



BOOK REVIEWS

Barnes, Jonathan. (2007). *Cross-Curricular Learning: 3-14*. Thousand Oaks, CA: Sage. 280 p. ISBN 978-1-4129-2058-2. \$40.95.

How to entice students into the learning process has always been a challenge. Jonathan Barnes takes up this challenge by proposing means to bring interest to the classroom, encouraging students to learn through cross-curricular methods, breaking down traditional barriers between materials and subjects previously considered impenetrable.

Barnes begins by discussing what schooling should look like now; and continues with discussing what good cross-curricular practice looks like. The third chapter examines neuroscience's contributions to cross-curricular learning. Barnes returns to the more educational, less scientific language in the following chapter where he discusses the view of the pedagog, or the idea that we teach as we have been taught. Switching to the more practical, Barnes focuses the final five chapters on implementing cross-curricular learning into the 3-14 (and beyond) classroom, beginning with what principles should be applied; what themes are suitable for cross-curricular learning, how to plan for cross-curricular activity, how to assess cross-curricular and creative learning, and ending with key issues for debate. The book concludes with a comprehensive list of references, combining those included in each chapter; a list of websites, and a useful index.

Ending each chapter with a summary, key questions, and suggestions for further reading, Barnes creates a tool for anyone wishing to integrate cross-curricular learning into their classroom. Although the British references might throw some users off, in terms of standards and grade levels, for example, the classroom ideas included in pull-out boxes throughout the text will make this book a worthwhile purchase for any instructor wishing to integrate such ideas.

Sara Marcus is an Adjunct Assistant Professor at Queens College. Email: saramroffsky@gmail.com

Daresh, J. (2006). *Beginning the Principalsip: A Practical Guide for New School Leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press. ISBN 1-4129-2682-3. \$32.95.

In *Beginning the Principalsip*, John C. Daresh states that many school districts are currently experiencing an acute shortage of principals. Large districts will need to replace as many as one-fifth of their principals each year due to the retirement of a generation of school administrators and the increasing challenges faced by today's school leaders. His book is a practical guide to aid new principals with the process of leading an effective school in an age of accountability spawned by the No Child Left Behind Act of 2001.

The author is well-qualified to address the varied challenges of school principals, serving as a professor of educational leadership at the University of Texas at El Paso. In addition, Daresh is the lead consultant on principal mentoring for the Chicago Public Schools, the nation's second-largest school system.

The third edition of *Beginning the Principalsip* contains research, case studies, self-assessments, and reflection exercises. Since the second edition was published in 2001, four new chapters on current issues

in educational leadership have been incorporated. Daresh discusses community expectations for school accountability (chapter 6), sensitivity to non-teaching members of the learning community (chapter 7), and partnerships with parents (chapter 8). In chapter 15, the author provides tips from experienced school leaders.

The text is divided into three sections. Part one consists of six chapters that describe the technical and managerial skills required of successful principals. In chapter 3, the author lists the specific skills and standards identified by the Association for Curriculum Development, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the Interstate School Leaders Licensure Consortium. The reader is asked to reflect on each skill and standard leading to a personal plan for professional development. The plan includes a self-assessment of strengths and weaknesses, current issues, strategies for improvement, a timeline, and objectives for developmental activities. The personal plan becomes part of a leadership portfolio that is utilized throughout a principal's career.

In part two, Daresh contemplates the socialization skills that help new principals acclimate to the school and community, and prioritize the many tasks of an educational administrator. The author considers the classical and current issues associated with the supervision of support personnel (chapter 7), parental involvement in the schools (chapter 8), the expectations of others (chapter 9), and adaptation to a school's culture and environment (chapter 10). Reflection activities assist new principals in developing an action plan to assume a leadership role.

Part three looks at self-awareness and role-awareness skills for school principals. Chapter 11 discusses the need for principals to identify their personal values. Principals should seek a match of their values with the job requirements to be satisfied and effective. In chapter 12, Daresh details strategies and behaviors that are utilized by principals to meet the challenges of leadership with confidence, and reduce the sense of isolation inherent to the role of site administrator.

First-year principals consider the development and mastery of technical and managerial skills to be the most important task for a new administrator. Experienced principals prioritize socialization skills, while superintendents rank self-awareness skills to be paramount to the success of a school leader.

This book contains a detailed table of contents but lacks an index. The appendix consists of the Beginning Principals' Administrative Skills Assessment Instrument. Within each chapter, the reader will find self-assessments, exercises, case studies, references, and suggested readings.

Beginning the Principalship: A Practical Guide for New School Leaders is endorsed and co-published by the National Association of Elementary School Principals and the National Association of Secondary School Principals. Principals will find this text to be essential as a practical workbook for self-reflection throughout the journey from rookie administrator to successful school leader. *Beginning the Principalship* will be a worthy addition to academic library collections that support master's programs in school administration.

Warren Jacobs is a Reference/Instruction Librarian at California State University, Stanislaus. Email: wjacobs@csustan.edu

Goldberg, G., & Roswell, B. (2002). *Reading, Writing and Gender: Instructional Strategies and Classroom Activities that Work for Girls and Boys*. Larchmont, NY: Eye on Education. ISBN 1-930556-23-3. \$29.95.

This book describes and explains the differences in the ways girls and boys approach reading and writing, and then offers classroom strategies and activities to help both genders develop skills in reading and writing. The authors show how teachers can recognize the role that gender has in shaping the reading and writing done by the children in their classrooms while not letting it limit them. The book touches on many of the gender differences teachers may be familiar with; for example, girls selecting fiction while boys may prefer non-fiction or girls writing stories of relationships while many boys' stories feature a male

protagonist. It also looks at the gendered assumptions and behaviors that teachers and others bring to reading and writing.

The first part of the book focuses on what librarians already know about boys and girls as readers and writers, particularly looking at the authors' home state of Maryland and the Maryland School Performance Assessment Program. In a study they conducted, the authors each looked at over 100 randomly-selected answer booklets at each grade level, and analyzed responses to a variety of literary activities. The study was gender-blind yet in each case they correctly identified the gender of the respondent one hundred percent of the time based on the selection chosen by the child and their written response to that selection reinforcing the belief that boys and girls are "differently literate."

Sharing these findings with others brought the authors to the second part of this book, which focuses on what librarians can do when it comes to boys and girls and reading. The first suggestion is inventorying the existing classroom library; the authors provide a matrix for looking at genre, topic, main characters and point of view. Secondly, they look at how to create a community of readers, and provide activities to encourage reading success across gender lines. This includes having students identify and analyze patterns in their own reading, examining the availability of non-fiction informational texts in the classroom and school library and finding activities to legitimize a negative stance towards texts. Other things they offer for consideration are rethinking story and character mapping to enable children to look at the text from multiple perspectives, encouraging interpretive reading and linking content area reading to personal or prior knowledge.

The final section of the book looks at what librarians can do with gender-based differences in writing: for instance, finding activities that will enhance expressive writing across genders while helping boys to move away from strictly event sequenced narratives, or finding activities to expand and elaborate on informative writing which could otherwise read as a list of facts. Other activities provide ways to help students write persuasively and use authoritative language; to encourage students to plan their writing; to give students choices in genres and topics; to incorporate hypertext and multi-dimensional artifacts in writing. Finally, the authors look at using advertisements as a way to teach both persuasive writing and as a way for students to look at the way gender is defined and shaped in culture.

Several bibliographies are listed at the end, including an annotated list of recommended readings on literacy and gender, a list of children's literature cited in the book, and a references list. There is no index, which would have been helpful, although this is somewhat compensated for by the extensive table of contents. Because of the focus of this book on instructional activities, it missed an opportunity (particularly given the authors' assessment backgrounds) to give additional attention to how classroom assessment of students reading and writing is affected by gender bias. However the real value of this book does lie in its focus on reading and writing, and in the different activities and examples the authors provide that can be directly implemented by classroom teachers to enhance literacy across gender. It also lies in the balance it maintains between expanding reading and writing practices for boys while identifying activities that work across gender differences to enhance literacy instruction for all. The book is recommended for all teachers working with grades three through eight.

Jacqueline Borin is Coordinator of Access Services at California State University, San Marcos. Email: jborin@csusm.edu

Jacobs, H. H. (2006). *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening*. Larchmont, NY: Eye on Education. 138 p. ISBN 1-59667-023-1. \$29.95.

"Language capacity is the root of all student performance" (3). With these words Heidi Hayes Jacobs begins to explain that all teachers, regardless of subject matter, are first and foremost language teachers because, without the ability to listen, speak, read, and write in fluent standard English, students will struggle with all subjects.

Examining typical classroom and study hall behavior, Jacobs points out that students are passively involved with their books, rather than being actively engaged, and that often teachers don't recognize the difference. With note-taking, for example, students are often either copying the teacher's notes from the blackboard, or highlighting the words in the textbook or study guide. Neither of these activities demonstrates any understanding of the material. Jacobs then defines note-taking, gives examples of different types of note-taking behavior, and gives recommendations for teaching these skills in the classroom.

Jacobs frequently repeats that the teaching of listening, speaking, reading, and writing should not be the task of one teacher in one class, but that these skills need to be taught and re-taught throughout the curriculum. She gives examples from a wide variety of classes of how these skills can vary from one discipline to another. For instance, she explains how the athletic coach demonstrates a skill repeatedly until a student masters it, whereas many teachers of academic subjects would correct the spelling and grammar on a student essay without reinforcing the lessons of spelling and grammar.

Jacobs' method leads to mastery of a subject through active learning, questioning, and learning to restate another's idea under they become one's own. Her intention is that school-wide curriculum committees will apply these methods across the board so students will be continuously required to think rather than to memorize, to master rather than to parrot. But there's plenty here for the individual teacher who wants have a greater impact on the learners in an individual class, perhaps inspiring the students to learn on their own to apply lessons from one class to another

Active literacy across the curriculum is a quick read, yet it provides much to mull over. It is highly recommended for educators at any level.

Debbie Bogenschutz is Coordinator of Information Services at Johnnie Mae Berry Library, Cincinnati State Technical and Community College. Email: debbie.bogenschutz@cincinnati.edu

Lindberg, J., Walker-Wied, J., & Forjan Beckwith, K. (2006). *Common-Sense Classroom Management for Special Education Teachers, Grades K-5*. Thousand Oaks, CA: Corwin Press. ISBN 1-4129-1508-2. \$29.95.

This slim, practical and easy-to-read guide has a few simple objectives for the new special education teacher. First, it provides classroom management tips on organizing special education students so the teacher can make the most out of the teaching day. Secondly, it outlines methods to achieve desired behavior, such as incentive programs and meaningful consequences. Lastly, it shows how to coordinate with others (parents, general education teachers, aides, etc.) to successfully maximize your efforts. All the authors have direct experience working in the public schools with special education children, children with emotional behavioral disabilities, and children with specific learning disabilities. This experience shows clearly in the well-organized chapters, each with a chapter outline, and the practical strategies that are introduced. Each of the concise, teacher-tested strategies works in five steps or fewer, and light bulb icons show when the strategy has been adapted for younger students

The first two chapters in the book focus on getting organized, first for the teacher (particularly because of the large amount of paperwork involved) and then for the students. Being organized is particularly challenging for special education students, and the second chapter focuses on a few strategies for teaching this important life skill such as student desk organization, rules and routines and adequate storage. From organizational skills the authors move on to classroom and behavior management in different settings such as a general education classroom or an inclusive classroom. Two chapters address instructional planning, first for special education including lesson planning to address IEP goals, then in the next chapter looking at how to coordinate with the general education teacher to facilitate instructional planning for academic success.

A particularly time-consuming area of special education teaching is record-keeping, particularly in this era of accountability, and the authors have suggestions for keeping track of and completing all the paperwork involved. A short chapter on legal issues is helpful at giving some basics on IDEA, Functional Behavior

Assessments and Behavior Intervention Plans. However, because of the differences between states and districts in this respect teachers will have to find much of the relevant information elsewhere.

The final five chapters of the book focus on how to coordinate and work with others involved in the education of students including the families, support staff (including school psychologists, speech and language pathologists etc.), teacher's assistants/aides, administration and the school community. They include valuable suggestions for establishing positive relationships with families that can help provide a better understanding of the student; taking advantage of the information and support available from other staff, communicating and sharing responsibilities with assistants or aides and having a successful relationship with your school administrators.

The book features a number of charts (particularly in the chapter on classroom management) that can be used to help direct behavior, set goals and monitor work. A short list of suggested readings and web sites concludes the volume. While special education laws and their implementation vary between states and districts this book focuses on common issues and needs of new special education teachers. While highly recommended for the first year special education teacher, this book will also be of great interest to more experienced teachers as an additional indispensable classroom management resource. The authors have also written an additional book that covers grades six through twelve for those involved in special education at the middle or high school level. A more in-depth resource that would be useful as a companion to this for special education teachers is *The Special Educator's Survival Guide* by Dr. Pierangelo Roger, now in its second edition (2004).

Jacqueline Borin is Coordinator of Access Services at California State University, San Marcos. Email: jborin@csusm.edu

Metcalfe, A. S. (Ed.). (2006). *Knowledge Management and Higher Education: A Critical Analysis*. Hershey, PA: Information Science Publishing. 352 p. ISBN 159140510-6. \$69.95.

The editor of *Knowledge Management and Higher Education*, Amy Scott Metcalfe, says that this work is the first book to entirely examine the social aspects of knowledge management (KM) as well as the application of knowledge management in higher education rather than in business sector (vii). The central purpose of knowledge management as defined by Kidwell in the preface of this book is the "action of "transforming information and intellectual assets into enduring value" (2). On page 96, Serban and Luan are quoted as defining KM as "the systematic and organized approach of organizations to manipulate and take advantage of both explicit and tacit knowledge, which in turn leads to the creation of new knowledge."

All members of the university community driven by accountability and economic viability will appreciate the information given in the book's essays and case studies. They describe attempts made to streamline communication, institutional research, and administration processes. Each stakeholder in a university or college has different perspectives, different communication techniques, and different interests in maintaining or changing the existing power and knowledge structure. These differences can hinder innovation and change. In other cases, the technological change becomes the main concern and driving issue rather than the processes it is meant to simplify. *Knowledge Management and Higher Education* presents these and other aspects of the topic in the book's three sections.

The first section of the book gives a succinct overview of the history, social, political, and economic issues underlying knowledge management in higher education. The introductory essays furnish the reader with the basic concepts of knowledge management, a history of its use in business, and its adoption by higher education. The conquest of higher education by the profit motive has affected the way in which higher education looks at innovation, technology and the value and management of knowledge. Data is needed to demonstrate the economic viability of higher education institutions. "In such an organizational climate, the intellectual climate that was previously considered a public good is now a 'knowledge asset' that has the potential to increase institutional legitimacy and to provide new revenue streams" (3).

The second and third sections of the book cover administrative issues and knowledge management and contain the case studies. While accessible to the lay reader, the authors get mired by the use of the plethora of acronyms one finds in higher education and information technology. An enlarged glossary of all the acronyms used, rather than the very short succinct glossary provided in the appendix, would have been much appreciated.

The topics discussed in the second section of the book address administrative issues and institutional research. One essay is concerned with technological bloat, the necessary technological personnel, designers, instructors, and help-desk providers who are needed to support technological change. They may not always share the same language (jargon), perspective, or understand their academic colleagues -- and vice versa; the result is "the tech culture versus the academic culture" (121). The cost of technological implementation, systemic change, and the effects on the administration, faculty, professional staff, and interoffice, departmental communication is not always considered. In another essay, the effect of trying to reduce the number of departments over which institutional research is spread ignores the existence of secreted pockets of knowledge that are hoarded by its creators and overseers to ensure their power. Technological change is not only a tool but also an agent of social change.

The third section deals with the knowledge management of teaching and learning. The first essay in this section examines commercial course management systems and its constituent templates. Course management systems change the ways in which instructors and students communicate and interact even though their needs may not adhere to templates. The second essay in this section investigates learning objects pedagogy and technology, noting their effect on institutional knowledge management. The essay well explains pedagogy (correctly andragogy) in "pre-digital" and "digital era" distance learning.

The case studies are intriguing, and reflect the experiences of many members of the higher education community. They include an examination of policy, technology, networking and IT (Information Technology) changes in several large universities, one smaller specialized college joining a consortium, and a university-owned research foundation. The locations of the institutions include the United States, Canada and England. Discussion questions are posed in the final chapter, with instructions for organizing a group activity. This final chapter seems to recommend the book not only as background reading for higher education administrators, strategic planners, faculty, librarians and staff, but also for students in master's programs in public administration.

The book is well-designed with text in a reasonably large font with an uncluttered layout. Most essays are accessible to the lay reader, although some of the theoretical structures described may be a bit challenging. The essays and case studies have clearly delineated sections marked with headings as to the content. As in a well-constructed webpage, information is *chunked* in readable amounts. References at the end of each chapter are current within the last few years, with the inclusion of classic articles and monographs. The index is short and sparse, and could easily have been one or two levels deeper. The appendices include a select bibliography of knowledge management journals and websites, and a KM glossary. As mentioned above, the glossary could be expanded. *Knowledge Management and Higher Education: A Critical Analysis* is a useful resource on a still largely unexplored aspect of the topic for higher education personnel and graduate students in public administration courses.

Sheila Kirven is Education Services Librarian at Guarini Library, New Jersey City University. Email: skirven@njcu.edu

Nelson, B., & Sassi, A. (2005). *The Effective Principal: Instructional Leadership for High-Quality Learning*. New York: Teachers College Press. ISBN 0-8077-4606-1. \$26.95.

In an age of accountability, principals are expected to provide instructional leadership at their schools. Content knowledge, awareness of the learning process, and an ability to properly evaluate instruction are required characteristics for an effective instructional leader. A principal's knowledge and beliefs regarding curriculum, learning, assessment, and professional development directly affect the quality of the educational program.

The Effective Principal: Instructional Leadership for High-Quality Learning is the result of years of extensive research into school administrators' knowledge of elementary mathematics curriculum. Authors Barbara Scott Nelson and Annette Sassi conducted numerous workshops on mathematics education for school administrators. After several research studies, teaching experiments, interviews, and ethnographic observations, the authors collaborated on the *Lenses on Learning* mathematics curriculum. The data from that project also supports this text.

The Effective Principal is divided into three sections comprising seven chapters. Part one addresses principals' knowledge of mathematics, student learning, and teaching. Part two considers principals' administrative practice, specifically addressing their use of practical judgment. Part three discusses the development of communities of practice. Chapters contain classroom vignettes, principal interviews, and administrative practice case studies and analysis. Charts and figures facilitate understanding of the mathematical concepts discussed. A comprehensive list of references and the index follow the text. The research methodology is included in the appendix.

The most beneficial feature of *The Effective Principal* is the presentation of important instructional issues through the administrative practices case studies and analysis. In each chapter, the authors examine the relationship between a principal's content knowledge and his/her ability to serve as the school's instructional leader by analyzing principals' observations and evaluations of classroom teaching.

In part 1, the authors consider the attributes of good teaching through the utilization of heterogeneous ability grouping and conceptualization of word problems (chapter 1). Open-ended questions and individual problem-solving approaches demonstrate how students construct their own learning and make sense of the instruction taking place (chapter 2).

Part 2 begins with a discussion of the role conflict that principals experience as they act as mentors at the same time that they must evaluate teachers' proficiency. The need for pedagogical content knowledge for teacher evaluation is emphasized (chapter 3).

Assessment is explored in chapters 4 and 5 as federal and state standards (external accountability) are contrasted with the use of district measures (internal accountability). Stakeholders should be engaged with honest dialogue when the discussion may be politically sensitive. The example presented in the text describes the use of an exercise at a board meeting in which stakeholders recreate the classroom learning experience.

Principals must emphasize teaching and learning in order to build a community of practice in which administrators, teachers, and students have the opportunity to learn (chapter 6). Part 3 concludes with a discussion of how engaged instructional leaders may positively change the instructional program, the school's culture, and enhance parental involvement in support of student achievement (chapter 7). An orientation toward a school-wide learning culture of reflection, inquiry, and pondering begins with a change in a principal's values, beliefs, administrative structures, and practices.

While the essence of this text is to consider administrator instructional leadership from the perspective of elementary mathematics education, it will be illuminating to consider other content areas as a basis for further research.

The Effective Principal: Instructional Leadership for High-Quality Learning will be a valuable resource for beginning and experienced principals seeking to improve the quality of their school's elementary mathematics program. Superintendents, curriculum coordinators, and other educational leaders will gain a thorough understanding of the principal's role as an instructional leader in mathematics. This text will be a useful addition to academic library collections that support graduate programs in educational administration.

Warren Jacobs is a Reference/Instruction Librarian at California State University, Stanislaus. Email: wjacobs@csustan.edu

Ronis, D. (2007). *Brain-Compatible Assessments*. (2nd ed.). Thousand Oaks, CA: Corwin Press. 160 p. ISBN 978-4129-5021-3. \$32.95.

The method of assessing students has been under fire since the change from the one-room schoolhouse to the compartmentalized education system of today. The current trend of assessing students using standardized tests, comparing students' abilities to memorize and/or select the best answer is not always the most authentic way to determine the amount of knowledge truly gained in the classroom. Rather, it is the traditional way of assessing, looking at the student over time, and evaluating them in their traditional setting that best assess student educational attainment over time. One way to do this, and to do this fairly over a large amount of students, is through the use of rubrics. In this updated edition, Ronis draws on additional findings regarding how the brain works to walk teachers step-by-step through the creation of various types of rubrics for all levels of students in many areas of study.

Beginning with the assessment revolution with a discussion of the standards, the need for change, and forms of assessment, Ronis continues by discussing the assessment formats, looking at "Standards, Design, and Brain-Compatible Learning," where she describes types of tasks, and explains how to design assessments and rubrics. Chapter 3 delves into "Multiple Intelligences and Brain-Compatible Assessment," where learning and intelligence theories and definitions are discussed and student strengths are explored. Ronis then goes into "Instruction and Assessment," discussing the need for standards, the two main types of standards – content and performance, and concluding the chapter with a look at teaching methods and instructional materials and a look to the future. Chapter 5 focuses on technology and how it can be integrated into the standards for various curricula. The book ends with a chapter on collaborative learning, a glossary, references, and a comprehensive index.

A very informative book, filled with examples of rubrics and how to use these rubrics in grading, this book is a welcome addition to any collection serving teachers or teachers-in-training. As the future looms with the growth of authentic assessment, educators need to be prepared to implement the use of authentic assessments such as rubrics, and Ronis provides a wonderful guide to the creation and use of such.

Sara Marcus is an Adjunct Assistant Professor at Queens College. Email: saramroffsky@gmail.com

Scott, J. (Ed.). (2005). *School Choice and Diversity: What the Evidence Says*. New York: Teachers College Press. 192 p. ISBN 0-8077-4599-5\$40.00.

Even though the United States celebrated the 50th anniversary of the landmark ruling of the Brown versus Board of Education in 2004, desegregation in America is still an elusive objective in public and private schools. The issues surrounding school choice and diversity remain controversial; Parents and school communities still find themselves entangled in a confusing web of school choice options, backed by the complicated history of class and racial segregation, political views of choice and particular pedagogical interests, all of which have an effect on diversity in the classroom.

In *School Choice and Diversity*, Scott pulls together a variety of empirical and theoretical research that discusses the components and controversies of school choice and their significance on diversity in education. The result of a conference sponsored by the National Center for the Study of Privatization in Education (NCSPE) at Teachers College, Columbia University, Scott, who also coordinated the event, collected and edited the papers on the issues of diversity and school choice that make up this edited volume. Authors included in the collection of essays "engage and tease out" the complexities of the various school choice options (6) by examining the relationship between education policies that claim to give more opportunities to students, parents and schools, and the effects these policies have on student diversity (7).

The format of the book is user-friendly; the introduction and conclusion are both written by Scott, while the essays are separated into two sections. Authors in the first three chapters examine the factors that parents consider when making decisions about school or residential housing locations. Contributors to the

last four chapters focus on specific school choice plans, and how the implementation of choice plans influence student diversity.

This book is quite valuable and makes a good addition to the growing amount of literature available on school choice. Accessible on many levels, the volume is recommended to higher education professionals and students, and can assist policymakers and other public officials to better understand the issues that relate to school choice and help them defend equal access to public education, as well as implement new and improved choice alternatives. School and district administrators, as well as teachers, will all benefit from the insights, while parents could use this as a guide to help them wade through the issues and better understand how political, social and economic backgrounds shape their decisions. As Scott states in her introduction, "perhaps nowhere is this conflict more pronounced than around the issue of school choice, where positions in support of and against choice can be deeply entrenched" (1).

The contributors' academic background and experiences in the field have provided them with an abundance of well-researched information, and the vast reference list will certainly be utilized by education scholars and students. This volume is recommended for all education libraries.

Kathryn Tvaruzka, Assistant Professor, is Education Reference Librarian at University of Wisconsin-Eau Claire. Email: tvaruzke@uwec.edu

Yendol-Hoppey, D., & Dana, N. (2006). *The Reflective Educator's Guide to Mentoring: Strengthening Practice through Knowledge, Story, and Metaphor*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-3863-1. \$27.95.

Over the next decade, two million teachers are expected to enter the nation's classrooms. Without guidance and support, many of these fledgling educators may leave the profession prematurely. Effective mentors counteract the high attrition rate of beginning teachers while passing on the best practices of teaching to new colleagues.

The Reflective Educator's Guide to Mentoring: Strengthening Practice through Knowledge, Story, and Metaphor utilizes stories and metaphors to thoroughly examine a mentor's participation in the successful induction of new teachers into the profession.

The text includes ten chapters that serve to fully portray the mentor-mentee relationship. Chapters contain vignettes, a summary, exercises or discussion questions, and descriptive figures to facilitate understanding. The references and index follow the text.

In chapter one, authors Diane Yendol-Hoppey and Nancy Fichtman Dana discuss mentors' conceptualization of mentoring. A proficient mentor is more than an expert classroom teacher. An effective mentor requires special training, knowledge, and abilities to provide support to novice teachers.

Chapter two contains a discussion of the components of mentoring. Elements include a strong working relationship based on trust and respect, guiding a novice's professional knowledge development, nurturing professional dispositions, and the development of a mentee's commitment to equity, inquiry, and collaboration.

Yendol-Hoppey and Dana interviewed and collaborated with several mentor teachers in Chapters 3 through 9 regarding the benefits that accrue from the mentoring relationship.

The third chapter describes the mentor as a story-weaver; active listening is utilized to assist the mentee in rescripting the socialization process that takes place as a new educator. Collaboration and conflict are addressed in chapter four; the mentor is viewed as a jigsaw puzzle enthusiast who assists the mentee in putting together the individual pieces of his/her teaching philosophy. A discussion of open communication ensues in chapter five; the mentor may be perceived as a tailor who uses the techniques of reflective questioning, adjustment, and accommodation to foster productive dialogue with the mentee. The coaching process is considered in Chapter 6; the mentor uses pre-conferencing and post-conferencing to enhance the novice's teaching effectiveness.

In chapter 7, the mentor is compared to a mirror; using reflection, rephrasing, redirecting, and observation, the mentor and mentee engage in contemplative activities to facilitate the use of effective teaching practices. The mentor is seen as an interior designer in chapter 8 as the novice fails to experience a connection between coursework and the reality of the classroom experience; issues addressed include lesson planning, determining learning objectives, and assessing student learning. Chapter 9 concerns collaboration through the use of learning communities of novice teachers; the mentor aids the community of mentees in negotiating barriers to learning caused by race and class.

The concluding chapter serves to build a mentor's pedagogy. Mentors foster the development of new teachers through the use of open dialogue, observation, and learning communities. It is important for mentees to gain an understanding of students, as well as the context in which they are taught.

The Reflective Educator's Guide to Mentoring is a unique look at mentoring and essential reading for current and prospective mentors. Teachers, administrators, and staff developers will gain a new understanding of the important role that mentors play in fostering the success of beginning teachers. This text will be a valuable addition to academic library collections supporting teacher education programs.

Warren Jacobs is a Reference/Instruction Librarian at California State University, Stanislaus. Email: wjacobs@csustan.edu



**The winter issue will focus on children's resources.
The following issue will focus on adult learners.**

**If interested in contributing an article, the deadline is January 15.
Additional book reviewers are also welcome. Email queries and manuscripts to Editor Dr. Lesley Farmer at lfarmer@csulb.edu**

INSTRUCTIONS FOR CONTRIBUTORS

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Preparation of Manuscripts

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2. All manuscripts should be word-processed for 8.5 x 11" paper format, double-spaced, with 1" margins on all sides. Reference should appear on separate pages at the end of the article. Do NOT use Endnotes, footnote feature, or other such macro.
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