



MIMI & TODD
PRESS



BOOK PROPOSAL GUIDELINES

2017-2018



EDITOR'S NOTE

DAVE HORTON

Later in the Bronze Age, although the exact details of activities during this period are still unclear, the bluestones appear to have been re-erected. They were placed within the outer sarsen circle and may have been trimmed in some way.

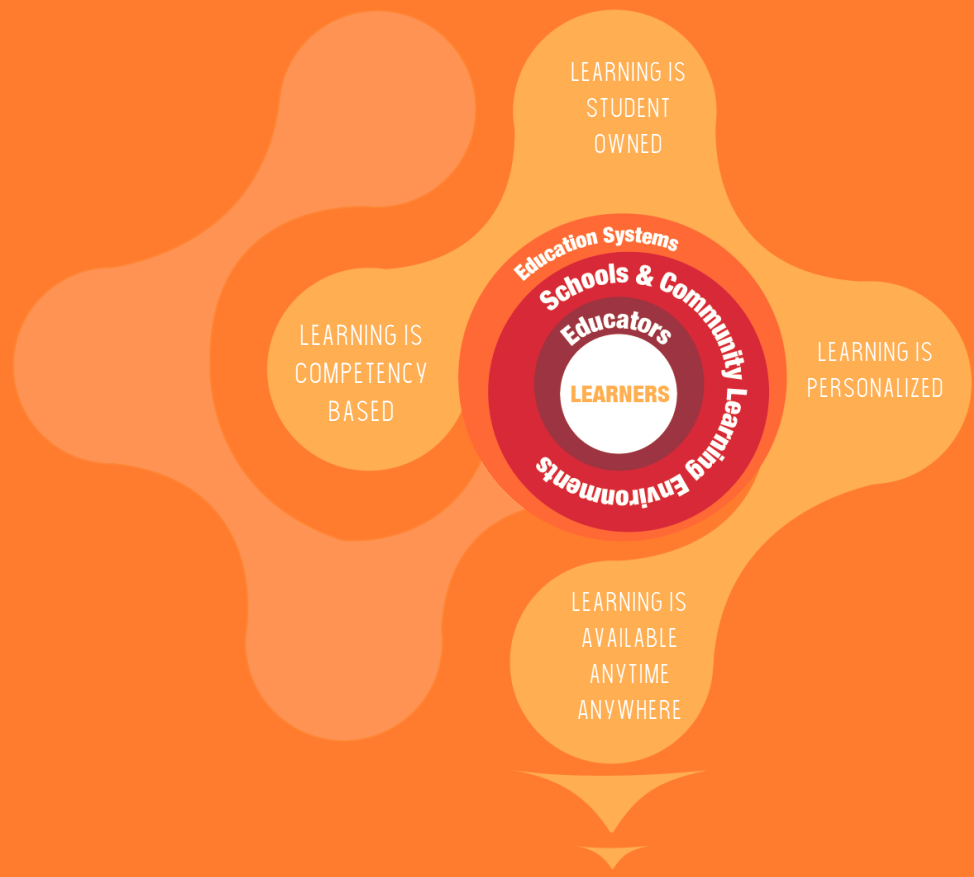
Like the sarsens, a few have timber-working style cuts in them suggesting that, during this phase, they may have been linked with lintels and were part of a larger structure.

This phase saw further rearrangement of the bluestones. They were arranged in a circle between the two rings of sarsens and in an oval at the centre of the inner ring. Some archaeologists argue that some of these bluestones were from a second group brought from Wales. All the stones formed well-spaced uprights without any of the linking lintels inferred in Stonehenge 3 III.

Mimi & Todd Press is a short-format imprint of professional development publications that are approximately 8,000—10,000 words in length and designed to answer a crucial and timely “How do I...?” question.

The Core Collaborative and Mimi & Todd Press titles contain original, standalone content that can be read in one sitting and immediately applied to practice. These convenient and succinct publications offer the expertise of education thought leaders, experienced practitioners, and researchers.





4 TENETS OF DEEPER LEARNING

The philosophical frame from which the book(s) should operate is from a student-centered orientation. This means that learning and how students learn is the true center of what we do. We believe that our Four Tenets at The Core Collaborative speak to what learning is: Learning is Competency-Based, Learning is Student-Owned, Learning is Personalized, and Learning Takes Place Anytime and Anywhere.

From the frame of reference of the Four Tenets we believe that there are key layers of support to best assist the learner in their journey. These support layers include Educators, Schools and Communities, and Education Systems. Within each of these layers there are indeed sub-layers of support that assist each layer in functioning at its best. Indeed, a major factor to connecting all of these components is the belief that all students should have access to and benefit from these improved systems.

Figure 1. The Four Tenets of The Core Collaborative and the structures to support student-centered learning.

SOCIAL JUSTICE

It is crucial that any proposal connect to the social justice perspective that all students... means all students. In fact, the proposal and content should all come back to the improvement of learning for all students. In other words, we do what we do because it has an impact on students being able to learn, learn more, and learn more deeply. Therefore, a key component for any publication is its connection to Social Justice.

Basically, this means recognizing and acting upon the power that we have for making positive change (Dell'Angelo 2014). In fact, Dell'Angelo goes on to explain that practices that demonstrate a Social Justice orientation are reflective of quality teaching and leading. Social Justice is appropriate in every classroom and by extension in every school. Social Justice connects to student's lives, links to real-world problems and multiple perspectives, creating classroom community, and include authentic assessments.



SUBMIT A PROPOSAL

Please create a proposal document that responds to the following prompts:

- Résumé and contact information (name, professional title and affiliation, address, phone number, and e-mail address) for each author.
- Working title of the book. (Targeted question in a “How Do I...?” format and a corresponding short tag-line. Example: “Grading Group Work: How Do I Assess Individual Learning When Students Work Together?”)
- Statement of the purpose of the book, its intended audience, and how it will benefit educators. Include the connection to the Four Tenets and Social Justice. (Please use and refer to the introductory paragraphs at the top of this document to assist you).
- Abstract (250 words or less) of the book’s content, including key features such as checklists, questions for reflection, or proposed additional web content.
- Anticipated length of the manuscript (number of words; average 8-10,000) and estimated date of completion.
- Anticipated number of figures and tables.
- Table of contents and a brief description of each chapter.
- At least two or three sample chapters that give a clear idea of both the content and writing style. We prefer meaty chapters from the heart of the book. (If you can send us a complete manuscript, that’s even better.
- Titles, prices, authors, publication dates, and publishers of the most significant related and competing books already on the market and a brief description of how your book is different from them.
- Your own promotion plans—your planned outreach to organizations and individuals, seminar or conference presentations, articles in periodicals, social networking and website activities, and so forth.
- List of organizations and individuals to whom The Core Collaborative should market the book.
- List of published books or articles by each author (if not in résumé).



BLIND REVIEW

Please note the questions below. These are the questions that are furnished to reviewers of proposed manuscripts. These questions are shared with you to reflect on as you develop your manuscript.

1. Please comment on the manuscript's organization. Do the contents contain a clear, consistent focus? Is the material well integrated, with themes interwoven throughout and with clear connections between parts and sections?
2. Does the book connect to student centered learning? Is there an emphasis on student centered approaches to learning that supports students taking ownership of their learning?
3. Are there adequate examples, etc. to demonstrate the authors' points?
4. Does the intended coverage seem complete, without either significant omissions or excesses?
5. What are the book's major strengths and weaknesses?
6. Is there supplemental print or digital content that should be created to accompany the core book? If so, what do you envision that would look like?
7. Do you feel that professional learning opportunities for schools, such as workshops, webinars, in-services, or extended professional learning could be built around this book? If so, describe what that might look like and how the book would fit into the equation.
8. Please do a chapter-by- chapter review, noting where material is weak, incomplete, or hard to follow. Please respond to the following questions for each chapter:
 9. Are the "so what?" and "what now?" aspects spelled out for practitioners? In other words, is the importance and relevancy of the book clear? Does the book adequately explain any desired target outcomes and provide realistic and useful steps to achieve those outcomes?
 10. Do you recommend publication? Why or why not?
 11. If you were in a position to purchase copies of this book for yourself or for your team, school, or district, would you do so? Why or why not?