students bring to the classroom / Compton-Lilly, Catherine.
Summary: The standards-based initiatives that dominate educational policy and practice today typically focus only on the surface skills of reading, isolating teaching and learning from the social and cultural contexts that are a part of every classroom. Fortunately in this volume you will enter classrooms in which literacy is treated as more than just as set of skills, and discover solutions and possibilities for providing culturally responsive teaching.

Breaking the stereotype: why urban Aboriginals score highly on “happiness” measures / Gross, Dominique M. Richards, John.
Summary: Although poverty and “unhappiness” exist among urban Aboriginals, the authors find that those conditions are far from the whole story of urban Aboriginal life.
371.03 S252
Subjects: Community schools – Saskatchewan.
Summary: Provides the policy, vision, principles, and program direction for community schools and other schools embracing the community education philosophy.

344.73079 C752
Summary: Incidents of bullying, harassment, and threats in schools are growing, but the line between students’ rights to expression and the school’s rights to protect children and faculty is increasingly blurred. To create effective disciplinary and management policies, educators need to understand the legal ramifications of their actions. This book provides the practical information that they need to help students while avoiding litigation pitfalls.

371.4 R125
Summary: Includes over 250 activities and activity sheets (where appropriate) in the strand areas of self and decision-making/problem-solving.

371.93 S674
Summary: This book is essential reading for busy teachers who want to use high-quality research to guide their practice. It synthesizes the results of 118 studies of students at risk of failure and identifies six general strategies proven to be positive interventions. The book describes each strategy, analyzes the research, and offers implications for deciding how to use the strategies. A discussion guide helps readers directly connect the research to their own classrooms.

371.826942 T572
Summary: The authors provide a six-part framework to help teachers build on students’ assets and strengths rather than attempt to overcome perceived disadvantages. The authors discuss: why some cultures are turned off by typical motivational approaches and what educators can do to reach students; what research says about the brain’s desire to learn; how teachers can build on students’ prior knowledge and help forge new connections; the importance of resiliency, especially for students of poverty and diverse cultures; and teaching procedural and declarative knowledge and preparing students for tests.
Community character : rules and responsibilities [DVD]
Summary: As a citizen of a community, we all have rights and responsibilities. In this program, students will learn how and why communities make and enforce laws, how rules are linked to safety and designed to support fairness, and the consequences for breaking community rules. Also included is a segment with Shannon Thunderbird, who presents the Seven Sacred Teachings - love, respect, courage, honesty, wisdom, humility and truth.

Confronting racism, poverty, and power : classroom strategies to change the world / Compton-Lilly, Catherine. Lilly, Todd K.
Summary: The author draws on her research into the role of family and urban life to debunk the assumptions about poor and diverse populations. Then she offers specific instructional strategies and practical critical literacy projects that connect families and communities to classrooms and schools. These projects work particularly well with urban learners. They also can be adapted to recognize or respond to any kind of community in which a school is based.

Cultivating kindness in school : activities that promote integrity, respect, and compassion in elementary and middle school students / Stuecker, Ric.
Subjects: Kindness – Study and teaching (Elementary). Kindness – Study and teaching (Middle school).
Summary: Promotes a positive school environment, lowers tension among groups, decreases the number of disciplinary reports, and teaches students the social skills they need to be successful adults.

Culturally and linguistically responsive teaching and learning : classroom practices for student success / Hollie, Sharroky.
Summary: This resource provides concrete practical activities and easy-to-implement strategies that address culture and language in five key areas: classroom management, academic literacy, academic vocabulary, academic language, and learning environment.

Culturally considerate school counseling : helping without bias / Anderson, Kim L.
Summary: This book addresses how biases have evolved in new and challenging ways, and provides strategies to help school counselors create safe and secure learning environments by: recognizing the unique needs of students, including those with various spiritual beliefs and body types; interacting
with families, faculty, administrators, and communities in culturally considerate ways; applying practical tools learned from case illustrations and new data; and engaging in self-reflection, self-care, and professional growth.

370.117 T325
**Culturally proficient leadership : the personal journey begins within** / Terrell, Raymond D. Lindsey, Randall B.
Summary: This book provides a step-by-step approach for creating a cultural autobiography to help educators reflect on their underlying beliefs, assumptions, and backgrounds. This resource: addresses a broad range of differences relevant to today’s schools, including race, ethnicity, national origin, language, gender, social class, sexual orientation, faith, and ability; features compelling first-person narratives from the authors’ own cross-cultural journeys; and includes reflective questions and prompts to guide readers in examining how their cultural experiences influence their leadership practice.

618.3268 B991
**Damaged angels : a mother discovers the terrible cost of alcohol in pregnancy** / Buxton, Bonnie.
Summary: The author recounts her struggles to raise an adopted daughter whom she didn't realize was afflicted with fetal alcohol disorder. Her book also offers guidance to parents who have children with FASD.

371.2 O58
**Data-driven decision making : a handbook for school leaders** / O’Neal, Chris.
Subjects: School management and organization – Decision making – Data processing.
Summary: The author shows you how to implement data-driven decision making and make it the key to assessing all school activities from classroom instruction to budgeting.

371.2 W452
**Data-driven dialogue : a facilitator’s guide to collaborative inquiry** / Wellman, Bruce. Lipton, Laura.
Subjects: School management and organization. School improvement programs. Group work in education.
Summary: This timely book offers school leaders a practical toolkit for structuring and facilitating collaborative inquiry with and about data. This resource presents a three-phase model that supports groups in discovering assumptions, promotes data-focused investigations and develops shared understandings of both problems and possible solutions.

362.299 D285
**Death by Jib : the dangers of crystal meth** / Neitzel, Michael C.
Toronto, ON: Kinetic Video, 2005.
Contents: 1 videodisc and 1 guide.
Summary: The video speaks directly to the hearts and minds of viewers to convey a powerful and emotional message warning teenagers and young adults about the harsh realities of crystal meth. This graphic video pulls no punches as teen addicts describe the horror of addiction. The important
message regarding sexual exploitation of youth on crystal meth is handled in a straightforward and honest manner. Content is appropriate for grades 7 and up.

371.425 L749
**Dream catchers : developing career and educational awareness** / Lindsay, Norene. Indianapolis, IN: JIST Works, 2004.
Subjects: Career education – Study and teaching (Middle school). Vocational guidance – Study and teaching (Middle school).
Summary: This program uses a nice mix of concepts, stories, and activities to help students gain knowledge of: career clusters and basic career concepts; the relationship between academic skills and occupations; their skills and how they can identify their skills; and how their skills, interests, and abilities tie to the world of work.

371.425 L749
**Dream catchers : teacher’s guide : developing career and educational awareness** / Lindsay, Norene. Indianapolis, IN: JIST Works, 2004.
Subjects: Career education – Study and teaching (Middle school). Vocational guidance – Study and teaching (Middle school).
Summary: The teacher’s guide includes at least one lesson plan for each activity in Dream Catchers, each with an objective and independent, small group, or class activities. Includes suggestions for integrating reproducible activity sheets into lesson plans. Step-by-step format reduces preparation time.

371.192 H236
**Handbook on family and community engagement**
Lincoln, IL: Academic Development Institute, 2011.
Summary: This handbook is intended to provide educators, community leaders, and parents with a succinct survey of the best research and practice on family and community engagement.

371.2 H255
Summary: This resource offers practical solutions for improving student achievement, attitudes, attendance, and behaviour through a proven planning model.

370.21 L767
Summary: Data can elicit powerful conversations about practice, but only if they are the right data and used strategically. With this resource, group leaders can guide their teams in data-driven problem solving and decision making to improve student learning.

616.8900835 H483
**Helping adolescents at risk : prevention of multiple problem behaviors** / Biglan, Anthony.
Summary: This comprehensive volume reviews current knowledge about multiple problem behaviours in adolescence, focusing on what works in prevention and treatment. Research is presented on the epidemiology, development, and social costs of four youth problems that frequently co-occur: serious antisocial behaviour, drug and alcohol misuse, tobacco smoking, and risky sexual behaviour. A framework for reducing these behaviours is outlined, drawing on both clinical and public health perspectives, and empirically supported prevention and treatment programs are identified.

303.69 H891
Subjects: Conflict management – Study and teaching (Elementary). Self control – Study and teaching (Elementary). Interpersonal relations – Study and teaching (Elementary).
Summary: Teaches skills that help students use creative responses to conflicts rather than destructive or coercive behaviours. Presenting the successful Stop, Think, Pick a Plan process, this program focuses on teaching students anger management skills like de-escalation, problem-solving, negotiation, and compromise. Also includes information on bullying.

362.76 C914
Summary: This book is a guide for adults who work with young people ages 10 and up on issues related to youth leadership and social justice. The authors provide a clear theoretical framework for their approach to social justice education. On the practical level, workshop guidelines and outlines are included for facilitating discussion and sharing around sensitive topics of oppression, the “isms” – racism, sexism, adultism – as well as gender issues, immigration, religion, ability and access.

371.94 I39
Individualized supports for students with problem behaviors : designing positive behavior plans / Bambara, Linda M. Kern, Lee.
Summary: This book focuses on the nuts and bolts of designing positive behaviour support plans for students with autism, learning disabilities, and emotional/behavioural disorders. Strategies are provided for addressing individual behavioural problems at all levels of severity. The book shows how to conduct a functional assessment and develop an overall support plan, using a team-based approach.

370.117 K96
Innovative voices in education : engaging diverse communities / Kugler, Eileen Gale.
Summary: Diverse schools offer enriched academic and social environments, as students and families of different backgrounds and experiences provide a vibrant mosaic of insights, perspectives, and skills. To take advantage of the unique opportunities that diversity brings, schools must value and
effectively connect with students and families of all backgrounds. Committed educators are taking on this challenge with gusto, engaging their diverse communities on a daily basis. This book highlights stories from around the world, as innovative teachers, educational leaders, and community activists passionately share personal accounts of their successes, challenges, and lessons learned.

371.5 G679
**It's all about we: rethinking discipline using restitution** / Gossen, Diane Chelsom.
Summary: Based on the science of Control Theory and the restorative philosophy of aboriginal people, this book outlines a carefully developed process that will reduce incidents of discipline, improve grade scores, and be a pleasure for adults to use to help youth. This book outlines how we can weave between the monitor of the rules and the manager of beliefs.

371.207 C518
**It's being done: academic success in unexpected schools** / Chenoweth, Karen.
Summary: The author identifies the many characteristics of successful schools, including setting high expectations for students, data-driven instruction, the wise use of school time, ongoing professional development of teachers, and comprehensive leadership teams made up of principals, teachers, parents, and community members.

362.28 I89
**It's never too late: stopping teen suicide [kit]** / Schloat, Anson W.
Contents: 1 videodisc and 1 teacher’s resource book.
Notes: Grades 7-College.
Summary: This video/print program teaches viewers how to recognize and respond to the risks of teen suicide. Viewers will learn the differences between normal “blues” and the symptoms of severe depression. Grades 7-12.

302.2244 V239
**Literacy for a better world: the promise of teaching in diverse classrooms** / VanDerPloeg, Laura Schneider.
Summary: This book brings literacy research and culturally relevant pedagogy together to offer a comprehensive vision of what socially just teaching can look like in the secondary English classroom. The author provides a powerful framework for analyzing classroom instruction with regard to ideals of stance, relevance, access, identity, and agency. Chapters provide models that have worked in real classrooms, including a model for developing units of study in social justice.

370.91732 G248
**Making a difference in urban schools: ideas, politics, and pedagogy** / Gaskell, Jane S. Levin, Ben.
Summary: This book evaluates how school and community leaders have worked to change urban education in Canada for the better over the past 50 years. This study traces the evolution of urban education in Toronto and Winnipeg from the 1960s onward. The authors highlight the common issues and dilemmas faced by reformers in these two cities, across Canada, and globally – including many that persist and remain controversial to this day.

373.1207 L665
More high school graduates: how schools can save students from dropping out / Levin, Benjamin.
Summary: Offering a road map for improvement, this book’s practical and specific recommendations have increased graduation rates across hundreds of high schools. Components include: keeping track of all students’ progress and intervening early to prevent failure; establishing curriculum and graduation requirements that support increased student success, improving teaching and learning; connecting with the community to engage families, local businesses, and other stakeholders in improving graduation rates; and implementing methods for planning, communicating, and winning support.

370.1170973 H974
Multicultural partnerships: involve all families / Hutchins, Darcy J. Greenfeld, Marsha D.
Summary: The authors provide effective activity plans and strategies to raise cultural awareness and improve school, family, and community partnerships for student success. Detailed examples, step-by-step guidelines, and reproducibles are organized into three categories: multicultural family nights, workshops for parents, and curriculum connections.

300.71 D187
Multicultural social studies: using local history in the classroom / Danker, Anita C.
Summary: Focusing on the goals of student-centred learning while also attending to standards-driven mandates, this practical volume provides educators with a way to integrate multicultural themes into the K-12 social studies curriculum. The author demonstrates how teachers can draw on the histories of their local school communities to help students connect to broader topics and explore crucial themes of diversity.

371.58 N739
No name calling: creating safe environments [kit] / Young, John G.
Subjects: Bullying. Harassment.
Contents: 1 teacher’s resource book and 1 videodisc.
Summary: Viewers will follow a classroom of real students as they work on starting a No Name-Calling week at their school. Interviews with real kids are interspersed with dramatic vignettes that model name-calling scenarios. Grades 3-7.

371.2 O58
Summary: Brings the ideas and recommendations of many of North America’s educational leaders into one resource for educators working to help their students achieve at ever-higher levels. Each chapter contributes to a sound conceptual framework and specific, practical strategies for developing professional learning communities.

971.00497 P419
Peoples and cultural change: Aboriginal studies 20 / Kainai Board of Education.
Summary: The textbook includes: a unique approach to teaching First Nations, Métis, and Inuit history, culture, and issues; effective chapter organizers provide material to consider as students begin and end each chapter; first-hand stories, ideas, viewpoints, and experiences of Aboriginal people; profiles of contemporary and historical people who have made contributions; detailed maps, photos, and informative timelines which illustrate and summarize significant topics; Talking Circle activities to encourage discussion and reflect Aboriginal traditions; special features on Issues for Investigation, Indigenous Knowledge, and Symbolism and Expression; samples of eleven Aboriginal languages; and more.

371.826942 H852
Poverty is not a learning disability: equalizing opportunities for low SES students / Howard, Tish. Dunklee, Dennis T.
Summary: These strategies, training resources, and more help improve the performance of students of low socioeconomic status by preventing their misidentification as learning disabled and supporting school-readiness skills.

362.8292 P967
Protecting children from domestic violence: strategies for community intervention / Jaffe, Peter G. Baker, Linda L. Cunningham, Alison L.
Summary: Provides an overview of the problems of child witnesses of domestic violence and discusses different intervention strategies. Focuses on interventions on a larger scale, involving schools, courts, the media, and law enforcement. Also highlights cultural issues and domestic violence.

371.829 R118
Race, identity and representation in education (2nd ed.) / McCarthy, Cameron.
Summary: Discusses the complex intersection of race with the dynamic variables of popular culture, identity formation and public policy formulation in the new millennium. Throughout, the emphasis is on multidisciplinary approaches and analyses that seek to integrate contemporary issues concerning race and education within a broader global context.
372.41 M152
Reading instruction for diverse classrooms: research-based, culturally responsive practice / McIntyre, Ellen. Hulan, Nancy.
Subjects: Multicultural education. Reading (Elementary) – Social aspects.
Summary: Structured around the “big five” core topics of an effective reading program – phonemic awareness, phonics, fluency, vocabulary, and comprehension – the book explains tried-and-true teaching strategies for fostering all students’ achievement.

305.242 L665
Ready or not, here life comes / Levine, Melvin D.
Summary: This book can help adolescents and young adults - with an assist from parents and educators - get a head start on a productive and successful adult life.

371.9 D665
Summary: This book presents innovative, classroom-based strategies for promoting the academic competence and mental health of students at risk. Easy-to-implement procedures are described that enlist the involvement of school practitioners, teachers, and students in creating nurturing, success-oriented classroom environments. Readers are guided step-by-step to understand what makes a classroom a healthy place to learn; to recognize when essential socio-emotional supports are missing; to intervene to put those supports in place; and to demonstrate the positive effects on student learning and development.

370.114 G664
Roots of empathy: changing the world, child by child / Gordon, Mary.
Summary: Mary Gordon creates a rich, rewarding classroom experience that fosters empathy within children. Bringing babies and children together creates a symbiotic loving environment that reduces aggression in children while increasing tolerance and emotional literacy. An interactive experience for parents, teachers, and children, the Roots of Empathy program aims to solve current and future problems in our society by teaching emotional literacy now. The author shares her vision of a nation of compassionate and caring children who will pass on their legacy of empathy to their own children.

428.0071 S691
Schoolwide approaches to educating ELLs: creating linguistically and culturally responsive K-12 schools / Soltero, Sonia W.
Portsmouth, NH: Heinemann, 2011.
Summary: The author provides: real-life examples of students, parents, teachers, school leaders, and community organizers that illustrate schoolwide challenges and successes; identification of 9 common myths surrounding second language acquisition and best practices for overcoming them; schoolwide curricular planning and program design for a holistic and integrative approach including needs assessment and implementation; effective classroom instruction and learning practices that best help ELLs develop strong foundations in language, literacy, and content learning; and leadership and advocacy recommendations to improve ELL educational equity and access.

370.78 D637
Series: Teaching and learning research exchange / Dr. Stirling McDowell Foundation for Research into Teaching. Saskatoon, SK: Dr. Stirling McDowell Foundation, 2003-2010.


- **Creating a culturally affirming learning community** / Amendt, Ted. Bousquet, Yves. c2006. Subjects: School improvement programs. Native peoples – Education – Saskatchewan. Community and school – Saskatchewan. Subjects: The purpose of this research was to seek to improve the quality of the school’s students’ educational experience and the staff members’ work experience at Princess Alexandra Community School.


- **Involving community members to develop culturally relevant word lists for First Nations and Métis students** / McKenzie, Minnie. Corrigal, Leda. Fietz, Otto. c2009. Subjects: Cree language – Study and teaching (Elementary). Action research in education – Saskatchewan. Summary: The purpose of this research is to improve the educational experience of students enrolled in Cree immersion programs and instruction (core language) programs. Upon consultation with Cree Elders and fluent Cree-speaking community members, a word list was developed to supplement teaching and language development. The accompanying DVD entitled Learning From Our Elders, includes highlights from the interviews and work with the Elders on this project.


- **Parent engagement and leadership** / Pushor, Debbie. Ruitenbeek, Claudia. c2005. Subjects: Princess Alexandra Community School (Saskatoon, Sask.). Education – Parent participation.
Community schools – Saskatchewan. Action research in education – Saskatchewan. Summary: Examined the conditions that enabled school practices to move along the continuum from parent involvement to parent engagement and leadership.

- **Walking in two worlds: the role of drama in creating cross-cultural understanding and student engagement** / Marley, Melissa. Fulton, Carol. C2010. Subjects: Drama – Study and teaching (Secondary). Action research in education – Saskatchewan. Theater – Political aspects. Motivation in education. Summary: This study documents the experiences of a teacher and the students in the Drama 10 class at Bert Fox Community High School in Fort Qu’Appelle as they explored the use of drama for developing skills and creating cross-cultural understanding within their classroom, community, and surrounding areas. The researchers posed the question, “Can participation in a drama production where culturally diverse students create performance pieces based on their own life experience help to increase cross-cultural understanding and promote student engagement in school?”

370.114 S497

**Seven grandfather teachings: character development = Niizhwaaswi Kehitwaa Kinomaadiwinan [kit]**
Summary: In this program, students learn about the Seven Grandfather Teachings, also known as the Seven Sacred Teachings. This is a set of teachings on human conduct toward others. They are what was traditionally and still is to this day needed in order for communities to survive. Almost all First Nations people follow them. They also apply to every culture. People all over the world should and do follow these simple teachings on human conduct. The teachings - love, respect, courage, honesty, wisdom, humility and truth cannot be used in isolation. You must practice them all. To practice one without the other would amount to practicing the opposite of that teaching.

361.25 S128

**Social action projects. K-4: making a difference**
Ottawa, ON: Canadian Teachers’ Federation, 2010.
Subjects: Citizenship – Study and teaching (Primary). Social action – Study and teaching (Primary).
Summary: A social action project prepares students to identify, plan and carry out solutions to problems within their school, community and beyond. The goal is active citizenship through thoughtful cooperative, critically engaging, and responsible action.

361.25 S128

**Social action projects. 5-8: making a difference**
Ottawa, ON: Canadian Teachers’ Federation, 2010.
Subjects: Citizenship – Study and teaching (Primary). Social action – Study and teaching (Primary).
Summary: A social action project prepares students to identify, plan and carry out solutions to problems within their school, community and beyond. The goal is active citizenship through thoughtful cooperative, critically engaging, and responsible action.

370.78071 S252 11-02

**Strengthening our voice: a guide for engaging First Nations and Métis peoples in public schools**
Subjects: Native peoples – Education – Saskatchewan.
Summary: This resource serves as a guidebook for our K-12 school system to strengthen the engagement of First Nations and Métis peoples in support of their children's education, their school and their board of education.
**Sugar and spice and no longer nice : how we can stop girls’ violence** / Prothrow-Stith, Deborah. Spivak, Howard R. 
Summary: This book shows how parents and teachers can understand and prevent the tremendous increase of physical violence - fighting, brutality, weapons, murder - perpetrated by young girls.

**Talking race in the classroom** / Bolgatz, Jane. 
Summary: This book will help new and veteran teachers develop the knowledge, skills, and confidence needed to successfully address racial controversies in their classrooms. The author first explains what race and racism mean and why we need to talk about these topics in schools. Then, based on an in-depth study of a high school classroom, she shows what happens when teachers and students talked about race and racism in a history and language arts classroom.

**Teaching with poverty in mind : what being poor does to kids brains and what schools can do about it** / Jensen, Eric. 
Summary: The author examines how poverty hurts children, families, and communities and demonstrates how educators can improve the academic achievement and life readiness of economically disadvantaged students.

**A thousand supperless babes : the story of the Métis** / Borgerson, Lon. SUNTEP Theatre. 
Subjects: Métis – History – Drama. 
Contents: 1 book and 1 CD-ROM. 
Notes: A play. CD in back pocket. This CD contains both audio and data. It will play in standard CD players, and when inserted into a Macintosh or Windows PC, other information is available. 
Summary: A theatrical play and interactive CD, revealing the history of the Métis through story, song and dance.

**To feel as our ancestors did : collecting and performing oral histories** / Kellin, Daniel A. 
Portsmouth, NH: Heinemann, 2005. 
Summary: This book demonstrates how to connect upper elementary and middle school students to their community through an inquiry-driven project that uses oral histories as its foundation and drama as an exciting way to explore and present them. The author guides you act by act through every step of the process: choosing a theme, helping students collect oral histories, devising a play to portray them, and staging the play for an audience. You’ll watch as adolescents, engaged and challenged by their work, make authentic, meaningful choices and take on new responsibilities as they: enhance their communication skills by conducting oral history interviews, sharpen their writing skills by composing interview questions, develop their understanding of what makes a good story by devising short plays based on their findings, cultivate a strong sense of their community and of themselves as
learners, discover and explore stories from culturally diverse backgrounds, and work as a team to produce and present their original short plays.

971.00497 T763
Traditional teachings : a journey from young child to young adult [DVD]
Saskatoon, SK: Saskatchewan Prevention Institute, 2012.
Summary: This set of 2 DVDs and booklet captures the sacred knowledge, worldviews, and stories of seven elders, a knowledge keeper and two storytellers who are members of Saskatchewan’s Plains Cree, Dakota, Dene, Nakota, and Saulteaux First Nations. Each elder and knowledge keeper, in his or her own way, tells of the most important teachings, values, and laws to help guide a young boy or girl in the transition to a young man or woman, and to the ultimate responsibility of parenthood. They talk of traditional ways of leading a balanced life; a life of well-being. The DVD was created as a resource for educators, health care providers, family and community members, and others as they support children and youth to make positive lifestyle choices for their sexual and reproductive health. It is the hope that in hearing these shared stories and lessons, young people will be supported to connect or reconnect with their own First Nations traditional values and cultural practices surrounding their sexual maturation.

347.71014 T875
Try judging : a multimedia educational program on the Canadian judiciary [kit].
Ottawa, ON: Canadian Superior Courts Judges Association, 2005.
Contents: 1 videodisc, 1 CD-ROM, 1 teacher’s guide and 1 pamphlet.
Summary: A multimedia educational program designed to be integrated into Canadian high school curricula wherein social studies, civics and law are mandatory courses of study. It introduces students to the role of judges in Canada’s judicial system, and encourages students to explore important concepts such as the rule of law, judicial independence and judicial impartiality.

371.826942 T288
Understanding poverty in the classroom : changing perceptions for student success / Templeton, Beth Lindsay.
Summary: People who live in poverty consider life in different ways than those who have adequate basic resources. Many educators tend to see the world through their middle-class worldview. Because of this, they do not understand these significant and often rational differences. They may misinterpret behavior they see and ascribe negative connotations to how their students are reacting. Their assumptions can affect the quality of both the teaching and the learning that happens. Most teachers have real passion for educating their students but their experiences limit how they relate to the challenges some of their students face daily. This book identifies perceptual differences, teaches strategies to address the special needs of children from poverty, encourages teachers to learn about the neighborhoods where their students live and what to look for in those areas, confronts myths about poverty and reinforces learning with specific illustrations. This resource is interactive with exercises that increase the reader’s learning and provides specific tools to improve the educational process for teachers, students, and parents.

379.26 B882
Walking the equity talk : a guide for culturally courageous leadership in school communities / Browne, John Robert.
Subjects: Educational equalization. Educational leadership.
Summary: This guide: shows how to develop realistic, data-based plans for putting equity initiatives into action; helps district and school administrators work with teacher, parent, student, and community leaders to advance equity and excellence; provides concrete examples of what it takes to empower staff and stakeholders through collaborative leadership; and offers tips on how to navigate the politics when addressing the interface between identity, race, culture, poverty, primary language, and achievement.

370.117 T572
What every teacher should know about diverse learners / Tileston, Donna Walker.
Summary: This volume offers teachers a comprehensive introduction to the basics of working with diverse learners. Topics include: influences - past, present, and future; the urban achievement gap: separating fact from fiction and identifying what teachers can do to close the gap; understanding diversity in terms of modalities, socioeconomic status, race/ethnicity, and more; recognizing the signs of bias, including linguistic bias, stereotyping, exclusion, selectivity, and isolation; choosing the teaching strategies that make the most difference, focusing on the learner’s attention, cognition, and memory; setting high expectations for learners; and a Teacher’s Checklist for working with diversity in the classroom, school, and community.

371.9 T572
What every teacher should know about special learners / Tileston, Donna Walker.
Summary: This resource for the classroom teacher covers: identifying and working with special learners; special learners in the regular classroom; helping students use a variety of modalities to process, store, and retrieve information; effective teaching and learning strategies for at-risk students: grouping strategies, peer tutoring, and computer-assisted instruction; and differentiating content, process, and product for gifted students.

371.2 W555
Whatever it takes : how professional learning communities respond when kids don’t learn / DuFour, Richard.
Summary: This book examines the question, “What happens when, despite our best efforts in the classroom, a student does not learn?” The authors describe in detail the systems of intervention that can be used to respond to these students, including Adlai E. Stevenson High School’s “Pyramid of Interventions,” implemented by four different schools: a high school, a middle school, and two elementary schools. In addition to these systems, the authors discuss the logistical barriers these schools faced and their strategies for overcoming those barriers.

971.00497 W926 OVERSIZE
Saskatoon, SK: Saskatoon Public Schools, 2006.
Contents: 1 book and 1 CD-ROM.
Summary: Units of study include: Conflicts, issues and choices-doing the right thing (ELA 9A); Surviving and conquering (ELA 9B); Saskatchewan the land (Science 9); Imperialism (History 10); Coming of age: healing journeys (ELA 20); Aboriginal voices (ELA A30); First Nations political organizations in the early 20th century (History 30); Restorative justice: sentencing circles (Law 30).