



BOOK REVIEWS

Anderson, R. S., Grant, M. M., & Speck, B. W. (2008). *Technology to teach literacy: A resource for K-8 teachers* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-198975-7. \$22.00

Effectively using technology in the classroom is a hard concept to implement, particularly in the K-8 literacy classroom. In this newly named second edition of *Using Technology in K-8 Literacy Classrooms* from 2001, Anderson, Grant, and Speck present revised and innovative methods of integrating technology into all aspects of literacy, from kindergarten to grade eight.

Each chapter begins with a realistic scenario, followed by a review of relevant, recent research on the chapter's topic as well as background information and ideas for current usage. The chapters continue with sample lessons, Techno-Teacher Tips, Frequently Asked Questions, and extensive lists of references.

Updated to be current with the newer technologies that have come about since the first edition, this book has been totally revised and reorganized. Chapters in this new edition include Literacy and the Technology-Supported Classroom, Technology Tools to Support Literacy, Using Technology to Teach Reading, Teaching Students to Write and Publish with Computers, Literacy in the Information Age, Technology-Enhanced ESL Instruction and Learning in K-8 Classrooms, Using Technology to Teach Literacy to Struggling Readers, and Assessing Students' Work. Focusing not only on the well-equipped, high-functioning schools, the authors present tips and techniques for the students who are not reading above grade-level, the classroom with minimal technology available, and others needing to meet the No Child Left Behind Act. An extensive index, as well as charts listing chapters relevant to International Reading Association Standards for Reading Professionals and National Educational Technology Standards for Teachers, provide added value.

This book should be added to any professional development collection where the media specialist, or the teacher, is looking for current ideas on how to integrate technology and literacy into the classroom.

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Caldwell, Brian J. (2006). *Re-Imagining educational leadership*. London: Sage. ISBN 1-4129-3470-2. \$39.95

Educational reformer Brian Caldwell is a proponent of transformational leadership and self-managing schools. *Re-Imagining Educational Leadership* examines traditional bureaucratic educational systems of the past 25 years, and then proposes a new model of transformational leadership for the next 25 years. The application of the entrepreneurial model of enterprise logic will create an exhilarating experience that energizes staff, provides opportunities for schools to self-manage, and promotes the success of each individual student.

Re-Imagining Educational Leadership is divided into three sections: re-imagining the self-managing school (chapters 2-6), the new enterprise logic of schools (chapters 7-11), and exhilarating leadership (chapter 12 -16). Examples of self-managing schools primarily from the United Kingdom are found throughout the text.

In part one, the self-managing school is cited as a starting point for transformational change and characterized by decentralized authority and responsibility for resource allocation. The application of new enterprise logic focuses on the needs of each individual student. A horizontal network of school systems and public and private organizations is required for significant, systematic, and sustained change leading to high student achievement.

Chapter 4 describes partnerships between public and private entities, which creates synergy that fosters a sense of community while enhancing social capital. The concept of synergy is not restricted to the United Kingdom; Caldwell lists examples of successful public and private partnerships in the United States including the Bill and Melinda Gates Foundation, Pew Charitable Trust, and the Annenberg Challenge.

Schools create a framework for transformation through shared knowledge (chapter 5). Participation in a community of practice, networked organization, or a virtual community improves teaching, guides decision-making, and leads to higher levels of student achievement. In chapter 6 the author presents an international framework for governance in education that extends beyond public agencies and includes private sector participation.

Part two, starting with chapter 7, describes workshops held to develop new pedagogies of student learning. The success of an individual school is predicated on participation in a leadership network. Chapter 8 notes how every member of the school must be at the forefront of knowledge in his/her discipline. Examples of school systems successfully utilizing new enterprise logic are presented in chapter 9. Teachers have improved their instruction through research into the best practices of teaching, as noted in chapter 10. A framework for leadership is displayed in Table 11.1.

Part 3 considers exhilarating leadership. Chapter 12 asserts that principals are highly satisfied when performing work that they find rewarding. Unchecked stress, administrative paperwork, and unmanageable workloads lead to dissatisfaction with the profession.

In chapter 13 the author shares four examples of master classes in which participants demonstrate transformational leadership contributing to the well-being of their school and society at large. Workshops were held to gather input on how to create an exhilarating environment to enhance the career satisfaction of principals, as detailed in chapter 14.

Caldwell discusses three master strategists identified as transformative leaders in chapter 1). The new enterprise logic can be embedded in all schools by keeping a focus on the big picture. This global approach is demonstrated by examples of digital textbooks and \$100 computers in chapter 16.

Chapter 17 offers an image of an empowered educational leader sharing knowledge in learning communities and self-managing his/her school. In a school where new enterprise logic is ingrained, teachers are considered pedagogical experts, holding a masters degree in their discipline.

Tables, figures, and bulleted lists may be found throughout the text to facilitate understanding. The appendix includes a framework to assess governance in education, and sample indicators of knowledge management. The text concludes with the references and index.

Re-Imagining Educational Leadership is a theoretical examination of educational leadership that creates networks of learning communities to share knowledge, solve problems, and pool resources to embed new enterprise logic in all schools. Caldwell's work is thought-provoking, particularly when comparing models of educational leadership in the United Kingdom to models found in the United States. This text will be a useful addition to academic library collections that serve graduate students, faculty, and educational researchers.

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Encyclopedia Britannica (2007). *Britannica student encyclopedia*. Chicago: Encyclopedia Britannica. ISBN 1-59339-300-7. ISBN-13 978-1-59339-300-7. \$549.00

This 16-volume encyclopedia is organized alphabetically, complete with an index volume and extensive cross-references, enabling any elementary school user or any older user seeking an easy and concise overview of a topic to find what is needed quickly.

With copious amounts of white space, a large font and simple sentences this resource of over 2200 entries includes colorful pictures “Did You Know?” callouts, cross-references entitled “More to explore,” and subheadings throughout the entries of approximately one to two pages in length. Continents, countries, U.S. states, and Canadian provinces each have their own entries, color-coded to show each geographic unit. However, the lack of attention to smaller entities outside of North America demonstrates a lack of material in certain geographic and historical areas. Some countries include timelines, as do the entries for each U.S. president. An interesting feature is the start of each letter, which includes a brief discussion of several words in that letter.

Topics are updated, and controversial topics are treated with care throughout the volumes. The plethora of images, including charts, tables, maps, photographs, drawings, and more help even the youngest elementary school user to understand the materials being presented in the encyclopedia. There lacks, however, bibliographies for the entries to enable the serious researcher a list of resources for further research.

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Galton, Maurice. (2007). *Learning and teaching in the primary classroom*. Thousand Oaks, CA: Sage Publications. ISBN 978-1-4129-1835-0. \$33.95

How do primary/elementary school teachers apply instructional theory in their classroom practice? This book works to give teachers a tool for understanding how to examine their teaching methods and refine those methods to maximize student learning. The book examines case studies and uses examples from the classroom to look at ways instruction can be organized for the greatest effectiveness. Galton focuses on the general principles of teaching that carry across different subjects and states that his purpose is “to set out some of the pedagogic principles that that promote “deep” rather than surface learning and that encourage pupils to think for themselves.”

Galton begins by relating two visits that he made to primary school classrooms that demonstrate teaching dichotomies or two different styles of teaching that he observed. He looks at teaching as encompassing a set of general principles – “the science of teaching” – that can be adapted to different classroom contexts. Teachers need to achieve a better understanding of how students learn and how this knowledge impacts teaching. He reviews research by Mosely, et al. (2005) that uses a three-pronged model to develop a framework of classification for “thinking skills.” The model utilizes three strands of metacognitive skills: information gathering, building understanding and productive thinking.

His chapter on teaching for transmission and understanding emphasizes that students who learn content with understanding will be able to retain and use that information. He then looks at instructional processes for facilitating student learning. He describes three types of knowledge -- procedural, conceptual and metacognitive -- and reviews different forms of scaffolding that are regularly used in teaching. Academic tasks are classified along two dimensions, ambiguity and risk, using a dimension proposed by the American social psychologist Walter Doyle. Galton states, “Highly ambiguous and high-risk tasks are those where teachers seek to develop understanding so that pupils will, over time, become metacognitively wise.”

Galton then moves into more specific areas, looking first at group work in the primary classroom and then the social and emotional aspects of teaching. In looking at the effectiveness of group work as a teaching method, Galton identifies the need for children to receive training in group work skills just as adults in new jobs often receive training in teamwork. Children need instruction in how to set group rules and exercises to help them in establishing trust and developing communication. From there he looks at how teachers can accommodate different learning styles, the creation of "personalized learning" and how to give students a voice.

Some references and examples may be confusing for educators not familiar with the English educational system, most particularly the chapter on New Labour: New Beginning, which looks at national standards set as targets by New Labour and their effects both on children in the primary classroom and on their teachers. While this particular chapter isn't directly relevant to teaching in the United States most teachers will see the relationship to similar initiatives here such as No Child Left Behind.

The book includes an index and key references at the end of each chapter, which are also included in the extended list of references at the end of the book. Galton is a well known researcher, currently at the University of Cambridge in England, and he has valuable insights into tailoring teaching methods (direct instruction, enquiry or scaffolding) in ways to meet specific learning goals. This book is recommended for all elementary teachers looking for ways to maximize learning in their classroom.

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Glass, Kathy Tuchman. (2007). *Curriculum mapping; A step-by-step guide for creating curriculum year overviews*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-1558-9. \$61.95

The stated audience of *Curriculum Mapping: A step-by-step guide for creating curriculum year overviews* is the teacher-leader or administrator charged with facilitating staff development workshops for teachers on the topic of curriculum mapping. The author has extensive experience in planning and conducting curriculum year overview (CYO) workshops, and this guide is truly step-by-step. The inexperienced facilitator will cling to it as a lifeline. The multiple examples of CYOs for different grade levels, subject areas, and time periods will provide clarity in the mapping process for the facilitators as well as teacher preparing to start the process.

The book provides detailed instructions for planning and implementing CYO workshops to the level of scripting facilitator directions and agendas. Some of the tips and steps may seem a bit mundane for those experienced at workshop presentation or attendance. It would be assumed that *Step 1: Choose a time and place*, and *Step 2: Dress comfortably* would be steps that even an inexperienced facilitator would not forget to do.

The sample curriculum overviews for a variety of grade levels and subject areas are very helpful and provide a good model for inexperienced teachers delving into this task for the very first time. Glass includes ideas and sample charts for conducting inventories of special areas such as writing. These can be adapted for any purposes in which a particular site has a need for a school-wide view of particular approaches or subject areas.

A flaw in the book is the absence of any reference to using Adequate Yearly Progress (AYP) or state standardized testing measures as part of the curriculum mapping process. It is a rather serious flaw. As the author points out, one of the benefits of performing a curriculum year map is ensuring that all of the standards are taught, that any overlap between grade levels or subject areas has an instructional purpose, and that there are no gaps in the coverage of the standards. This book does a good job of mapping out what is taught within the framework of the school. Adding assessment data to that conversation is crucial with the current school improvement focus on standardized testing.

Even with that flaw, this book is an adequate choice for an education library. An experienced facilitator will adapt the charts and matrices, and the novice will find confidence in leading or participating in curriculum year overviews. It will not take long for even the novice to grow beyond the limited advice in this book, but while the reader is in the novice stage, this book will be very helpful.

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James, Abigail Norfleet. (2007). *Teaching the male brain: How boys think, feel, and learn in school*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-3663-7. \$37.95

It's safe to say that most educators know that females and males learn differently; what's harder is to adjust one's teaching style to match the wide-ranging differences between the sexes. In *Teaching the Male Brain* James provides a refreshingly practical resource that not only presents scientific brain and sociological research, but also provides many useable and realistic suggestions for teachers in the classroom. The effectiveness of this book is in its organization and James' background; she draws upon her area of expertise in the areas of developmental and educational psychology as applied to the gendered classroom, as well as her years of research in the field, and balances it all with the practical knowledge and hands-on experiences she obtained from many years in the classroom as a middle and high school teacher.

The work serves as a sensible handbook to help educators recognize the sociological and neurobiological foundations of gender differences, and then provides helpful examples, case studies and troubleshooting sections that demonstrate how to handle some of the anxieties that can come about when educating male students. The book is structured in three major sections. The first part features information and research on basic brain differences between the sexes. It focuses on current research on the learning process and how educational environments can respond to sex differences. The second part focuses on the relationship between society and biology on males in school, with special emphasis given to Attention Deficit Hyperactivity Disorder and other learning disabilities. The study of emotional and other social factors, along with information on students who come from different cultural, linguistic and socioeconomic backgrounds, is also covered here. The third section of the book offers specific strategies for the classroom teacher, including curriculum tips, lesson plans, lists of reference books, study aids, learning assessment tools and grading rubrics.

James' style is clear, lacking jargon and full of ideas and suggestions. The extensive reference list is included at the back of the book will be of great service to student researchers or teachers looking for further readings. This work is recommended for all libraries serving education students and faculty, as well as current teachers, school counselors and curriculum developers.

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Kopetz, P., Lease, A., & Warren-Kring, B. (2006). *Comprehensive urban education*. Boston: Pearson Education. ISBN: 0-2054-2416-3 \$50.20

What is it like to teach in an urban setting? What special considerations and challenges face those who teach or want to teach in urban areas? From the beginning, let's be clear: do not read this book if you are looking for a theoretical or foundational view of urban education. Rather, read this book if you want to learn and think about the challenges of teaching in an urban environment in an age of high accountability for learning. This is not a volume for those looking for the easy path. The book wants you to come away with a realistic picture of the current conditions in urban schools and the factors that contribute to those conditions such as the homes and neighborhoods. The book also wants you to become a successful teacher.

The format is simple. Each chapter opens with a short vignette offering a perspective on urban education. Then at the end of each chapter, there is a summary followed by chapter questions. Finally, each chapter concludes with suggested websites and a list of references. The chapter questions are especially helpful because they focus quickly on the chapter's main points. They are also a great tool to see if you read each chapter as carefully as the writers hope you did. Additionally, table of contents and the index are comprehensive and allow you to select individual sections to read if you want. Given the straightforward layout, this book would make an excellent text for reading by teachers in urban education or for those considering the urban environment for their careers.

Focusing on content, chapter one deals with the history of urban education. Albeit this is the condensed version of this history, at least it introduces the basic threads. Chapter two focuses on educational perspectives concentrating on a major reality of urban education: multiculturalism. The third chapter shifts to considering the characteristics of urban schools. If you don't know a great deal about urban schools, then this chapter will be crucial reading. In it, the authors tackle the world of the urban child and student achievement. They also talk about the role of parents and the realities of school buildings and facilities, realizing these are all factors in urban education. Chapters four and five make another shift, discussing the urban teacher -- and urban teachers as leaders. The authors argue that urban teachers need to understand culture, and they offer up a set of teacher characteristics that are helpful for someone considering the urban environment. These chapters also give strategies for urban classrooms, and suggest ways to better practice. They even go so far as to suggest reforms urban teachers might make in their classrooms and in their schools. In short, the first half of the book gives the history of urban education and lays out for teachers what it takes to teach in the urban classroom.

The second half of the book shifts the focus from the teacher to the student. Chapter six covers management techniques for the urban classroom. It needs to be noted that in the urban school the classroom should be a safe environment and often is the one safe place for children in an otherwise volatile world. Chapter seven deals with instruction in urban settings. Again, the authors emphasize cultural consciousness and cultural relevancy in the urban environment. There is also a call in chapter seven for urban teachers to take on the role of change agent and advocates for social justice. Moving into chapter eight, the subject is assessment and evaluation. It is good to note in this chapter that the authors talk about current assessment issues, including *No Child Left Behind*. Assessment and evaluation are critical issues in the urban educational environment because too often there are so many other factors going on in the urban classroom so that assessment becomes a burden instead of a tool. The final two chapters focus on creating partnerships outside of the classroom, and opportunities for the future. Some of the key partnerships highlighted include the wider community and local universities. In considering the future, the authors talk about teacher burnout, the importance of mentoring, and the need for professional development. This seems like a good place to end this book: with a look toward the future.

Overall, this is a great book and lives up to its title. With the many additional resources and questions to ponder, the book should be read over a period of time to allow for reflection and discussion. Perhaps the only downside of this book is that each chapter really could be a stand-alone volume instead of a single chapter in a greater work. For those considering urban education or involved in urban education, this would be a valuable book for their collections.

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The quick-reference handbook for school leaders: A practical guide for principals. (2005). Thousand Oaks, CA: Corwin Press. ISBN 9-781412-914598. \$37.95

The Quick-Reference Handbook for School Leaders is designed to provide new school leaders with accurate information to support decision-making. A principal may choose to read through the entire text, or simply check the table of contents or the index for the topical listing of the issue that requires immediate attention.

The book is arranged for quick reference using icons to help the reader easily locate specific information presented primarily in the form of bulleted lists. Checklists of daily routines, tips, and text boxes highlight important sources of information. Advice from more than sixty elementary or secondary principals appears in the "Voices of Experience" quotation box at the conclusion of each chapter.

The Quick-Reference Handbook for School Leaders is divided into five sections comprising 28 chapters on specific topics pertinent to the role of a school leader. A few of the chapters briefly cover a topic in as little as two pages. Most chapters furnish more comprehensive information. Part one (chapters 1-13) addresses school organization and management. A principal's impact on teaching and learning is considered in part two (chapters 14-20). Part three (chapters 21-22) covers the subjects of behavior and discipline. Part four (chapters 23-26) looks at health and safety issues. A principal's self-care is the focus of part five (chapters 27-28).

Part one highlights include a discussion of how effective leaders apply the five components of emotional intelligence. Negligence and liability, steps to reduce risk, duty of care (in loco parentis), standard of care, and adequate supervision of pupils are addressed in chapter three. Chapter four offers a useful primer on three important management skills: time management (focusing on what's important), seven dimensions of delegation, and management by walking around (visibility). Communication is vitally important to a principal's success. To facilitate a principal's acceptance in a new school, six active listening tips are presented. Chapter 7 asserts that masterly communication with parents aids in preventing conflict and supports problem-solving.

The steps to build a learning community, the principal's role in curriculum implementation and assessment, and special education and ESL programs are featured in part two. In an age of accountability, data driven school improvement is vitally important to many school leaders. A checklist for developing an effective school improvement plan is presented to assist new principals. Part two concludes with staff supervision and performance appraisal, the development of beginning teachers, and the importance of celebrating a school's success through the use of praise, rewards, and construction of a positive school culture.

A heavy workload and unchecked stress may lead to burnout and a principal's premature exit from the profession. It is important for school leaders to find balance in their lives by attending to their own needs for personal time and professional development. A three-five year cycle of priorities for learning is encouraged. Three professional portfolios (personal growth, evaluation, and promotion) are described. A stress management questionnaire, ten suggestions for reducing stress, and tips for obtaining assistance are provided.

The appendix includes daily, weekly, monthly, quarterly, and yearly routines; regular monthly activities, checklists for starting the school year, professional conference Web sites, words of wisdom from veteran principals, and an overview of school activities and field trips. An annotated bibliography of books, Web sites, and journals that are relevant to a principal's success are presented in the resources section. The book concludes with complete references and a detailed index.

The Quick-Reference Handbook for School Leaders is a joint publication of Corwin Press and the Ontario Principals Council, a voluntary professional organization representing 5000 principals and vice principals in Canada's public school system. The book's author and the "Voices of Experience" are not credited.

The Quick-Reference Handbook for School Leaders should be included in every principal's professional library. This book benefits beginning and experienced principals seeking practical advice to fulfill their professional responsibilities while achieving greater satisfaction as a school leader. This text will be a useful addition to academic library collections, and an excellent supplementary text for graduate programs in educational administration.

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***Journal of Gay & Lesbian Issues in Education: An international quarterly devoted to research, policy, and practice.* Binghamton, NY: Harrington Park Press (imprint of Haworth Press). Quarterly. ISSN: 1541-0889. Subscription rates: \$45/\$90/\$250.**

School Library Journal and *Time* magazine have recently featured cover stories on Gay, Lesbian, Bisexual and Transgender (GLBT) students. Academic publishing addressed this topic and its educational implications as early as 2003, when Haworth Press started *The Journal of Gay & Lesbian Issues in Education: an international quarterly devoted to research, policy, and practice*. The mission of this publication was to bridge the gap between "...practitioners, policy makers, and scholars [who] have inhabited different worlds, spoke in unrelated tongues, and read dissimilar journals" (Sears, 2003, p. 1). The journal is a compendium of scholarly articles and studies as well as columns and communications that "...feature voices from gay, lesbian, bisexual, transgender, questioning, intersex and asexual youth" (Sears, p. 1).

The scope of the *Journal of Gay & Lesbian Issues in Education: an international quarterly devoted to research, policy, and practice* covers all grades from pre-K- 16. The journal, in keeping with its subtitle, has a large amount of articles from around the world, and provides a venue for examining international aspects of GLBT educational research, projects and experiences. All articles in the journal are in English; some of the translations from other languages, while not technically perfect, are understandable. Past articles in the journal have included a translation of excerpts from a Japanese monograph on queer youth, reflections on growing up gay in Australia, and studies of South African, North American, and Chinese gay youth. The journal also provides coverage of multicultural aspects of GLBT education. Past issues have examined the effects of norming heterosexuality and "whiteness," and racial segregation in schools and colleges. Some articles contain lesson plans or bibliographies of useful classroom materials.

There are also several "feature" sections in the journal. Resource lists of exemplary programs, projects, policies and practices, and annotations of current research comprise one feature section. Another is "power points": hints for new educators and researchers on getting published, career options, networking, and linking research with activism. Some issues also include book reviews and the Net Nanny. The latter should not be confused with the Internet filtering service; this Net Nanny provides wittily authored answers to queries on websites about sexuality and schooling. One laudable feature is the "youth voices" section with submissions from gay youth around the world. The journal has had an international youth advisory board since 2004. Also beginning in 2004, the journal has devoted alternate numbers to a single theme. Some of the special topical issues have covered transgender youth, resilience in sexual minority youth, and gay straight alliances.

The *Journal of Gay & Lesbian Issues in Education* is peer-reviewed and, as noted above, the contents can veer from the scholarly to the quotidian expressions of gay youth. All articles are written in language accessible to the layperson as well as the scholar. According to the publisher's information, the journal is indexed in EbscoHost's GLBT Life and Electronic Journals Service, e-psyche, MLA International Bibliography, Google and Google Scholar among others. Regrettably, indexing is not available in Ebsco's Academic Search Premier or Wilson's Omnifile Full Text Mega, which are usually the starting points of research for practitioners, undergraduate general studies students, and education majors at most levels.

Marla Morris in her article "Queer Life and School Culture: Troubling Genders" in *Multicultural Education* says:

Teachers need to understand what queer life is like for young people. If teachers have no clue, they could perhaps unconsciously make it harder on queer students and queer faculty by projecting pre-judgments and rigid gender expectations onto people who are different from themselves. (2005, Spring, p. 8).

The discussion of this matter has been opened in a variety of popular magazines and newspapers as well as academic journals. The *Journal of Gay & Lesbian Issues in Education* furthers the conversation and should be part of every school's professional library. If school districts are not ready to or cannot enter the dialogue because of budgetary or philosophical constraints, then university libraries, especially those with colleges of education, should add this journal to their collection and publicize its presence.

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Stepanek, Janet, et al. (2007). *Leading lesson study: A practical guide for teachers and facilitators*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-3987-9. \$74.95

This book, a joint publication of Learning Point Associates and the Northwest Regional Learning Laboratory (NWREL) offers a practical guide for facilitators charged with leading lesson study groups. Lesson study is a proven method of improving practice in which teachers work together to develop a lesson plan. They then teach the lesson and meet again to observe the lessons and improve them..

This book is intended for both the novice and the experienced at lesson study, although most of the book is intended for those charged with facilitating groups. Those who simply wants to learn about the practice of lesson study will find value in the first chapter "Making the Case for Lesson Study," but will have to glean value from skimming the later chapters, since these are clearly written for the purpose of managing and leading the lesson study group. Even with Chapter 1, some knowledge of lesson study is assumed.

The authors view lesson plan study as a cycle, which is obvious by the chapter titles. Laying the groundwork for lesson study starts the cycle, which then continues with planning the lesson, then teaching and observing. Immediately after the lesson is taught, teachers gather to debrief about the lesson, then revise and re-teach the lesson. The cycle concludes with reflecting on the lesson and sharing results.

At the end of the book, the authors prepared a chapter about reflecting on the lesson study process and sharing the results. This process uses the same concepts as lesson study on the process, and sample reports are shown. Appendices include sample lesson plans, a glossary, a list of frequently asked questions, and a list of further resources.

For the novice facilitator about to engage in leading a group of teachers through the practice of lesson study, this book will prove to be a lifeline. The instructions are extremely detailed, ranging from the elements that make a good teacher team to arranging for food and drink for the teacher meetings. The charts and detailed matrices may be used by building administrators for a quick faculty meeting overview or the pre-service educator working on class projects or student teaching seminars.

The number of samples and resources on the topic of lesson study make this a good choice for an education library. It will be useful to educators at all levels, from experienced administrators to pre-service teachers. For those seeking help with school improvement based on Adequate Yearly Progress (AYP) or state standardized testing results, the topics in this book can be used to apply the lesson study concept to focus on improving instruction in those areas. The book itself only mentions assessment in the limited capacity of monitoring individual student learning progress, not the analysis of school wide data. However, any school improvement initiative can benefit from lesson study as articulated by these authors.

It is a good resource with a variety of users and uses and will be a widely used resource at either the university education library or the school and district professional library.

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INSTRUCTIONS FOR CONTRIBUTORS

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