



Barone, Diane (2002) *The National Board Certification Handbook: Support & Stories from Teachers & Candidates.* Portland, Maine: Stenhouse Publishers.

Read this book if you want to know about the national certification of teachers. Throughout the six chapters, you are led step-by-step through all aspects of the process and given testimony by teachers who achieved certification as well as those who did not meet the rigorous (200-400 hours and less than a 50% pass rate for first attempts) and costly (\$2300) requirements.

The National Board for Professional Teaching Standards has certified teachers in all 50 states and the District of Columbia. The organization rewards outstanding teaching which has a focus on students, the curriculum, and the community. The reader is assured by participants' comments that the journey for this prestigious, voluntary certification is worth it because of the professional and personal growth that takes place.

Pages: 136 Price: \$15.00 ISBN: 157110349X

Reviewed by Kathleen E. Fite, Southwest Texas State University

Dorn, Linda J. & Soffos, Carla (2001) *Shaping Literate Minds: Developing Self-Regulated Learners.* Full text online Portland, Maine: Stenhouse Publishers.

In *Shaping Literate Minds*, Dorn and Soffos share experiences of working with children and teachers and portray "teaching and learning as a collaborative process between many people with a common goal - literacy for children."(p. xiii) Linda Dorn, assistant professor and the director of the Early Literacy Center at the University of Arkansas, and Carla Soffos, a literary coach at the University of Arkansas, write the book in collaboration with primary teachers from across the State of Arkansas. As coaches and mentors, the authors develop an apprenticeship relationship with the teachers. The teachers, in turn, apply apprenticeship-learning theories in their classrooms.

Articulate, in an easily understood style, the book is an authoritative work that is accessible to scholars and lay people alike. The authors organize individual chapters consistently—beginning with theories, followed by authentic classroom examples. Chapters are replete with scanned illustrations of student work, teacher logs, and informative

tables, all of which contribute to understanding the material. The bibliography points to useful works for further reading and the index makes the text more usable as a reference tool.

In chapter 1, the authors describe important theories of cognitive development, with special emphasis on Dewey's ideas regarding transfer. They describe the principles of modeling, coaching, scaffolding, and fading using practical examples gleaned from actual classroom observations and interactions. In chapter 2, the authors lay out a curriculum for literacy, citing nine common beliefs about reading and writing. They give, as an example, a case study of a first-grade classroom curriculum, complete with schedules and teacher/student interactions. One helpful table matches each of the nine common beliefs with daily instructional activities. Chapter 3 discusses the development of a literacy processing system, and the acquisition of the print-sound code at standard literacy levels. Examples of student work, teacher/student interactions, and assessment logs demonstrate the practical application of complex theories. Chapter 4 presents spelling as a developmental process. Once again theories are presented in the context of practical, real-life, classroom examples. Chapter 5 talks about well-designed literacy corners as places where learners become independent problem-solvers. The authors describe many types of literacy corners, giving examples of various tasks and materials, targeted at each literacy level. Helpful photographs of real classroom corners abound. Chapter 6 argues for an apprenticeship approach to professional development. Teachers, like students, need to become self-regulated. The authors give examples of modeling, coaching, and mentoring for teachers. An extensive appendix is filled with reproducible assessment forms, report cards, literacy corner materials, and observation forms for guided readings.

Educators developing a literacy curriculum will find *Shaping Literate Minds* to be a practical, thoughtfully written tool. Students of education will find insight in Dorn's and Soffos's real-life classroom examples. Parents will find an authoritative, but not too technical, treatment of theories of literacy education, and examples of their practical application.

Pages: 160 Price: \$17.50 ISBN: 1-57110-338-4

Reviewed by Frank Bridges, Salem State College

Harwayne, Shelley, compiler (2002) *Messages to Ground Zero: Children Respond to September 11th*. Portsmouth, NH: Heinemann.

Messages to Ground Zero is a compilation of stories, poems and drawings from children in response to the events of September 11th. All production costs for the book have been donated by a variety of

companies and all proceeds will go to the Fund for Public Schools, NYC. Please see the publisher's information page at <http://www.heinemann.com/shared/products/E00514.asp> for complete information.

The sample pages I received seem to indicate that this is a well conceptualized project that may serve to assist teachers, parents and other who interact with children. The coming first anniversary of the destruction of the World Trade Center will require an explicit response from many who work with children and this book looks like it will contain (I have seen 12 pages of the 176) aptly chosen material to help kids understand and communicate their response. I was struck by the similarity of the responses to the tragedy from kids of varying ages: "So much depends upon a plane zooming by..." (age 5) "The whole world froze for a second. Now everything is different." (age 7) "Too many people died. I'm scared. I cried." (age 10) "On September 11th I knew I was not imagining anything. I knew it was a war." (age 13)

A good way to begin a conversation about a traumatic experience with children at most any age. Can't imagine that anyone would regret the purchase.

Pages: 176 Price: \$14.95 ISBN: 0-325-00514-1

Reviewed by Kate Corby, Michigan State University

Page, Diane R. (2001) *The Paraeducator in the Elementary School Classroom: Workbook*. Lanham, MD: Scarecrow Press.

Page, Diane R. & Page, Deborah S. (2001) *The Paraeducator in the Elementary School Classroom: Facilitator's Manual*. Lanham, MD: Scarecrow Press.

A book about training "paraeducators" should be of interest. Many school districts hire teacher aides or paraprofessionals, and few good resources for training them are available. The material presented in these two volumes is designed to be used in training sessions for new employees and can be adapted to one-, two-, or three-day workshops. Although much of the information seems useful, I have some reservations about the approach and the format. The level of detail seems unnecessary. For example, the script for the facilitator includes the following: "Let's quickly turn to page 36." ALLOW TIME FOR ALL PARTICIPANTS TO TURN TO PAGE 36. If one assumes that the presenter is a veteran teacher or an administrator, this level of detail seems excessive, and it causes the volume to be longer than necessary.

My first impression when I scanned the workbook was that it was

designed for an elementary student. The print is extraordinarily large, and there are numerous lined pages for attendees to write on. Throughout the book, drawings of a cat, E. Cat the paraEduCator, are used to introduce new material. Also, some of the instruction hardly seems necessary. I hope that most screening practices would weed out employees who would need admonitions to Look Nice! Smell nice! Brush your teeth! The workbook concludes with monthly calendars and black line masters. I question the utility of including this last section, and it causes this volume to be longer than necessary.

On the positive side, there is information about safety, confidentiality, and current educational terminology that all paraeducators should know. The module addressing special education is particularly informative, and this is an area where many paraeducators are employed. Despite my reservations, libraries serving educators will find these volumes useful.

Workbook Pages: 328 Price: \$23.50 ISBN: 0-8108-3871-0

Facilitator's Manual Pages: 216 Price: \$35.00 ISBN: 0-8108-3872-9

Reviewed by Sharon Naylor, Illinois State University

**Phenix, Jo (2002) *The Writing Teacher's Handbook*.
Markham, Ontario: Pembroke Publishers, distributed by
Stenhouse.**

Phenix presents a good overview of how to teach the writing process. This practical guide is full of ideas, examples and checklists that can be implemented easily and quickly. The material is appropriate for elementary students, and could easily be adapted for middle school students. Teachers may be especially interested in the chapters on Organizing Time for Writing, Classroom Publishing, and Appendix I: Linking writing purposes to relevant forms.

Pages: 80 Price: \$16.00 ISBN: 1-55138-142-7

Reviewed by Kathy M. Irwin, University of Michigan, Dearborn

**Smith, Michael W. & Wilhelm, Jeffrey D. (2002) *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*.
Portsmouth, NH: Heinemann.**

Traditionally teenage boys have reputations as nonreaders and as being difficult to engage in reading. However in *Reading Don't Fix No*

Chevys, Smith and Wilhelm found their subjects much more involved in literate activities than is generally supposed. By expanding their definition of literate activities beyond the conventional classroom definition, the authors found the study's participants significantly engaged in non-classroom literacy; such as, following a favorite sport through magazines or writing rap lyrics. In analyzing these outside literate activities and investigating the boys' attitudes toward reading, Smith and Wilhelm search for ways in which curricula and instruction can be designed to engage teenage boys in classroom literacy.

Interspersing the study with profiles of the study's participants, the authors argue for understanding what the subjects like to read and why, in order to create school environments that encourage teenage boys to read. The study indicates that while the teenage boys recognized the importance of reading, they were unresponsive to school literate activity because of the "schoolishness" of it. A feeling of competence and control was also important to the participants, and playing an important role in this is their definition of good teachers: teachers who see them as individuals. A personal connection with the reading material is also key as participants who felt a relationship with the characters they were reading about responded to literate activities more positively.

Smith and Wilhelm's study provides a strong argument for inquiry-based instruction and would be of interest to academic libraries serving colleges of education.

Pages: **224** Price: **\$23.00** ISBN: **0-86709-509-1**

Reviewed by Melissa Cast, University of Nebraska at Omaha



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