

An Action Plan For Teachers Principals And Superintendents

Education

This field-tested guide provides everything you need to effectively support and mentor your special education teachers, increase their job satisfaction, and keep your retention rates high!

Craig Mertler ' s Action Research: Improving Schools and Empowering Educators introduces practicing educators to the process of conducting classroom-based action research. Practical and comprehensive, the book focuses on research methods and procedures that educators can use in their everyday practice. This Fifth Edition adds enhanced coverage of rigor and ethics in action research, means of establishing quality of both quantitative and qualitative data, as well as strengthened pedagogical features. New material includes discussions of social justice advocacy as an application of action research and the inclusion of abstracts in research reports. How much will you score if the students were to evaluate you as a teacher? Many teachers are often dissatisfied with their own performance and the respect they command in the children s eyes. But some others become darlings of the students, and their classes are eagerly looked forward to. This is achieved not through any inherent genius, but a practical understanding of the psychological needs of children. What is required is a simple change of attitude. Drawing on her long experience as a counsellor, Meera Ravi guides you through simple, yet immensely effective and rewarding process of image-transformation. Her action plan of introspection and self-examination, detailed in this book, will help you become a motivating teacher through a new understanding of both your students and yourself.

"Seldom has a book been as timely or as necessary as Productive Math Struggle is today. . . One of the remarkable accomplishments of SanGiovanni, Katt, and Dykema ' s work lies in how they seamlessly connect the research on high-quality tasks, high expectations, identity, and equity to productive math struggle. This is perhaps their greatest contribution. The authors see productive math struggle as a critical feature of mathematics classrooms that support access, equity, and empowerment, specifically arguing that every student is ' worthy of struggle. ' "

From the Foreword by Matt Larson, Ph.D. Past President (2016-2018), National Council of Teachers of Mathematics Associate Superintendent for Instruction, Lincoln Public Schools, Nebraska Struggle is hard. Productive struggle is power. All students face struggle, and they should—it is how they learn and grow. The teacher ' s job is not to remove struggle, but rather to value and harness it, helping students develop good habits of productive struggle. But what ' s missing for many educators is an action plan for how to achieve this, especially when it comes to math. Persevering through difficult challenges to reach new learning is the core of Productive Math Struggle. When left unsupported, struggle can become unproductive and demoralizing, negatively influencing students ' mathematical identities. The authors guide teachers through six specific actions—including valuing, fostering, building, planning, supporting, and reflecting on struggle—to create a game plan for overcoming obstacles by sharing · Actionable steps, activities, and tools for implementation · Instructional tasks and vignettes representative of each grade

level · Real-world examples showcasing classroom photos and student work samples
Revolving around the idea that math is a way of thinking and understanding, and not just the pursuit of answers and procedures, this book empowers students to embrace productive struggle to build essential skills for learning and living—both inside and outside the classroom.

In an age of standards based curriculum and assessment, what can each teacher do to maintain the passion and creativity of teaching and learning? Concise portraits demonstrate the value of passionate pedagogy in action. Stories of classroom experience from K-12 encourages students to connect principals and practices. Based on expert observations of children who experience difficulties with maths this book gives a comprehensive overview of dyscalculia, providing a wealth of information and useful guidance for any practitioner. With a wide range of appropriate and proven intervention strategies it guides readers through the cognitive processes that underpin success in mathematics and gives fascinating insights into why individual students struggle with maths. Readers are taken step-by-step through each aspect of the maths curriculum and each section includes:
Examples which illustrate why particular maths difficulties occur
Practical 'action plans' which help teachers optimise children's progress in mathematics
This fully revised second edition will bring the new research findings into the practical realm of the classroom. Reflecting current knowledge, Glynis Hannell gives increased emphasis to the importance of training 'number sense' before teaching formalities, the role of concentration difficulties and the importance of teaching children to use strategic thinking. Recognising that mathematical learning has a neurological basis will continue to underpin the text, as this has significant practical implications for the teacher.

[A Framework for Coaching with CARE](#)

[Never Work Harder Than Your Students & Other Principles of Great Teaching](#)

[Productive Math Struggle](#)

[A Guide for Mentors and Program Developers](#)

[Teachers Doing Research](#)

[Working on the Work](#)

[Taking Action on Adolescent Literacy](#)

[Take Time for You](#)

[Preparation for Retirement](#)

[A Practical Guide for School Administrators](#)

[A 6-Point Action Plan for Fostering Perseverance](#)

[Helping You Survive Your First Five Years](#)

[Teaching Through The Heart](#)

Educators know that teachers are a school's most essential strength. In Building Teachers' Capacity for Success, authors Pete Hall (winner of the 2004 ASCD Outstanding Young Educator Award) and Alisa Simeral offer a straightforward plan to help site-based administrators and instructional coaches collaborate to bring out the best in every teacher, build a stronger and more cohesive staff, and achieve greater academic success. Their model of Strength-Based School Improvement is an alternative to a negative, deficit-approach focused on fixing what's wrong. Instead, they

show school leaders how to achieve their goals by working together to maximize what's right. Filled with clear, proven strategies and organized around two easy-to-use tools--the innovative Continuum of Self-Reflection and a feedback-focused walk-through model--this book offers a differentiated approach to coaching and supervision centered on identifying and nurturing teachers' individual strengths and helping them reach new levels of professional success and satisfaction. Here, you'll find front-line advice from the authors, one a principal and the other an instructional coach, on just what to look for, do, and say in order to start seeing positive results right now.

From state and Common Core tests to formative and summative assessments in the classroom, teachers are awash in data. Reviewing the data can be time-consuming, and the work of translating data into real change can seem overwhelming. Tapping more than 30 years' experience as an award-winning teacher and a trainer of PLC coaches, Daniel R. Venables, author of *The Practice of Authentic PLCs: A Guide to Effective Teacher Teams*, soothes the trepidation of even the biggest "dataphobes" in this essential resource. Field-tested and fine-tuned with professional learning communities around the United States, the Data Action Model is a teacher-friendly, systematic process for reviewing and responding to data in cycles of two to nine weeks. This powerful tool enables you and your teacher team to * Identify critical gaps in learning and corresponding instructional gaps; * Collaborate on solutions and develop a goal-driven action plan; and * Evaluate the plan's effectiveness after implementation and determine the next course of action. With easy-to-use templates and protocols to focus and deepen data conversations, this indispensable guide delineates exactly what should be accomplished in each team meeting to translate data into practice. In the modern sea of data, this book is your life preserver!

Presents a framework for implementing the Working on the Work (WOW) principles in schools, a plan designed to improve student performance by increasing the quality of schoolwork.

Action Research, Second Edition introduces practicing teachers to the process of conducting classroom-based action research. The book's practicality stems from its focus on research methods and procedures that teachers can use with their everyday instructional practices and classroom activities. Detailed, practical information is included for teachers as they design and conduct applied classroom-based research projects. Features and Benefits: Action Research Portraits (3 portraits in each chapter) These portraits show how teachers and other educators can actually conduct action research in order to address their own specific local-level problems. Lists of online resources (updated) The comprehensive lists are comprised of Web sites that readers can pursue for additional related information. Discussion of rigor in action research (new) This discussion communicates to the reader how to maintain the high level of rigor and validity in action research Writing Up Action Research Special sections,

titled *Writing Up Action Research*, are included in Chapters 3 through 8. These sections provide annotated excerpts from published or otherwise disseminated action research reports, highlighting specific concepts presented in each particular chapter.

The key to thriving, as both a human and an educator, rests in daily self-care activities. With *Take Time for You*, you will discover a clear path to well-being by working through Maslow's hierarchy of needs: (1) physiological, (2) safety, (3) belonging, (4) esteem, (5) self-actualization, and (6) transcendence. The author offers a range of manageable research-based strategies, self-care surveys, and reflection questions that will guide you in developing an individualized self-care plan. Embrace imperfection as you develop your own self-care plan: Understand the challenges to mindfulness for teachers and how Maslow's hierarchy of needs comes into play in your personal and professional life. Design action plans so you can meet your own physiological, safety, belonging, esteem, and self-actualization needs and, finally, transcend and connect with something greater than yourself. Take surveys and perform a daily time audit to determine how well you are meeting each of your needs. Use the journaling space and self-reflection questions provided throughout the book to reflect on your implementation efforts. Contents: Introduction Chapter 1: Understand the Framework Chapter 2: Physiological Needs Chapter 3: Safety Needs Chapter 4: Belonging Needs Chapter 5: Esteem Needs Chapter 6: Self-Actualization Needs Chapter 7: Transcendence Needs Final Thoughts Appendix: My Individualized Self-Care Plan References and Resources Index

The first of its kind, *Teacher Education across Minority-Serving Institutions* brings together innovative work from the family of institutions known as minority-serving institutions: Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic Serving Institutions, and Asian American and Native American Pacific Islander Serving Institutions. The book moves beyond a singular focus on teacher racial diversity that has characterized scholarship and policy work in this area. Instead, it pushes for scholars to consider that racial diversity in teacher education is not simply an end in itself but is, a means to accomplish other goals, such as developing justice-oriented and asset-based pedagogies.

Supporting and challenging cooperating teachers to grow in their mentoring and coaching practices with preservice teachers and also in their own work as classroom teachers, this practical guide presents and illustrates the *Coaching with CARE* model—a framework for reflection and action that helps cultivate a perspective on teaching that puts students at the center of teacher preparation and places value on apprenticeship and participation in learning. The CARE model takes a turn away from traditional evaluation-based "training" approaches, offering a way for cooperating teachers, and facilitators and university teacher educators who work with them, to come together to shape innovative coaching and mentoring experiences for preservice teachers. *Mentoring Preservice*

Teachers Through Practice, building on the authors' own work with cooperating teachers, is based on the most recent research on learning to teach and supporting preservice teachers and grounded in the realities of teacher education today. Each chapter includes questions for discussion and suggested readings that can be used to explore the focus of the chapter more deeply as well as relevant research reports published by the authors.

[Programs, Policies, and Social Justice](#)

[A Collaborative Approach for Coaches and School Leaders](#)

[Checklists and Action Plans for Teachers](#)

[Mentoring Preservice Teachers Through Practice](#)

[Coaching and Mentoring First-year and Student Teachers](#)

[Innovative Educators](#)

[Lived Experiences of Ableism in Academia](#)

[What's Love Got to Do with It?](#)

[An Action Plan for Teachers](#)

[New Teacher Orientation](#)

[Engaging Teachers in Classroom Walkthroughs](#)

[Teacher Toolkit](#)

In a culture that demands change and innovation, how can the individual teacher effect change that's both meaningful and achievable? Innovative Educators shows teachers how to adapt existing practices and how to invent new ones that foster the proactive mindset needed to face an uncertain future. Informed by her experience as a classroom teacher, school leader, and Director of Innovation for the Colorado DOE, Gretchen Morgan invites teachers to reclaim their identity as creative, progressive thinkers. Based on an understanding of the history of American education and the economic drivers that demand change, Gretchen offers teachers reflective experiences and generative activities to prepare teachers to try something new and wise in their classroom tomorrow. As teachers, we model being the proactive learners, professionals, and community members that we want our students to become. In this book, teachers are shown practical, doable ways of living those beliefs more closely.

This hands-on, practical guide for ESL/EFL teachers and teacher educators outlines, for those who are new to doing action research, what it is and how it works. Straightforward and reader friendly, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts. Specifically, the text addresses: action research and how it differs from other forms of research the steps involved in developing an action research project ways of developing a research focus methods of data collection approaches to data analysis making sense of action research for further classroom action. Each chapter includes a variety of pedagogical activities: Pre-Reading questions ask readers to consider what they already know about the topic Reflection Points invite readers to think about/discuss what they have read action points ask readers to carry out action-research tasks based on what they have read Classroom Voices illustrate aspects of action research from teachers internationally Summary Points provide a synopsis of the main points in the chapter Bringing the

'how-to' and the 'what' together, Doing Action Research in English Language Teaching is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

Presents advice on how teachers can improve their overall effectiveness through developing supportive relationships with their students.

*Engaging Teachers in Classroom Walkthroughs is a practical guide to planning and implementing brief but focused classroom observations that involves teachers in every step of the process. Drawing from their study of 40 schools in the United States and Canada, the authors show how administrators and teacher leaders moved teachers from resisting to embracing the practice. Readers will learn how to Foster a school culture that supports walkthroughs. Implement the components of successful walkthroughs, such as focus and "look-fors," data collection methods, and meaningful follow-up strategies. Get all teachers involved and actively participating. * Evaluate the walkthrough process and measure its effectiveness. Use walkthroughs to support professional development related to the Common Core State Standards. This book demonstrates that when teachers learn from one another in a cycle of continuous professional growth—through observation, shared inquiry, dialogue, and follow-up—they develop a sense of collegiality and a common mission. By opening their doors to their peers, they also contribute to broader school improvement efforts that positively affect teaching and learning throughout the school.*

*" From state and Common Core tests to formative and summative assessments in the classroom, teachers are awash in data. Reviewing the data can be time-consuming, and the work of translating data into real change can seem overwhelming. Tapping more than 30 years' experience as an award-winning teacher and a trainer of PLC coaches, Daniel R. Venables, author of The Practice of Authentic PLCs: A Guide to Effective Teacher Teams, soothes the trepidation of even the biggest ""dataphobes"" in this essential resource. Field-tested and fine-tuned with professional learning communities around the United States, the Data Action Model is a teacher-friendly, systematic process for reviewing and responding to data in cycles of two to nine weeks. This powerful tool enables you and your teacher team to * Identify critical gaps in learning and corresponding instructional gaps; * Collaborate on solutions and develop a goal-driven action plan; and * Evaluate the plan's effectiveness after implementation and determine the next course of action. With easy-to-use templates and protocols to focus and deepen data conversations, this indispensable guide delineates exactly what should be accomplished in each team meeting to translate data into practice. In the modern sea of data, this book is your life preserver! "*

Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels. Includes assessment forms, an index, and a DVD.

Join Nancy Frey and Douglas Fisher as they outline a clear-cut, realistic, and rewarding approach to formative assessment. They explain how four discrete steps work in tandem to create a seamless, comprehensive formative assessment system—one that has no beginning and no end. This ongoing approach enhances an active give-and-take relationship between teachers and students to promote learning. Where am I going? Step 1: Feed-up ensures that students understand the

purpose of an assignment, task, or lesson, including how they will be assessed. Where am I now? Step 2: Checking for understanding guides instruction and helps determine if students are making progress toward their goals. How am I doing? Step 3: Feedback provides students with valuable and constructive information about their successes and needs. Where am I going next? Step 4: Feed-forward builds on the feedback from step 3 and uses performance data to facilitate student achievement. Dozens of real-life scenarios demonstrate how to apply these steps in your classroom, always focusing on the presence or absence of student learning to guide the action. By enabling teachers and students alike to see more clearly what they need to do for learning to be successful, this approach builds students' competence, confidence, and understanding. No matter what grade level you teach, The Formative Assessment Action Plan will help you make better use of assessment data so you can more quickly adjust instruction to keep every student on the path to success.

[Dyscalculia](#)

[Action Research](#)

[Driven by Data](#)

[Doing Action Research in English Language Teaching](#)

[Guiding School Improvement with Action Research](#)

[Teachers as Researchers in the Classroom](#)

[Mentoring New Special Education Teachers](#)

[Teacher Education : an Action Plan](#)

[An Implementation Guide for School Leaders](#)

[Teacher Education Strategy 2006-2015 and Action Plan 2006-2010](#)

[The Formative Assessment Action Plan](#)

[Proceedings of IAC-TLEI 2016 in Budapest](#)

[Self-Care Action Plans for Educators \(Using Maslow's Hierarchy of Needs and Positive Psychology\)](#)

Nancy Frey and Douglas Fisher reveal how to create a failsafe assessment system that leads to purposeful lessons, clear indicators of student understanding, and forms of feedback that improve student performance. --from publisher description. Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

*This popular text describes the processes of doing teacher action research. But it is much more than a dry presentation of "methods." Filled with examples of teacher action research projects, provided by teachers themselves, the book places teachers at the heart of the action research process. Teachers' own writing about their work and research questions is featured in 11 examples of teacher action research conducted in a range of settings, grade levels, and content areas. The second edition of Teachers Doing Research is fully updated and substantially reorganized and revised, including four totally new chapters and six new teacher stories. This edition: *provides more specifics on teacher action research processes and a variety of methodological options for teachers who do research in their classrooms and schools (Chapters 1-5); *includes more specifics on data collection and interpretation methods (Chapter 3); *balances a detailed introduction to technology for novice researchers with discussion of issues and questions related to technology-based teacher research (Chapter 4). Information on Web sites related to topics*

addressed in the chapters and teacher research stories is integrated throughout the book. A new Teachers Doing Research Web site (www.teachersdoingresearch.com) invites readers, teacher research participants, preservice candidates, and teacher educators to participate in dialogue with the authors and editors of this text, and with each other; *gives expanded attention to teacher action research with preservice teachers and to university/school collaboration (especially in Chapter 6); *examines the connections between teacher action research and the larger arena of educational research (Chapter 8); *broadens the context for teacher action research, through discussion of its influence on school reform both in the United States and internationally. International examples of urban teacher research are included (Chapter 9); and *offers new In Practice sections to engage readers in opportunities to respond to what they are reading and to try out related activities. Declining standardized test scores due to the increased rigor of curricular standards is a problem for many school districts in the United States. To combat this issue, administrative teams develop plans to better meet the needs of teachers and students. The purpose of this case study is to identify teachers' perceptions of an action plan that addressed declining test scores through the development and implementation of problem-solving strategies in the classroom. The researcher interviewed six middle school teachers and two school administrators regarding their experiences and perceptions working with the math action plan. Open-ended interviews with all 8 participants informed answers to the following research questions: 1) How do middle school math teachers in a residential school perceive the impact of an action plan on their development and implementation of effective teaching strategies for problem-solving in a mathematics classroom? 2) What evidence is there that the action plan influenced teachers' instructional strategies related to teaching problem-solving in the mathematics classroom? 3) What supports, and constraints do teachers identify that benefit or impede their ability to implement components of the action plan? In addition to open-ended interviews, the researcher also analyzed the action plan, teacher lesson plans, and previously analyzed student achievement data. Based on the participants' shared experiences and the researcher's analysis, four themes emerged: shift in curriculum and instructional strategies, time as a negative and positive factor, the effectiveness of professional development, and collaboration. Teachers expressed a strong focus on professional development and the need to increase reading and writing in the math classroom. The researcher determined multiple recommendations to improve instruction through the findings of this study.

International Academic Conference on Teaching, Learning and E-learning in Budapest, Hungary 2016 (IAC-TLEI 2016), Friday - Saturday, July 8 - 9, 2016
The highly acclaimed 'Practice of English Language Teaching' is the essential guide for teachers of English in a wide range of contexts. The fifth edition has been revised to reflect new developments in language teaching. It explains current pedagogy to teachers who want to access the most relevant ELT practices and incorporate them into their lessons.

Ross Morrison McGill, aka @TeacherToolkit believes that becoming a teacher is one of the best decisions you will ever make, but after more than two decades in the classroom, he knows that it is not an easy journey! Packed with countless

anecdotes, from disastrous observations to marking in the broom cupboard, TE@CHER TOOLKIT is a compendium of teaching strategies and advice, which aims to motivate, comfort, amuse and above all reduce the workload of a new teacher. The book includes humorous illustrations, photocopyable templates, a new-look 5 minute plan and QR codes to useful videos. This limited edition hardback version will be an invaluable addition to your school CPD library or a long-lasting bible to keep with you throughout your teaching career. As anyone who has followed him on Twitter knows, Ross is not afraid to share the highs and lows of his own successes and failures. He strives to share great teaching practice, to save you time and to ensure you are the best teacher you can be, whatever the new policy or framework. His eagerly-awaited new book continues in this vein and is a must-read for all new teachers. Vitruvian teaching will help you survive your first five years: Year 1: Be resilient (surviving your NQT year) Year 2: Be intelligent (refining your teaching) Year 3: Be innovative (take risks) Year 4: Be collaborative (share and work with others now your classroom practice is secure) Year 5: Be aspirational (moving towards middle leadership) Start working towards Vitruvian today.

[Teacher Education](#)

[Understanding by Design](#)

[A Guide to Teaching English](#)

[An Action Plan](#)

[Identifying Children With Special Needs](#)

[Action Plans for Successful Learning in Mathematics](#)

[An Action Plan for Teachers and Parents to Combat the Bullying Crisis](#)

[The Power of Action Through Inquiry](#)

[An Action Plan for Teachers, Principals, and Superintendents](#)

[Improving Schools and Empowering Educators](#)

[A Guide for Practitioners](#)

[Strategies for Inclusion in Higher Education](#)

[Teachers' Perceptions of a Teaching and Learning Action Plan for the Development and Implementation of Problem-Solving Strategies in Middle School Mathematics](#)

Literacy lies at the heart of student understanding and achievement. Yet too many educators mistakenly assume that the reading, writing, speaking, and thinking skills that students developed in elementary school are sufficient for the sophisticated learning tasks they face in middle and high school. The result? Disappointing test scores, high dropout rates, and students unprepared for higher education, citizenship, and the world of work. Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders presents a structured approach to using literacy as a lever for overall school improvement. Literacy instruction is not an "add-on," authors Judith L. Irvin, Julie Meltzer, and Melinda Dukes insist; it's an ongoing essential. All adolescent students, no matter what their level of achievement, can benefit from direct instruction in reading, writing, speaking, and thinking. And all secondary school leaders can improve students' literacy and learning by following the five action steps

outlined in this book: (1) develop and implement a literacy action plan, (2) support teachers to improve literacy instruction, (3) use data to make curricular decisions, (4) build capacity for shared leadership, and (5) creatively allocate resources to support the literacy plan. The book also offers strategies to help educators integrate literacy and learning across the content areas, provide targeted interventions for students who are struggling the most, and develop a supportive school environment that involves parents, community members, and district leaders. Practical tools, helpful resources, and vignettes based on the authors' extensive work in school districts nationwide make this an indispensable guide for principals, central office administrators, literacy coaches, department chairs, and other school leaders committed to helping students succeed.

Features over 60 step-by-step procedures, checklists, and planning guides for supervisors, mentors, and all those engaged in in-service teacher training. NEW to this edition: updated coverage of standards, assessment, analyzing student work, cognitive coaching, and more. Use this insightful text to identify students with disabilities, comply with the law, and ensure that these students get the attention and services they need.

Embedded in personal experiences, this collection explores ableism in academia. Through theoretical lenses including autobiography, autoethnography, embodiment, body work and emotional labour, contributors explore being 'othered' in academia and provide practical examples to develop inclusive universities and a less ableist environment.

Action research, explored in this book, is a seven-step process for improving teaching and learning in classrooms at all levels. Through practical examples, research tools, and easy-to-follow "implementation strategies," Richard Sagor guides readers through the process from start to finish. Learn how to uncover and use the data that already exist in your classrooms and schools to answer significant questions about your individual or collective concerns and interests. Sagor covers each step in the action research process in detail: selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results, and taking informed action. Drawing from the experience of individual teachers, faculties, and school districts, Sagor describes how action research can enhance teachers' professional standing and efficacy while helping them succeed in settings characterized by increasingly diverse student populations and an emphasis on standards-based reform. The book also demonstrates how administrators and policymakers can use action research to bolster efforts related to

accreditation, teacher supervision, and job-embedded staff development. Part how-to guide, part inspirational treatise, Guiding School Improvement with Action Research provides advice, information, and encouragement to anyone interested in reinventing schools as learning communities and restructuring teaching as the true profession it was meant to be.

A companion to the controversial documentary film that is raising awareness about the millions of child victims of bullying shares expert essays outlining recommendations for concerned caregivers and educators, offers celebrity contributions and includes an account of how young Katy Butler successfully campaigned to change the movie's rating to make it available to teen viewers. Original. Movie tie-in. 10,000 first printing.

[Practical Steps to More Successful Teaching and Learning](#)

[How Teachers Can Turn Data into Action](#)

[ASCD](#)

[The Practice of English Language Teaching](#)

[Bully](#)

[A Practical Guide to Improve Instruction](#)

[Building Teachers' Capacity for Success](#)

[Teacher Education Across Minority-Serving Institutions](#)

[Excellence in Our Schools](#)

[Action Plan for Teachers](#)

[Teaching Passionately](#)

[The Practice of English Language Teaching Book with DVD Pack](#)