



Barbieri, Maureen (2002) "*Change my Life Forever,*" *Giving Voice to English-Language Learners.* York, Maine: Heinemann.

New learners of the English Language are increasing in number, and most of them are of school age. City and rural schools all across the country now welcome immigrant children to classrooms, presenting new learning opportunities for students and teachers alike. Nowhere do we see this more than in New York City, where people come from all over the world. "*Change my life forever,*" *Giving Voice to English-Language Learners* by Maureen Barbieri, chronicles the author's two years as a public staff developer in New York's Chinatown, IS 131, where she primarily helped teachers setting up reading and writing workshops.

In Chinatown, waves of new families arrive every day, speaking Mandarin, Cantonese, or any number of Chinese dialects. From these families, many children that are in sixth, seventh, or eight grade register in IS131. The author describes her experience in her new middle school as life changing; she encountered 1400 students who had stories to tell.

At first, the author knew little about ESL (English as a Second Language), but did have a strong background in English/Language Arts. In IS 131, the instructional model was that Limited English proficient children had separate content instruction in their first languages, special classes in English language, and joined the rest of the school population for dance, art, and music. This was a fluid model; however, too many children struggled with English every year. The challenge for the students was adapting to a new culture and new language. The challenge for teachers was helping diverse students in using English literacy skills to bridge their memories of China to their hopes for the future as they came to value both their old and their new cultures.

The author stresses the profound responsibility to help them participate in their adopted country. The power of literacy came as an important instrument to change students' perspectives and give them hope. The book's chapters describe the development of the young adult book club, where students meet twice a month to read books. Students then learned how to keep track of the stories, writing in double-entry journals, making charts and graphic organizers. They were also encouraged to express their dreams through writing and their feelings with art. Drawings of what they remember from China are heart wrenching, reminding readers that these children had been forced to

give up much of what was familiar to them to come to America. To strengthen English language skills, students were taken on walks around the neighborhood, using visuals to practice English. Literacy in their first language was also encouraged so that the students would grow into bilingual adults.

The Chinese students came from families with widely varying educational backgrounds. Barbieri presents their stories in a way that allows the reader to get to know them. We learn about their lives outside of school. Since many parents worked full-time, some students went home to apartments that were either empty, or crowded - sometimes 2 or 3 families live in a small apartment. Others went to the factories where their parents worked, to help out and do homework there.

The author dedicates one chapter for some of her more memorable students. Thus, we meet J.J. and we see his first struggling attempts not to be scared to read out loud in English. He progresses and enters seventh grade in English-only classes. He becomes an avid participant in the book club, showing his entries on *Strider* and *Runaway Ralph* by Beverly Cleary, making natural connections between the books and himself, knowing how this was an important process for him as a proficient reader. Also we read about Cong, an avid writer who would impress his classmates and teachers with his entries. His writing was so fresh and clear, sometimes funny, and almost always surprising. Intrigued, the author saves everything he wrote from their earliest days of acquaintance. Like J.J., Cong moves to heterogeneous classes for seventh grade. We learn also about Yi's story, how she uses her writing to express her memories of China and specific moments of her childhood, to explore her impressions of New York and American culture. At first, she seems one of the crowd. She never speaks up. She is serious. But she soon starts to enjoy writing the entries in her writer's notebook. We learn about her family and her job at the family's restaurant, where she does her homework everyday.

This book will certainly help teachers of all English language learners enhance their students' learning through the power of literacy. Being an English language-learner myself some years ago, I found this book very enlightening. I could relate in many ways to some of the Chinese students' experiences adapting to this new world, language and country. Letters and drawings from the students are very expressive and heart touching. I also found the appendixes very helpful, listing books for use with middle-level English learners.

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Reviewed by Gisela Llamas, Southwest Texas State University

Burke, Jim (2002) *Tools for Thought: Graphic Organizers*

for Your Classroom. Portsmouth, NH: Heinemann.

Every teacher knows the experience of teaching a concept and hearing students say, “I don’t understand. What do you mean? I don’t get it”, common phrases students voice when they are frustrated in the learning process. Discovering how to bridge these gaps and help learning occur is the mark of a good instructor. Burke, a teacher of English at Burlingame High School in California, has spent his teaching career constructing tools, also called graphic organizers, that assist him in bridging the hurdles of instruction.

In this highly practical volume, Burke shares with teachers the hands-on instruments he has developed, with the assistance of students and colleagues, to enhance classroom instruction. Burke calls them tools, “I use them for so many different purposes, in so many different ways, I can only understand them as tools, for they do not only organize” (p. xix). Section one of this text consists of the tools Burke has created with detailed descriptions and examples on how he has used them in the classroom. Section two contains the forms that teachers can reproduce for their own classrooms.

By using these tools, Burke has successfully reinforced instruction in both regular and special education classrooms. His techniques allow students of all learning styles to probe deeper into learning as they evaluate, identify, organize, explain and synthesize the information presented. A veteran classroom teacher, Burke has authored several books and is the recipient of many awards, including the NCTE’s 2000 Exemplary English Leadership Award.

Among the tools listed are Idea Cards. More than simple Flash Cards, Idea Cards allow students to see the relationships between characters in a novel or understand the forces behind a historical event. Students write the various components of a concept, event or idea on the cards and then manipulate the cards to show the relationships. Time Line Notes, another tool presented, are used to sequence events. Story Notes, Venn Diagram, and Think in Threes are some of the other tools discussed.

Geared toward the classroom teacher, *Tools for Thought* offers teachers new means for reaching their students. Those who want to try Burke’s techniques will find that implementation requires time and energy, but the potential payoff of increased learning makes the effort worthwhile. Includes photographs, charts and graphs. Recommended.

Pages: **184** Price: **\$21.50** ISBN: **0-325-00464-1**

Reviewed by Stephanie Davis, Spring Arbor University

Cimera, Robert E. (2002) *Making ADHD a Gift: Teaching*

***Superman How to Fly.* Lanham, Maryland: Scarecrow Education.**

How you teach children about ADHD could set the tone for the rest of their lives. You'll have to paint an honest picture of the condition but also be very positive Talk to them about their favorite superhero.... Bring up the fact that each superhero has different abilities.... Then explain that people in real life are a lot like superheroes-everybody has different abilities.... The super abilities of kids with ADHD include having a lot of energy and being able to run around a lot without getting tired. They can also be very creative and intelligent. The purpose of school and IEPs is to get children with ADHD to control and utilize their super abilities for "The Good"... You are teaching Superman how to fly (p. 97).

This is the gift of this book. Robert E. Cimera is an assistant professor at the University of Wisconsin at Oshkosh who was diagnosed with ADHD-C as an adult. He views ADHD as a positive ability. Each chapter begins with a chapter outline; a case study, illustrating elements that will be addressed in the chapter; questions for consideration, for understanding the case study; and a discussion of underlying elements, concerns and strategies. The information is conveyed in a conversational style suitable for the layperson or student educator.

In the first chapter he gives an overview of definitions and diagnoses of the four types of ADHD (Attention Deficit Hyperactivity Disorder): ADHD-I (Inattentive), ADHD-HI (Hyperactive-Impulsive), ADHD-C (Combined), ADHD-NOS (Not Otherwise Specified). This information serves as a basis for understanding the case studies and discussions that follow. Each chapter gently carries the reader through a critical thinking process of application, analysis, synthesis, and evaluation.

In the chapters that follow, the author covers the topics of: inattention, impulsivity, hyperactivity, social skills, educational programs, and strategies for ADHD children, adolescents and adults. Cimera also has the reader consider the possibility of other conditions or situations that could mistakenly be diagnosed as ADHD. The last chapter contains resources for individuals with ADHD and resources for their teachers and parents. It includes booklists, periodicals, videotapes, contact information for organizations and support groups and an annotated list of Internet sites. Most of the materials had imprints from the early nineties and late eighties. Only one of the websites mentioned was not currently accessible. The website annotations were quite pertinent to their content with the exception of the U.S. Department of Education site, which has been drastically revised since the publication of this book. Although there is a very detailed table of contents, there is no index. The addition of an index would have been useful.

Overall, Cimera provides a positive, supportive and informative voice on the subject of ADHD. I found the examples of students and their goals (pp.130-131) especially illuminating in exploding my own preconceived attitudes toward ADHD. Special education students, classroom teachers, parents and adult individuals with ADHD could find valuable information and insights in this book. It provides an accessible introduction to the condition and provides the reader with the educational, environmental and behavioral accommodations and strategies that can help ADHD students, their parents, teachers and classmates create supportive scaffolding for success.

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Reviewed by Sheila Kirven, New Jersey City University

Glickman, Carl D. (2002) *Leadership for Learning: How to Help Teachers Succeed*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Carl Glickman continues to set the standard for school administrators in his thirteenth book focused on democratic education and school improvement. In *Leadership for Learning*, he takes a closer look at structures for classroom assistance and observations, approaches to working closely with teachers, criteria for assessing teacher competence and growth, peer coaching, and a collegial force for school renewal.

Glickman begins by looking at the role of the teacher. He claims that successful teachers continue to question existing practices. They seek feedback from their students, observe other adults as they teach, attend workshops, read professional literature, have individualized professional development plans focused on classroom change, and analyze their work reflectively.

Successful teachers need administrative support. According to Glickman, some of the structures for classroom assistance that are most effective in schools are: Clinical supervision, peer coaching, critical friends, and action research/study teams. Schools seeking improvement review their common goals, establish their own research agenda to study, create their own individual classroom action plans, collect student data to determine the progress being made, and make progress reports on individual work to the group. Collegial support and time are both crucial in these plans. Peer coaching and critical friends both involve a willingness on the part of the teacher to accept criticism from other professionals, as well as a willingness to open up to one another and share best practices.

Administrators must view their role as an instructional leader rather than a manager. Instructional leadership approaches and behaviors include: active listening, clarifying statements, encouraging one another, reflecting on and presenting original ideas about the issue being discussed, and collective problem solving. Other aspects of instructional leadership involve negotiating probable solutions to problem solving, directing others to possible choices, and reinforcing others with positive praise.

Glickman discusses three possible approaches to leadership available to administrators: The collaborative interpersonal approach, the directive-informational interpersonal approach, and the directive-control interpersonal approach.

In the collaborative interpersonal approach, the control over the decision to be made is shared by all. The leader uses nondirective behaviors, and seeks negotiation and problem solving from all parties involved. In the directive-informational approach, the leader is the major source of information and directs teachers on options from which they can choose. The directive-control interpersonal approach involves the leader directing teachers in what will be done while the leader clearly determines the actions for the teachers to follow.

The directive-control approach maintains that the leader clarifies the teacher's problem, presents his or her own ideas, directs the teacher, demonstrates the desirable teacher behavior, sets the standard for improvement, and reinforces the behavior by using incentives. This type of leadership should be used minimally by the administrator to push for more active participation from the teacher. This strategy may be effective in emergency type situations. The collaborative approach, on the other hand, involves the leader and the teacher actively negotiating a plan for action. This nondirective approach is based on the fact that some teachers are capable of analyzing and solving their own problems. It is the approach most desired by schools of choice and is best used when the teacher has a better understanding of their teaching than the leader.

Successful teachers know their subjects and content field well; they use a variety of teaching strategies, understand the developmental needs of their students, and actively reflect on their ongoing professional development. Although successful, they know that they must constantly be learning how to become better. Their aim is toward more autonomy in achieving collective learning goals. These teachers challenge students to achieve a life valued beyond what others may have planned for them or limitations placed on them due to socioeconomic hardship.

Teachers must view development as essential to personal and professional growth. Glickman describes two factors in teacher development: Commitment and level of abstraction. Commitment refers to the time and enthusiasm spent on the job. Abstraction refers to

the ability to think about problems from many perspectives, generate alternative solutions, and judge possible problems that might arise. From those two factors Carl Glickman summarizes four basic types of teachers.

The first group is dubbed “teacher dropouts.” These teachers have a low level of commitment to the profession and cannot think abstractly about their teaching because they do not see any reasons for improvement. This type of teacher usually blames causes of difficulty on others and quits the profession after a few years. The second group is called “unfocused workers.” These have a higher level of commitment than the dropouts, but maintain a low level of abstract thinking. Their good intentions are never brought to action because of their lack of ability to think problems through and then act on them. The third group includes the “analytical thinkers.” These have a low level of commitment, but a high level of abstraction. Intelligent and highly verbal, they are willing to discuss ideas with others. But their ideas never amount to anything because they are unwilling to commit any time or care to carry out the plan. The final group is what Glickman calls “professionals.” This group has a high level of commitment, as well as abstraction. These teachers think about and consider options for improvement, make rational choices, develop and carry out plans of action. They are actively involved in continual improvement and create a lifelong love of learning in their chosen profession.

Glickman argues that every aspect of school revolves around student learning. Administrators and teachers must build collegial relationships and work together. Because of our need to continually improve and meet the challenges set before us, school leaders should strive for a nondirective collaborative approach to leadership. Principals should be involved in helping create time for teachers to participate in peer coaching activities, actively participating in critical friends groups, and sharing authority with all groups of teachers, students, and the community. Teachers must open themselves up to the constructive criticism of others and effectively evaluate progress toward meeting common goals.

School improvement is a cycle of constant change, creating new ways of thinking about how students learn. It involves professionals with a desire to become actively involved in sustaining a better learning environment. It involves school leaders who are better prepared with leadership styles to help teachers succeed.

A nondirective collaborative approach is the best strategy for an administrator to use when dealing professionally with faculty and staff. Those who are competent, caring, and committed not only want to be there, but want to make a difference in serving others. This type of teacher deserves respect and should be trusted with additional opportunities for self directed learning and avenues for shared leadership. Glickman’s view of professional development as an

ongoing investment in oneself is right on target. When administered appropriately, Glickman's strategies can be used by democratic thinkers who value change and excellence.

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Reviewed by Jennifer Evers, University of Oklahoma

Sweeney, Diane (2003) *Learning Along the Way: Professional Development by and for Teachers*. Portland, Maine: Stenhouse Publishers.

Diane Sweeney's intent in this book is to "encourage you [teachers] to be creative when you rethink how your school offers professional development" (p. 102). She stresses that because we know a great deal about student learning we should transfer that knowledge to teachers; thus, she emphasizes hands-on learning for adults. This, naturally, means that we must tailor professional development to the individual teacher's needs, recognizing the failure of typical one-shot in-service offerings.

Sweeney was a 5th and 6th grade teacher for five years in an economically deprived Denver school that was 76% Hispanic and 21% African-American, then she became an instructional coach at that school and now is a consultant for Denver's Public Education and Business Coalition (PEBC), a non-profit organization supporting teacher quality. She describes her experience at Harrington School in nine chapters, divided into three broad categories. In Modeling and Observation, she considers study groups, observation, and coaching. Under Guided Practice she emphasizes linking professional development to individual teacher's needs and still focusing on students' work at the same time. In Independence she considers both principal leadership and teaching leadership, and a summation of all that is meant by the gradual release continuum in a school now known for supporting teacher learning.

There are two annotated appendices, one on books and videos for study groups, the other on literature to use in teacher book clubs. There is also an extensive bibliography and an index.

This is a relatively short book, written conversationally as from a colleague to a fellow teacher, offering encouragement to anyone considering professional development and showing that it has worked in a difficult context and could well work, even in a different format, in other contexts as well. The title and sub-title are unusually apt descriptions of the contents. Her advice is not for teacher trainees, but for the working teacher, at any level of experience, wondering how his or her school might encourage continued learning and development among teachers as much or more than it does among students. As such

it belongs in personal collections and school libraries more than in academic collections, although it would have a place in graduate collections where students already would have teaching experience.

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



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