Check It Out!

The following materials are available on loan from the T/TAC William and Mary lending library. To request materials, please call 1-800-323-4489 and leave a message. The materials will be sent to you along with a postage-paid return mailer. A complete listing of professional resources available through the T/TAC William and Mary lending library may be viewed at: http://www.wm.edu/t tac. Simply click on the Library link to view holdings, complete an online search, or order materials.

The resources below are companions to the articles in this issue of Link Lines. These resources provide in-depth, expanded coverage of the topics in the newsletter.

**Data-Driven Differentiation in the Standards-Based Classroom**
By Lin Kuzmich
Data-driven instruction, standards-based teaching, diagnostic teaching, high-stakes assessments … these are not just buzz words. The research shows that these realities for today’s schools actually offer teachers powerful tools for planning differentiated instruction. Chapter by chapter, this resource covers everything you need to know, including using data to create positive classroom climates; using data to differentiate instruction for student learning styles; using data for pre-assessment, formative assessment, and final assessment; curriculum approaches for data-driven instruction; adjustable assignments for differentiated learning; and data-driven lesson planning for differentiated instruction. (TT27.1)

**Data Analysis for Comprehensive Schoolwide Improvement**
By Victoria Bernhardt
*Data Analysis for Comprehensive Schoolwide Improvement* presents tools to help educators make better decisions based on data. Targeted at non-statisticians, this book shows how to gather, analyze, and use information to improve all aspects of your school. All examples in this book are based on data collected from real schools at both the elementary and the high school level. (TS75)

**Beyond Discipline: From Compliance to Community**
By Alfie Kohn
Learn why rewards, punishments, and other traditional approaches to discipline may actually prolong behavior problems. This book highlights how teachers can learn the essential nature of children and move from blaming, bribing, threatening, punishing, and providing pseudo-choices to creating a classroom community where members solve problems together. (BM47.1)

**What Works in Schools**
By Robert Marzano
Translating research into action, Robert Marzano addresses the factors that are most apt to influence student academic achievement. He provides research-based survey tools and action steps for identifying school strengths and weaknesses, prioritizing options, and implementing plans for improvement. The book also includes information on instructional strategies, school data, collegiality, professional development, as well as parental and community involvement. (AL107)

**Transition Education and Services for Adolescents with Disabilities**
By Patricia Sitlington
The 3rd edition of this valuable resource captures many ideas that have been generated by professionals in the field of transition programs. Sitlington also introduces a new model of comprehensive transition education and services. The text includes updated references and information with an emphasis on involving individuals with disabilities in their own education. (TR74)