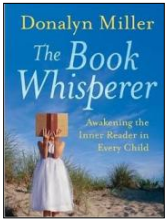


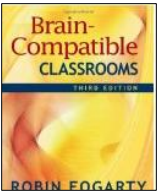
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More information about each book can be found at www.amazon.com



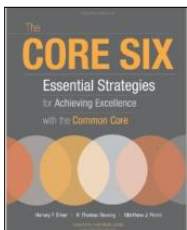
The Book Whisperer, by Donalyn Miller



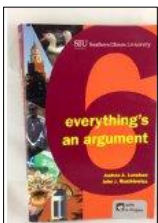
Brain Compatible Classrooms by Robin Fogarty
(2nd edition is available for loan)



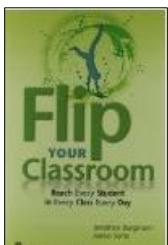
Compare & Contrast: Teaching Comparative Thinking to Strengthen Student Learning by Harry F. Silver



The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewing, and Perin

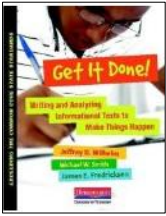


Everything's an Argument by Andrea A. Lunsford, John J. Ruszkiewicz and Keith Walters

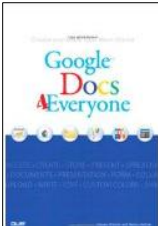


Flip Your Classroom: Reach Every Student in Every Class Every Day Jonathan Bergmann

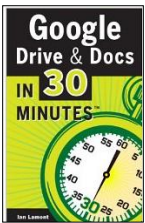
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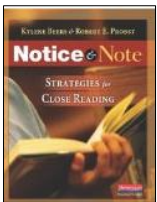
Get it Done! Writing and Analyzing Informational Texts to Make Things Happen
by Smith, Wilhelm, and Fredricksen



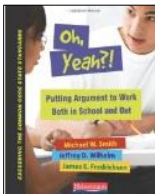
Google Docs 4 Everyone by Steven Holzner and Nancy Holzner



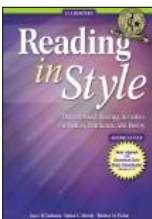
Google Drive and Docs in 30 Minutes by Steven Holzner and Nancy Holzner



Notice and Note by Kyleen Beers and Robert Probst

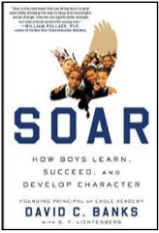


Oh, Yeah?! Putting Argument to Work Both in School and Out by Smith, Wilhelm, and Fredricksen



Reading in Style: Differentiated Reading Activities for Fiction, Nonfiction, and Poetry by Jackson, Morris, and Perini

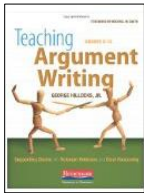
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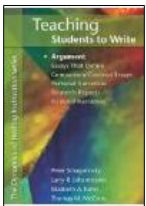
Soar: How Boys Learn, Succeed, and Develop Character by David Banks
(Purchase pending release as of September 9, 2014)



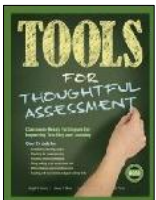
So What's the Story?: Teaching Narrative to Understand Ourselves, Others by James Fredricksen Heinemann



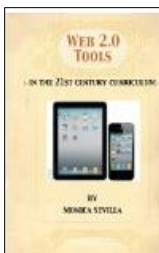
Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning by George Hillocks Jr.



Teaching Students to Write Argument (Dynamics of Writing Instruction) by Peter Smagorinsky, Larry R. Johannessen, Elizabeth Kahn and Thomas McCann



Tools for Thoughtful Assessment: Classroom-Ready Techniques for Improving Teaching and Learning by Boutz, Silver, Jackson, & Perini



Web 2.0 Tools in the 21st Century Curriculum by Monica Sevilla

SELF-FACILITATED PLC: BTC PROFESSIONAL READINGS



Wish to work with a group borrowing a BTC book as your springboard? Quality teaching is supported by one's continuous inquiry and learning. A PLC that focuses on reading professional books is an ideal way to engage thoughtfully with colleagues to meet professional development needs through the shared expertise and insights of the PLC members. The PLC chooses the focus of study and proceeds at its own pace. The BTC recently purchased 18 new professional books in addition to owning a diverse collection of other professional reading materials. All such materials remain part of the professional library at the Baldwin Teacher Center but are available for loans to PLC's or individual readers for 3 weeks, with possible extension if title is not wait-listed.

Starting a Professional Reading PLC:

CHOICE 1: Interested in a book but do not yet have a group?

1. Select a book (or books) of your choice and sign up at today's meeting on the provided sheet.
2. Hand it to your BTC Policy Board Rep. BTC will try to facilitate the formation of one or more group(s).
3. Once you have a group, you all will select a focus. The book's length, complexity, and whether or not you will use parts or all of your chosen book(s) will then determine the PLC hours (8 or 16 hours).
4. Submit to the BTC one PLC application for the group.

CHOICE 2: Find 3-6 others to create a group.

1. Form a group of 3-6 fellow educators (teachers, social workers, psychologists, social workers).
2. Select a book (or books) of your choice.
3. Select a focus. The book's length, complexity, and whether or not you will use parts or all of your chosen book(s) will then determine the PLC hours (8 or 16 hours).
4. Submit to the BTC one PLC application for the group.

Proposal Due Date: Anytime from September 8, 2014 to May 1, 2015

#IS15F.16 This PLC could fulfill $\frac{1}{2}$ to 1 credit inservice or 8 to 16 professional hours, dependent upon the details in the Professional Learning Community application submitted.