

**Booth, David (2001) *Reading & Writing in the Middle Years*.
Portland, Maine: Stenhouse Publishers.**

David Booth makes this statement in *Reading & Writing in the Middle Years*: "Our main goal as literacy teachers must be to help students build bridges between the ideas in the text and their own lives." (p. 21) Booth goes on to reinforce this message in a clear, well constructed, and concise guide on setting up reading, writing, and literacy programs in a middle school classroom. The author focuses on activities that place responsibility on students to come to their own understanding of text. These activities require the teacher to create a student-centered classroom where the teacher's role is that of facilitator or collaborator. Given this student-centered approach, Booth still emphasizes that the teacher needs "to provide explicit instruction in reading and writing, so that all our students can acquire the strategies that will help them to read and write more complex and meaningful texts." (p. 10) Booth gives both neophyte teachers and those unfamiliar with constructivist classrooms, examples and methods for implementing some of these strategies.

The second chapter focuses on reading strategies, and Booth gives teachers real life examples of how various reading strategies were successfully incorporated in classes taught by Booth or his colleagues. The chapter on writing strategies discusses various forms of writing, such as letter writing, instructions, and research. Booth then describes how to incorporate these forms into meaningful daily writing activities. The final chapter on teaching strategies contains explicit directions on how to develop, organize, and build a literacy program that incorporates all of the strategies mentioned in earlier chapters. The final chapter also addresses assessment, focusing on tools like portfolios, self-assessment, and checklists for both student and teacher. Booth supplies teachers with the tools they will need to incorporate these strategies and does so in a conversational manner that is not intimidating. I only wish this book had been available when I was taking my language arts methods class. A natural companion piece to Booth's *Guiding the Reading Process*.

Pages: 176 Price: \$17.50 ISBN: 0-55138-136-2

Reviewed by Laura Koltutsky, University of Houston

Freppon, Penny A. (2001) *What It Takes To Be a Teacher: The Role of Personal and Professional Development*.

Portsmouth, N.H.: Heinemann.

The March 2002 *Educational Leadership* is a theme issue devoted to "Redesigning Professional Development" and this book would fit that emphasis very well. Freppon's sub-title "The Role of Personal and Professional Development" is the focus of the book which seeks to describe "what these things look and feel like from inside the lives of effective teachers and in their classrooms." Freppon is a former elementary teacher and now a professor at the University of Cincinnati. She has published extensively on whole language/literature-based classrooms and on skills-based classrooms. Here she identifies nine unusually effective teachers, from the U.S. and Canada, and provides a framework in which each can speak of her or his growth and development in elementary classrooms. The book begins with a chapter on "Understanding the Ways Teachers Learn" and ends with one on development as a lifelong process. The intervening four chapters are arranged similarly with a brief editorial introduction, then an individual teacher's first person recollections of personal and professional development that did and did not succeed. After each teacher's section, Freppon provides questions for discussion (e.g. teacher discussion groups) and at the end of each chapter she gives a brief summary plus a bibliography of all sources mentioned (and these teachers do talk about books!). These chapters cover reading and writing, classroom inquiry, and teaching with respect.

The value of this work comes in the words of the teachers themselves as they describe how they arrived at their present state, how they continue to develop, and what influenced them in becoming better teachers. Although anyone seeking role models or mentors might find much of value here, the experienced teacher may gain more than the student contemplating teaching as a career. Both for those who feel they need something more than their own experience and for those who may be encouraged to realize that what they are doing has worked for veterans; this book will provide challenges and a sense of the rewards that can come from the interrelationship of personal and professional development. Recommended for teacher education collections and for personal libraries.

Pages: 180 Price: \$20.00 ISBN: 0-325-00371-8

**Reviewed by Roland C. Person, Southern Illinois University,
Carbondale**

Gordon, Michael & Keiser, Shelby, editors (2000, paperback revision, 1998 hardcover) *Accommodations in Higher Education under the Americans with Disabilities Act (ADA): A No-Nonsense Guide for Clinicians, Educators, Administrators, and Lawyers.* New York:

Guilford Publications.

Accommodations in Higher Education under the ADA is a tightly structured sequence of articles written by leading disability service providers in higher education. Critical questions, challenges, and controversies regarding the accommodation process are addressed in this straightforward guide to the practical application of the ADA in postsecondary education. Written two years after the seminal work, this revision presents the essential principles of the ADA with heightened authority, based on judicial interpretations of the fundamental intent of the law to end discrimination without affirming entitlement.

In their preface to the revised paperback edition, Gordon and Keiser discuss the complex issues of "substantial impairment" and the "average person standard" in light of recent court cases that have widened "the gap between the legal and clinical definitions of a disorder" (p. xiii). Written as a manual for clinicians and administrators, this book presents core principles and concrete procedures to guide the evaluation, documentation, and accommodation of college students across a wide range of disabilities. Numerous diagnostic tools, sample forms, and accessible resources add to the practicality and immediacy of the contents of each chapter.

Beginning with a conceptual overview of disability law, the editors strategically enlist reputable contributors, such as Joan Maguire, Ph.D., to provide coverage of educational and testing accommodations. James Frierson, JD, clarifies the legal requirements of clinical evaluations of disability under the ADA in compliance with recent significant court cases. Key issues surrounding specific disabilities, such as Attention Deficit/Hyperactivity Disorder, learning disabilities, and anxiety disorders, are boldly addressed by experts such as Kevin Murphy, Ph.D., Barbara Lorry, Ph.D., Lauren Wylonis, MD, and Edward Schweizer, MD.

This is not a theoretical book. Rather, it is a hands-on guide that will benefit administrators, educators, and clinicians in their daily implementation of disability law on college campuses. The dual role of Gordon and Keiser as editors and co-authors of selected chapters lends consistency and coherence to the text. Their stated intent, to present a well-reasoned perspective on the ADA, is orchestrated with finesse and skill. The reader, regardless of personal bias, will be impressed by Gordon and Keiser's ambitious attempt to level, but not tilt, the playing field for students with disabilities.

Pages: **236** Price: **\$24.00 Paperback, \$40.00 Hardcover** ISBN: **1-57230-323-9 Paperback, 1-57230-359-X Hardcover**

Reviewed by Sally Haddad Riconscente, Bryant College, Smithfield, RI

Lyons, Carol A. & Pinnell, Gay Su (2001) *Systems for Change in Literacy Education: A Guide to Professional Development*. Portsmouth, NH: Heinemann.

Reading, writing, and arithmetic have been considered the trinity of education priorities since colonial times (Unger, 1996). In this trio literacy, signified by reading and writing, represents the lion's share of the effort. Few educators would argue that literacy has historically been considered a major focus of American education. Nor would those associated with teacher preparation programs argue that reading and writing are critical components of the education curriculum. However, today's educational landscape presents challenges for those responsible for developing reading and writing skills in elementary classrooms. What can be done to assist teachers with this significant task?

In their introduction Lyons and Pinnell state, "The literature of education is filled with information on learning to teach, but there are few programs designed specifically for those who teach literacy teachers." (p. ix) In *Systems for Change in Literacy Education*, the authors seek to provide teachers with a single volume guide to professional development in literacy. In a sequential, systematic manner the book presents a structure for conceptualizing a course that builds literacy education into daily teaching activities. The book is organized around four sections:

- Developing Teachers' Conceptual Knowledge and Skills,
- Implementing High-Quality Professional Development,
- Enabling Professional Development through Coaching,
- Supporting Lasting Change.

Each section contains a four-chapter sequence concentrated on a specific aspect of the section theme. The four sections, taken collectively, present a comprehensive guide to the scope and sequence of an effective program to educate literacy teachers.

Section 1 establishes the foundation of the book. The section opens with a discussion of adult learning and literacy and explores the components that ensure a sound, pedagogical framework built on constructivist principles. Information regarding factors associated with developing a community of learners in a collaborative environment, the reading-writing process, and key points about teaching literacy are also discussed. Chapters within this section explore issues related to adult learning, teaching literacy, and developing effective literacy professional development experiences.

Section 2 builds on Section 1 by outlining specifics to assist in organizing and implements an information literacy professional development program, including classroom innovations and teaching techniques. Chapters within this section provide suggestions for designing, developing, instituting, and assessing an innovative

professional development program

Section 3 focuses on coaching and details strategies and techniques to maximize the coaching experience for both staff developers and teachers. The chapters within this section include discussions designed to augment skills such as analysis of instructional effectiveness, assessment of literacy teaching, coaching to improve pedagogical style, and reflection of organizational structures and classroom practices.

Section 4 discusses issues and situations relevant to professional development. Chapters within this section detail methods to assist teachers continue learning and research, strategies for overcoming barriers to effective professional development programs, program design for both classroom and school levels, and the contribution staff developers can make to augmenting teacher education and school effectiveness.

In this book the authors sought to provide teacher educators with a rich array of theoretical and pragmatic information that would stand as a comprehensive resource for professional development. They have exceeded their own expectations. *Systems for Change in Literacy Education* contains every element critical to developing successful literacy teaching from research to writing scales to curriculum suggestions. Moreover, this work has the potential to be used by individuals or groups with equal success. This is a terrific book! Strongly recommended.

References

Unger, Harlow G. (1996) Colonial Education in America. In *Encyclopedia of American Education*. (Volume 1, pp. 226-229). New York, Facts on File.

Pages: **262** Price: **\$26.00** ISBN: **0-325-00282-7**

Reviewed by Francine M. DeFranco, University of Connecticut

Niles, Spencer G. & Harris-Bowlsbey, JoAnn (2002) *Career Development Interventions in the 21st Century.* Columbus, OH: Merrill Prentice Hall.

The authors of *Career Development Interventions in the 21st Century* reach their goal of writing a readable, usable, interesting textbook for entry level counseling students. The authors provide case examples throughout each chapter of the book, making the challenging content clear and relevant to students of the next generation of counselors. The authors succeed in providing an overview of the development of career counseling as a specialty area in counseling as well as demonstrating the integration of career counseling into traditional therapeutic services.

Several chapters are devoted to teaching content and application of

traditional career development theories and the emergence of current theories in the field. The author's commitment to infuse multiculturalism throughout the book is impressive. An entire chapter is devoted to focusing on career counseling interventions with diverse populations. The authors educate students on current models of racial, gender, gay/lesbian, and persons with disabilities identity development in order to reconceptualize career development interventions within changing populations. This theme of inclusive career development interventions is apparent throughout the book, and is especially noticeable in the chapters focusing on interventions and assessment approaches.

This textbook provides information necessary to develop counselors with the skills and knowledge to meet the changing demands of technology in the 21st century. Several chapters focus specifically on the emergence of the Internet and related computer based interventions. Detail is given to types of computer-assisted systems of assessment, career information, and career planning. The authors discuss ethical issues as they relate to the increase of technological information, cybercounseling, and interventions in the field of career counseling.

The authors utilized a framework developed by the National Career Development Association, specifically focusing on the career development competencies to gear the content of each chapter. The case studies provided in each chapter assist the reader in developing the knowledge and skills for providing appropriate career development interventions. The book offers a website that is to be utilized as a companion for the text, which is updated periodically. This website offers features such as interactive self quizzes, links to web sites that relate to each chapter's content, a message board for communicating with an audience of similar students, and real- chat which enables the students to interact with others for projects and study groups.

Overall, this is a very comprehensive textbook designed to aid students in career counseling development. The text is easy to read and comprehend, the case studies provided are indicative of the types of problems that students will encounter with clients in all areas of practice. The authors are to be commended for their ability to synthesize complex technological information that continues to emerge at a rapid pace in our ever changing society.

Pages: 480 Price: \$64.00 ISBN: 0-13-927146-5

Reviewed by Jennifer Brooks, University of South Carolina

November, Alan (2001) *Empowering Students with Technology*. Arlington Heights, IL: SkyLight Professional Development.

If spending figures are an indicator, there is no doubt that American schools are embracing technology. Figures from Market Data Retrieval show that \$5.67 billion, or \$121.37 per student, was spent on technology in the 1999-2000 school year (p. xvii). Alan November asks readers to look beyond this statistic and ask, "Are students using technology to learn? Is technology making a difference in the learning process?"

November, a Harvard graduate and veteran in the area of technology integration, sees both positive and negative responses to these questions and uses his book, "Empowering Students with Technology", to show teachers, administrators, parents and students how to embrace technology as a learning tool.

According to November, for technology to really impact the learning process, a major shift in thinking and practice must take place. He uses his introduction to talk about this shift. Too many organizations, he notes, automate with technology; that is, they use technology to perform the same tasks with more efficiency.

The real test of technological integration, he believes, is informing. Informing changes the flow and control of information. To demonstrate this contrast, he shares the example of a school that purchases a \$2,000 computer and then uses it like pencil and paper to record grades or to have students write an essay, examples of automating. Informing, on the other hand, would involve students, from a variety of locations, to use their computers to collaborate with other students to write a story and then publish their work on the net for a global audience.

What November describes in these five chapters amounts to a revolution in teaching. "The real revolution in learning is not about adding technology on top of the current structure of school. Instead, the real revolution is about a transformational shift of control from the school system to the learner." (p. xv-xvi)

Chapter one, "Teaching and Learning the Structure of Information", stresses the need for students to know how to evaluate information, to think critically about the information they find on the Internet. Chapter two, "Empowering Learning By Expanding Relationships," looks at the need for collaboration in education between students, teachers and parents, both locally and around the world. Chapter three, "Emerging Roles with in the Knowledge Community," examines how the role of teacher changes when students are empowered.

In Chapter four, "Accessing Primary Sources to Enhance Critical Thinking," November highlights the resources available through sites such as the National Archives and includes examples of assignments that can be used to enhance students' critical thinking skills. Finally, in Chapter five, "Building Knowledge without Boundaries: Online Learning," November discusses the growing trend toward online

learning, using the examples of three pioneering online school programs.

Very visual in its presentation, this book includes photographs, cartoons, sidebars, charts and graphs, giving it a web site appearance and feel. It includes an excellent appendix of websites along with a helpful bibliography and useable index. Each chapter contains sample assignments called E-Ventures and a set of questions for reflection.

Recommended for anyone interested in technological innovation in the classroom.

Pages: **101** Price: **\$24.95** ISBN: **1-57517-372-7**

Reviewed by Stephanie Davis, Spring Arbor University



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