

## BOOK REVIEW

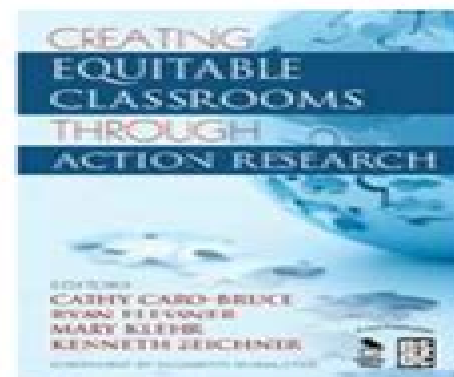
*Creating equitable classrooms through action research.* Cathy Caro-Bruce, Ryan Flessner, Mary Klehr, and Kenneth Zeichner. (Eds.). 2007. Corwin Press. 303 pp. Paperback. ISBN 978-1-4129-3667-5. US\$37.95.

Review by  
Geoff Mills  
Southern Oregon University

*Creating Equitable Classrooms through Action Research* is compelling reading for a wide-ranging audience including professional development participants, preservice and inservice teachers, students of educational administration, and teacher educators. Under the careful editing of Cathy Caro-Bruce, Ryan Flessner, Mary Klehr, and Kenneth Zeichner, the authors of the 10 action research studies reported in the book engage the readers in powerful narratives that capture the power and potential of action research to make a positive change in the lives of children and teachers.

The 10 studies included in Part II are the heart of the book. These studies, individually and collectively, illustrate "the power of action research by teachers to provide concrete improvements in classroom practices that contribute to the narrowing of educational achievement gaps in their own classrooms and schools" (p. xi). The first two chapters set the scene for framing how action research can promote equity in education, and the final chapter links the findings of the individual action research studies to the broader literature on equity issues. As the authors of the final chapter state, "The studies presented in this book provide glimpses into real classrooms and illustrate teachers who are working to attend to their positionalities. The chapter authors are teachers who are developing or have developed, a sociocultural consciousness" (p. 281).

The book presents new research focused on social and educational equity as viewed by teacher researchers. I am not aware of any other action research books that have focused solely on these important educational and social issues. The majority of action research books are focused on describing the process of planning, implementing, and evaluating action research with many texts including examples of published studies across different areas of focus. This book is unique in its focus on equity.



# Creating Equitable Classrooms Through Action Research

**J Elliott**



## **Creating Equitable Classrooms Through Action Research:**

Creating Equitable Classrooms Through Action Research Cathy Caro-Bruce, 2007-08 Recognizing the importance of race class gender culture and ability the authors provide a window into the difficulties that professional educators grapple with as they face the challenge of teaching all children This text is both authentic and practical and it demystifies the issues of equity that pervade today's classrooms Diane Yendol Hoppey Associate Professor University of Florida Gainesville Action research of this caliber on the subject of equity is critically needed for all children to have access to the same level of rigor and high standards This is a must read for districts that really want to turn action research into action that affects student learning Terry Morganti Fisher Director of Professional Development Austin Independent School District TX Utilize the power of action research to narrow the achievement gap Despite the best intentions of reform efforts educational inequity continues to exist in public schools Creating Equitable Classrooms Through Action Research confronts this challenge head on and shows educators how they can use action research to both raise student achievement and strengthen instructional leadership Ideal for both a first time action research endeavor or one already in progress this practical guidebook helps practitioners formulate specific research questions collect and analyze data and communicate their findings Educators will discover Ten action research studies on narrowing the achievement gap Guidelines for implementing an action research project that supports culturally relevant instruction Authentic examples for discussion and reflection Invaluable for school district leaders teachers professional development schools and preservice teachers this resource for systemwide improvement efforts helps schools provide more equitable learning environments for all children

**Creating equitable classrooms through action research** Cathy Caro-Bruce, 2007 *Creating Equitable Classrooms Through Action Research* Cathy Caro-Bruce, 2007-08 Recognizing the importance of race class gender culture and ability the authors provide a window into the difficulties that professional educators grapple with as they face the challenge of teaching all children This text is both authentic and practical and it demystifies the issues of equity that pervade today's classrooms Diane Yendol Hoppey Associate Professor University of Florida Gainesville Action research of this caliber on the subject of equity is critically needed for all children to have access to the same level of rigor and high standards This is a must read for districts that really want to turn action research into action that affects student learning Terry Morganti Fisher Director of Professional Development Austin Independent School District TX Utilize the power of action research to narrow the achievement gap Despite the best intentions of reform efforts educational inequity continues to exist in public schools Creating Equitable Classrooms Through Action Research confronts this challenge head on and shows educators how they can use action research to both raise student achievement and strengthen instructional leadership Ideal for both a first time action research endeavor or one already in progress this practical guidebook helps practitioners formulate specific research questions collect and analyze data and communicate their findings Educators will discover Ten action research studies on narrowing the achievement gap

Guidelines for implementing an action research project that supports culturally relevant instruction Authentic examples for discussion and reflection Invaluable for school district leaders teachers professional development schools and preservice teachers this resource for systemwide improvement efforts helps schools provide more equitable learning environments for all children

*The SAGE Handbook of Educational Action Research* Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of *Educational Action Research* Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the *Educational Action Research* journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of *Research Methods in the Social Sciences* SAGE 2005 and author of *Action Research a Methodology for Change and Development* Open University Press 2006

**The SAGE Handbook of Educational Action Research** Bridget Somekh, 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field

**Digging Deeper Into Action Research** Nancy Fichtman Dana, 2013-02-05 Take your great idea to the next level with action research How and when can we find time to conduct meaningful action research Great ideas and thought provoking questions can only blossom through methodical inquiry Nancy Fichtman Dana steps in as your action research coach and leads you on a journey through wonderings to real change in your classroom From framing your question to presenting your research this guide will encourage challenge and ultimately lead you through the action research process Teachers students and action research

coaches alike will learn how to Reframe initial wonderings into pointed inquiries Creatively analyze both qualitative and quantitative data Draw action research topics out of ordinary discussions with colleagues Share findings with others to help them improve as well With real life vignettes self guided worksheets and an included DVD Digging Deeper into Action Research is your go to guide each time you embark on a new journey toward professional growth This field guide will undoubtedly make a valuable contribution to the larger project of practitioners engaged in the work of reflecting on studying and interrogating their own practice in order ultimately to improve the social life of classrooms and the learning opportunities and life chances of children Marilyn Cochran Smith Cawthorne Professor of Teacher Education Boston College This is THE book to read for any educator who ever found themselves asking What just happened If you like finding your own solutions to your teaching problems this is the key to your freedom and to satisfaction in your teaching career Mary K Culver Associate Clinical Professor Northern Arizona University

**The Wiley Handbook of Action Research in Education** Craig A. Mertler, 2019-03-26 Comprehensive overview of the theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings Covering primarily PK 12 educational settings the book utilizes a cross section of international authors and presentations to provide global perspectives on action research in education Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action research Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational contexts Part III focuses on specific applications of educational action research in practice Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research Each of these authors also discusses the importance and value that action research has had on him or her both professionally and personally Discuss action research in PK 12 as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students graduate students and scholars studying and or researching educational action research

**Handbook of Research on Educational Communications and Technology** J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting

and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community **Teacher**

**Professional Learning in an Age of Compliance** Susan Groundwater-Smith, Nicole Mockler, 2009-04-29 Teacher Professional Learning in an Age of Compliance Mind the Gap examines ways in which practice based inquiry in educational settings in a number of different countries and contexts can transcend current ways of working and thinking such that authentic professional learning is the result The authors contend that education policy under pressure from a number of quarters is retreating into a standardized audited and backward looking arena with the advances of more progressive educational philosophy being rolled back In an age where practitioner inquiry and action research have often been hijacked for the purposes of broad based policy implementation this book offers a rationale for reclaiming the critical edge so fundamental to inquiry based professional learning It examines the potential of inquiry based forms of teacher professional learning to contribute to the growth of professional knowledge for and about teachers work The authors intend that the book will assist in building new forms of professional knowledge that go beyond the current compliance model engineered from less enduring materials to inform a new model with its foundations in a strong ethical and moral framework They also believe that this new model if implemented will help to reverse today s conservative educational trends and make teacher professional development a force for genuine progress once again They have consciously moved away from the celebratory tone of much of the academic reporting of teacher professional learning adopting instead a genuinely critical edge In covering a wide range of policies and practices from across the international spectrum they have allowed themselves the freedom to engage in serious epistemological arguments about the nature of professional knowledge as well as how it is constructed and employed *Research, Action, and Change* James M. Frabutt, Anthony C. Holter, Ronald James Nuzzi, 2008

An introduction to action research in Catholic schools through the specific lens of community and spirituality including original research from Catholic school leaders Provided by publisher **The New Learning Commons where Learners Win!** David V. Loertscher, Carol Koechlin, Sandi Zwaan, 2008 Examines the function and role of school libraries and computer labs Considers how these resources are used differently than intended because they have been organization based rather than client based **Designing Professional Development for Change** James Bellanca, 2009 A practical easy to follow guide for moving toward positive change for schools Linda Diaz Program Specialist for Professional Development Monroe County Schools FL Offers readers the guiding principles and essential ingredients that must be incorporated into successful professional development programs David Freitas Professor Indiana University South Bend Implement professional development practices that generate systemic change to improve teaching and learning Enriching the professional lives of teachers is not only an art but a science This resource provides a research validated road map for staff developers and

principals to promote positive student outcomes and increase school performance through effective professional development. The new edition offers practical methods for designing staff development experiences that facilitate a high level of learning transfer into the classroom. Administrators and staff developers will find guidelines for professional development that fosters meaningful cognitive connections for participants and supports continuous academic improvement and lifelong learning for students. This substantially updated revision includes a three-stage framework that helps ensure sustainable results. Emphasis on mediated learning experiences and skillful coaching for adult learners. A focus on the site-based professional developer's role as a champion for change. The second edition of *Designing Professional Development for Change* offers a starting point for cultivating quality professional learning experiences that lead to improved classroom instruction.

**Alternative Routes to Teaching** Pamela Lynn Grossman, Susanna Loeb, 2008. Over the past 20 years, alternative certification for teachers has emerged as a major avenue of teacher preparation. The proliferation of new pathways has spurred heated debate over how best to recruit, prepare, and support qualified teachers. Drawing on the work of leading scholars, *Alternative Routes to Teaching* provides a thorough and dispassionate review of the research evidence on alternative certification. It takes readers beyond the simple dichotomies that have characterized the debate over alternative certification, encourages them to look carefully at the trade-offs implicit in any route into teaching, and suggests ways to marry the proven strengths of both traditional and alternative approaches. *Alternative Routes to Teaching* is a timely, thoughtful book about one of the most pressing and controversial problems in American education today. This volume brings new and much-needed sophistication to ongoing debates about teacher preparation. Marilyn Cochran-Smith, Professor of Education, John E. Cawthorne Millennium Chair in Teacher Education for Urban Schools and Director of the Doctoral Program in Curriculum and Instruction, Lynch School of Education, Boston College. A better book on this subject could not have been written. *Alternative Routes to Teaching* is a must-read for everyone involved in planning for the future of teaching. Emily Feistritzer, President and CEO, National Center for Education Information, National Center for Alternative Certification. At a time when the education of teachers is undergoing tectonic shifts, this work by Grossman, Loeb, and their colleagues represents an invaluable contribution. They introduce evidence where empty rhetoric has reigned and offer prudent evaluations of the available data to inform a policy debate dominated by ideology. Lee S. Shulman, President, The Carnegie Foundation for the Advancement of Teaching, and Charles E. Ducommun, Professor of Education Emeritus, Stanford University. Pam Grossman is a professor of education at Stanford University. Susanna Loeb is an associate professor of education at Stanford University and director of the Institute for Research on Educational Policy and Practice. **Key Issues in Teacher Education** J. S. Stuart, Kwame Akyeampong, Alison Croft, 2009. **School Library Journal**, 2008. **MultiCultural Review**, 2007. *Creating Inclusive Classrooms* Spencer J. Salend, 2005. The fifth edition of *Creating Inclusive Classrooms: Effective and Reflective Practices for All Students* goes beyond the typical inclusion text in its reflective discussions on how

to teach students with varying learning abilities This text contains a of the core information that an inclusion text requires and then takes the reader to a higher level by including issues of gender race ethnicity language socioeconomic status and family structures Features of the fifth edition include Principles of effective inclusion as a framework for the text The following principles are integrated into each chapter and demonstrate that inclusion is not just a government mandate but a principled philosophy for reflective and effective teaching for all students all learners and equal access individual strengths and needs reflective practices and differentiated instruction and community and collaboration Classroom based examples and case studies of teachers implementing effective inclusive educational practices These examples and cases are integrated throughout the chapter narrative and with the CD ROM that accompanies the text Inclusive Classrooms Video Cases on CD ROM This new CD ROM provides access to living classroom examples of teaching and learning strategies for inclusion Each video case 4 cases depicts scenarios that clearly show the impact of inclusion on supporting students with challenging behaviors preschool classroom climate elementary assessment and planning middle and partial participation and cooperative learning secondary Using Technology to Promote Inclusion A new feature that uses a variety of formats to present issues strategies and resources for using technology to help students gain access to and succeed in inclusive classrooms The integration of CEC PRAXIS and INTASC professional standards Each chapter summary demonstrates where chapter content aligns with these standards

Beyond Behaviorism H. Jerome Freiberg, 1999 Nine contributions discuss the current paradigm of behaviorism of in today s classrooms and why it must change They explain the underpinnings of behaviorism provide four classroom management models and present the context in which change needs to occur The papers derive from the 1996 and 1997 C1

*American Educational Research Association Annual Meeting Program* American Educational Research Association, 2006

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