

Teacher Research Resources
BOOKS
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Resources for Teacher Inquiry Communities: An Annotated Bibliography

Allen, David, and Tina Blythe. 2004. *The Facilitator's Book of Questions: Tools for Looking Together at Student and Teacher Work*. New York: Teachers College Press.

This book is a great tool to promote the work of teacher inquiry communities. It provides facilitators who engage colleagues in structured, collaborative discussion with a step-by-step guide for looking together at student and teacher work. Used as a resource, this handbook provides the reader with tools for responding to a range of facilitation issues, including how to adapt different protocols for different purposes, how to develop powerful, appropriate questions, and how to negotiate difficult conversational terrain with skilled facilitator moves. The Collaborative Assessment Conference, the Tuning Protocol, and the Consultancy are three protocols discussed in depth. This book is a great companion text to *Looking Together at Student Work: A Companion Guide to Assessing Student Learning* by Blythe, Allen, and Barbara Schieffelin Powell.

Bissex, Glenda, and Richard H. Bullock, eds. 1987. *Seeing for Ourselves: Case Study Research by Teachers of Writing*. Portsmouth, NH: Heinemann.

The primary focus of this essay collection is the case study, and the practice of close observation of one learner over time. The book includes case studies by teacher-researchers, reflections on the practice of teacher research, and an excellent piece by Glenda Bissex that makes an argument for the value of case studies.

Brause, Rita S., and John Mayher, eds. 1991. *Search and Research: What the Inquiring Teacher Needs to Know*. London: The Falmer Press.

Editors Brause and Mayher's stated goal is to "demystify research" for educators. To that end, this brief, clearly written volume presents some of the crucial "whys" and "hows" of teacher research. The authors outline political and professional rationales and guide the reader through the major steps of a research project. Chapters explain how to access and understand current research in education, how to develop questions and hypotheses, how to collect and analyze data, and how to determine what kind of classroom research projects will best serve a teacher's class.

Bray, John, Joyce A. Lee, Linda L. Smith, and Lyle Yorks, eds. 2000. *Collaborative Inquiry in Practice: Action, Reflection, and Making Meaning*. Sage Publications.

The authors, writing from varied fields, provide the reader with an insider's view of the collaborative inquiry process and how it relates to other action-oriented approaches. The book includes practical ideas for forming a group, creating conditions for inquiry, collecting and analyzing data, and constructing knowledge. The book is not a recipe for how to conduct collaborative inquiry, but it is rich in examples and conceptual guidelines.

Burnaford, Gail, Joseph Fischer, and David Hobson, eds. 1996. *Teachers Doing Research: Practical*

Possibilities. Mahwah, NJ: Erlbaum Associates.

The greatest strength of this book is its diversity: Professors and classroom teachers from a range of grades, in fields as varied as chemistry and German, write about a wide variety of classroom research approaches. These papers provide thoughtful, detailed suggestions as well as broader discussions for both experienced and apprentice teachers. Chapters of special interest include chapter 1, which reflects on the use of autobiography and journal in teacher research, chapter 2, which centers on literacy curriculum, and chapter 6, which addresses professional development. Each chapter ends with suggestions for further thinking and reading.

Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge, UK: Cambridge University Press.

The need for collaborative action research between teachers is the focus of this text. In addition to chapters explaining methods of data collection and evaluation, this book includes instruction and various teacher narratives designed to prepare practitioners to work with others on classroom research projects.

Chandler, Kelly, and the Mapleton Teacher-Research Group. 1999. *Spelling Inquiry: How One Elementary School Caught the Mnemonic Plague*. York, ME: Stenhouse.

Kelly Chandler and the Mapleton Teacher Research group have put together an easy-to-read 160-page journal account of a team of teachers' focus on improving spelling instruction. Each chapter describes these elementary school teachers' journey, which includes a strong emphasis on classroom-based inquiry. Throughout the book are "TIP" boxes with useful quick references for beginning teacher inquiry group work. Most chapters also include a section entitled "Interlude" that features authentic dialogue and personalizes the investigation process. In addition, the chapters have extension activities that might serve as tutorials for new or experienced teachers looking to develop inquiry skills.

Chiseri-Strater, Elizabeth, and Bonnie S. Sunstein. 2006. *What Works? A Practical Guide for Teacher Research*. Portsmouth, NH: Heinemann.

A useful book for beginning teacher researchers, this text has an inviting organization, with chapter titles including "Propwork," "Scratchwork," "Legwork," and "Eyework" to describe parts of the research process. Text on the pages is relatively simple, with useful bulleted lists and comment boxes. Throughout are "snapshots"—brief descriptions of teacher research projects—and "mindwork"—additional activities to deepen understanding. Particularly useful is the chapter on "Homework," which details how to build a research proposal for various purposes, including writing grant proposals.

Cochran-Smith, Marilyn, and Susan L. Lytle. 1993. *Inside/Outside: Teacher Research and Knowledge*. New York: Teachers College Press.

Inside/Outside is a seminal text in teacher research literature. In the first part, Cochran-Smith and Lytle develop a comprehensive theory of teacher research and its role in teacher culture and educational change. In the second part, Philadelphia teachers discuss their work, examining classroom research tools such as oral inquiry and journal work.

Dadds, Marion. 1995. *Passionate Enquiry and School Development*. London: The Falmer Press.

Dadds focuses on the work of one primary teacher learning to conduct classroom research in an economically diverse urban school in the UK. She chronicles projects that investigate perceptions of the humanities, and explores the gendering of curriculum and the needs of disabled children.

Dana, Nancy Fichtman, and Diane Yendol-Silva. 2003. *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry*. Thousand Oaks, CA: Corwin Press.

This book not only conveys the personal experience of teachers doing research, taking ownership of their work, and creating and maintaining powerful collegial relationships; it provides extensive practical advice on conducting studies. The authors draw on and adapt the methodologies of anthropology and field sociology in ways that make sense for the classroom.

Donoahue, Zoe, Mary Ann Van Tassell, and Leslie Patterson, eds. 1996. *Research in the Classroom: Talk, Texts, and Inquiry*. Newark, DE: International Reading Association.

These first-person narratives by teacher-researchers explore the roles of oral and written discourse in classroom research. Contributors write about their experiences using a wide range of writing practices including storytelling, conversation, journal writing, and computer use, with students of various grade levels and different disciplines. The book concludes with contemplative essays on the future of educational teacher research.

Ellis, Julia L., Joe L. Kincheloe, and Shirley R. Steinberg, eds. 1998. *Teaching from Understanding: Teacher as Interpretive Inquirer*. New York: Garland Press.

Ellis teaches a graduate course for teachers about interpretive inquiry. This text collects some of her lessons, including a discussion of major theoretical concepts of teacher research, and provides engaging teacher research how-to information. The bulk of the text is essays by her students describing their projects. These investigations have objectives such as enhancing children's literacy skills, working with disruptive students, and teaching primary school students how to do research.

Falk, Beverly, and Megan Blumenrich. 2005. *The Power of Questions: A Guide to Teacher and Student Research*. Portsmouth, NH: Heinemann.

This book offers many exercises for helping new teacher-researchers develop the skills needed for various components of their work. It contains, in a very user-friendly format, several practical appendices, including one that attempts to simplify APA format for those planning formal publication. Because this book was designed as a textbook for an introductory university course in teacher research, an instructor's guide including detailed descriptions of weekly class meetings is also available.

Fishman, Stephen M., and Lucille McCarthy. 2000. *Unplayed Tapes: A Personal History of Collaborative Teacher Research*. New York: Teachers College Press.

This is a historical and personal account of the last quarter-century of teacher research writing and practice, spanning the United Kingdom and the United States. McCarthy and Fishman write about the theoretical underpinnings of teacher research, framing their discussion with the work of Lawrence Stenhouse and Ann Berthoff, and explore seminal works by authors such as Marilyn Cochran-Smith and Susan Lytle. They also write at length about philosophical clashes between proponents of teacher research, and about their own experiences as practitioners and collaborators.

Fleischer, Cathy. 1995. *Composing Teacher Research: A Prosaic History*. Albany, NY: State University of New York Press.

Fleischer's book is an unusual combination of anecdotal essays, research reports, and theoretical reflections. Working with the analogy of a photo album, the author, a high school and college teacher, presents four detailed case studies of her composition classroom research. In order to chart her development and the evolving discourse of educational teacher research, she presents her write-ups as they were originally conceived, "warts and all," introducing each account with pre- and postscripts that highlight

key themes. In introductory and concluding chapters, Fleischer contextualizes her work by including her personal reflections as well as a survey of current methodologies.

Fleischer, Cathy, and David. Schaafsma, eds. 1998. *Literacy and Democracy: Teacher Research and Composition Studies in Pursuit of Habitable Spaces. Further Conversations from the Students of Jay Robinson*. Urbana, IL: NCTE.

Former students of Jay Robinson, a groundbreaking researcher/scholar of historical linguistics and sociolinguistics, celebrate their teacher in this volume. This mix of academic and personal essays explores the meanings of critical literacy through discussions of college composition, teacher education, social worlds of students, and the use of creative writing in the classroom. The value of reflective practice and teacher research is a crucial thread through the articles.

Frank, Carolyn. 1999. *Ethnographic Eyes: A Teacher's Guide to Classroom Observation*. Portsmouth, NH: Heinemann.

Based on the author's work with student teachers, this slim volume is "a study of how ethnography (the study of culture) can be a useful tool for teachers in the classroom." Each chapter describes an activity through which student teachers learned to observe ethnographically: notetaking/notemaking; neighborhood mapping; classroom mapping; ethnographic interviews; ethnographic case studies; and focused classroom observation. The chapter "Not Just for New Teachers" highlights the use of tools by experienced classroom teachers, but really the whole book is useful for any teacher-researcher looking to develop her observational skills. Each chapter ends with "further inquiry into ideas" and "activities to explore the ideas," which teacher inquiry communities may find useful.

Freeman, Donald. 1998. *Doing Teacher Research: From Inquiry to Understanding*. Teacher Source Series. Canada: Heinle & Heinle.

The Teacher Source series consists of clearly written guides to aspects of teaching that incorporate a tri-fold focus: the perspective of researchers, the perspective of practitioners, and resourceful instruction. This particular volume includes discussions of teacher research principles, descriptions of how it is employed, and exercises and activities designed to initiate teachers into the practice. It includes clear definitions of classroom research vocabulary and useful references to outside materials.

González, Norma, Luis C. Moll, Martha Floyd-Tenery, Anna Rivera, Patricia Rendón, Raquel Gonzalez, and Cathy Amanti. 1993, January. *Teacher Research on Funds of Knowledge: Learning from Households*. NCRCDSSL Educational Practice Reports. Paper EPR06. University of Arizona, Tucson: National Center for Research on Cultural Diversity and Second Language Learning. Available at <http://repositories.cdlib.org/crede/ncrcdssl/educational/EPR06>.

These teacher research case studies are based in a working-class Mexican community in Tucson. Four teachers conducted household visits and interviews with students' families in order to ascertain the *funds* rather than the *lack* of knowledge that inform their students' lives. This short volume emphasizes the potential for teacher research to help debunk harmful myths about so-called disadvantaged students. The projects helped the teachers understand the practice of multiculturalism beyond holiday celebrations and classroom decorations.

Goswami, Dixie, and Peter Stillman, eds. 1987. *Reclaiming the Classroom: Teacher Research as an Agency for Change*. Portsmouth, NH: Boynton/Cook.

This text provides an overview of teacher research and examples of teachers' studies. The first section gathers diverse articles about teacher research that illuminate a range of definitions and approaches in the field. Short write-ups of studies in the second part describe how individual studies took shape, and how specific teacher-researchers approach data collection and analysis.

Halsall, Rob, ed. 1998. *Teacher Research and School Improvement: Opening Doors from the Inside*.

Birmingham, UK: Open University Press.

UK classroom teachers, professors, and academic researchers write about the serious potential for teacher research to improve individual schools, districts, and systems. The essays and case studies address topics such as student interaction, racism in education, teacher professionalism, and literacy and teacher collaboration.

Hollingsworth, Sandra, ed. 1997. *International Action Research: A Casebook for Educational Reform*. London: The Falmer Press.

This anthology examines research reports, theoretical essays, personal reflections, and letters about teacher research from educators all over the world. The authors frame key issues in classroom observation, professional development, and educational reform as they relate to the national contexts of South Africa, Italy, the UK, the U.S.A, Canada, Mexico, Australia, Thailand, Austria, and Malaysia. In addition to providing a geographical as well as historical context for teacher research, this volume explores two main areas of inquiry: how teacher research is connected to personal and pedagogical transformation, and where the teacher research tradition fits into currents of contemporary political thought and action.

Hollingsworth, Sandra, and Hugh Sockett, eds. 1994. *Teacher Research and Educational Reform: The Ninety-third Yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press.

The papers in this volume take on “nagging questions” that confront educators invested in teacher research. Among other topics, contributors address school and community power dynamics, while reflecting in theoretical and personal terms about the potential and problems of the movement to place teachers at the center of educational reform.

Hubbard, Ruth Shagoury, and Brenda Miller Power. 2003. *The Art of Classroom Inquiry: A Handbook for Teacher-Researchers*, rev. ed. Portsmouth, NH: Heinemann.

This book captures the feel of teacher research, teacher ownership, and collegiality—while conveying lots of practical advice on conducting studies. The authors draw on and adapt methodological work from anthropology and field sociology in reasonable, classroom-appropriate ways. This revised edition manages to keep the user-friendly nature of the original while adding deeper stories of teacher-researchers’ work over time. The authors include many charts, graphs, and ways to collect and manage data that are reasonable for busy teachers.

Hubbard, Ruth Shagoury, and Brenda Miller Power, eds. 1999. *Living the Questions: A Guide for Teacher Researchers*. York, ME: Stenhouse.

The essays in this volume include both lively narratives and theoretical writing about teacher research. Teachers of various subjects describe how classroom research has enhanced their professional lives, and present exercises or methods for beginning your own systematic reflections. As well as some of the more expected topics, this book includes a special focus on how teachers create teacher research networks, publish research, co-research with students as well as colleagues, and use the internet as a teacher research resource.

Lankshear, Colin, and Michele Knobel. 2004. *A Handbook for Teacher Research: From Design to Implementation*. London: Open University Press.

This book offers a step-by-step reference guide for teacher research, providing a comprehensive overview of existing research methods and techniques. It emphasizes teacher research as systematic and rigorous, and provides the tools to accomplish such systematic rigor. It includes methods for qualitative, quantitative, and documents-based research. Though user-friendly for the novice, it has rather dense text. It’s not a quick

read, but is an excellent reference source full of helpful examples, ideas, and sources for further study. The book focuses on design and analysis, in order help develop and polish research skills.

Loughran, John, Ian Mitchell, and Judie Mitchell, eds. 2002. *Learning from Teacher Research*. New York: Teachers College Press.

Published as part of Cochran-Smith and Lytle's Practitioner Inquiry Series, this volume is densely packed with accounts of Australian teacher-researchers who are part of the Perspective and Voice of the Teacher (PAVOT) project. The book is organized into sections: Researching Changes in Teaching, Researching Changes in Learning, and Learning Through Reflective Practice, and nearly all the chapters recount teacher research in secondary classrooms across the curriculum. The book would be helpful to those who would like to see completed reports of teacher research or who need ideas on how to get started or how to organize a research project.

Loughran, John, and Jeff Northfield. 1996. *Opening the Classroom Door: Teacher, Researcher and Learner*. Washington: The Falmer Press. Can be purchased via www.routledge.com/education.

This book focuses on hands-on classroom experience from the perspective of academics, addressing issues around self-study and practical research. It details the experience of Jeff Northfield, a professor and administrator for the Education Department of Monash University, during a year spent teaching math and science to high school juniors. The book uses Northfield's detailed journals of his daily experiences and the reactions of students in interviews and written responses not only to present practical knowledge about effective teaching, but to explore the relationship between classroom observation and staff development. How daily journals or intense self-observation lead to better teaching is the text's guiding question.

MacLean, Marion S., and Marian M. Mohr. 1999. *Teacher-Researchers at Work*. Berkeley, CA: National Writing Project.

This is a revised edition of Mohr's *Working Together* (see below). It describes the components of teacher research and presents research articles of teacher-researchers as well as an extensive section of resources for teachers conducting research in their classrooms.

McDonald, Joseph P., Nancy Mohr, Alan Dichter, and Elizabeth C. McDonald. 2003. *The Power of Protocols: An Educator's Guide to Better Practice*. New York: Teachers College Press.

This self-help manual for educators provides thirty practical and easy-to-use scripted procedures for initiating and facilitating dialogue in professional development settings as well as other learning contexts. A brief introduction sketches the highlights of the application of protocols in education, including its roots in corporate America. This is a great resource of practical tools for classroom teachers.

McEntee, Grace Hall, Jon Appleby, Joanne Dowd, Jan Grant, Somon Hole, and Peggy Silva, with Joseph W. Check. 2003. *At the Heart of Teaching: A Guide to Reflective Practice*. New York: Teachers College Press.

Rather than having teacher research as its focus, this book looks at reflective teaching practice. Through individual chapters detailing specific work, the authors share their own reflective practices and protocols for focusing on their students, their students' work, and their own work. Filled with many useful examples of data collection strategies, it articulates the connection between teacher reflection, student reflection, and teacher research.

Mertler, Craig A. 2006. *Action Research: Teachers as Researchers in the Classroom*. Thousand Oaks, CA: Sage.

This is a user-friendly book that approaches the basics of action (including teacher) research with frequent charts and website references. It details two action research projects, one in a middle school and one in a Title I elementary reading program, beginning in chapter 3 and continuing through the rest of the book.

These project descriptions serve as illustrations of the research components being presented. Especially useful is the chapter on collecting data, which includes not only a list of possible data sources but also the tools (charts, guides, etc.) to organize the project.

Meyer, Richard J., Linda Brown, Elizabeth DeNino, Kimberly Larson, Mona McKenzie, Kimberly Ridder, and Kimberly Zetterman. 1998. *Composing a Teacher Study Group: Learning About Inquiry in Primary Classrooms*. Mahwah, New Jersey: Erlbaum Associates.

Several teachers at one elementary school worked together in a research study group for over two years. This book is a description of their processes and reflections. It discusses the function, possibilities, and dynamics of a teacher study group; the immediate and broader political ramifications of inquiry; and the specific practices of teacher-researchers.

Meyers, Ellen, and Frances Rust, eds. 2003. *Taking Action with Teacher Research*. 2003. Portsmouth, NH: Heinemann.

The chapters in this book report on teacher research projects by teachers involved with the Teachers Network Policy Institute. Chapters are by teachers in Los Angeles and New York City who represent a variety of grade levels, content areas, and research questions. The book begins with one chapter summarizing the research approach taken by the group and ends with a chapter calling for teachers to be involved directly in educational policy making.

Mohr, Marian, and Marion S. MacLean. 1987. *Working Together: A Guide for Teacher-Researchers*. Urbana, IL: NCTE.

Short and readable, this book by two high school teachers, both teacher-consultants with the Northern Virginia Writing Project, displays the workings of a yearlong seminar for teacher-researchers in Fairfax County, Virginia. The book describes the authors' orientation to teacher research, prints samples of participants' journal entries, data charts, etc., and lays out a plan for biweekly meetings of the group. The research group meets as a graduate class as well as a research group, so there is information about the syllabus as well.

Mohr, Marian, Courtney Rogers, Betsy Sanford, Mary Ann Nocerino, Marion S. MacLean, and Sheila Clawson. 2004. *Teacher Research for Better Schools*. New York: Teachers College Press.

The authors develop a rationale for the use of teacher research as professional development for teachers at all levels. The book chronicles the journey of a teacher inquiry community, with experienced individual teachers contributing chapters on their own research projects. The group shared a goal not only to improve their own teaching but also to contribute important work to the body of professional shared knowledge in school improvement. The teacher inquiry community was supported by a grant from the Spencer Foundation.

Myers, Miles. 1985. *The Teacher Researchers: How to Study Writing in the Classroom*. Urbana, IL: NCTE.

Myers writes about how to build teacher research on the model of university research and evaluation. He presents a variety of models for studies of issues in composition research in an effort to democratize knowledge from the university and make it available to teachers.

Nias, Jennifer, and Susan Groundwater-Smith. 1988. *The Enquiring Teacher: Supporting and Sustaining Teacher Research*. London: The Falmer Press.

A collection of case studies interspersed with theoretical reflections on classroom-research-based teacher education courses in the UK, this text highlights both the potential for transformation in these course and some of the problems that arise when schools confront radically new ideas about instruction.

Noffke, Susan E., and Robert B. Stevenson, eds. 1995. *Educational Action Research: Becoming Practically*

Critical. New York: Teacher's College Press.

Teachers, fieldwork supervisors, principals, consultants, graduate students, student teachers, and teacher educators all contribute to this exploration of the theory and practice of teacher research. Authors present case studies and essays that highlight the theoretical issues of the practice, writing openly about the problems and tensions that confront practitioners. The book is divided into three sections, which discuss, first, action research in teacher education, second, action research in schools, and third, the ways in which communities can support action research. *Educational Action Research* strives to strike a balance between theoretical concerns and daily practice. Nevertheless, it is guided by the political principle that research at its best promotes democracy in classrooms and social justice in the broader community.

Project Zero, Cambridgeport School, Cambridgeport Children's Center, Ezra H. Baker School, and John Simpkins School. 2003. *Making Teaching Visible: Documenting Individual and Group Learning as Professional Development*. Cambridge, MA: Project Zero.

This book includes the stories of what teachers learned through documentation of practice and provides a framework for considering how documentation of individual and group learning can serve as professional development. Because it also contains thoughts on how to support this type of professional development, it provides a valuable tool for making classrooms and schools into more powerful learning environments.

Project Zero, Harvard Graduate School of Education. 2001. *The Evidence Process: A Collaborative Inquiry Approach to Understanding and Improving Teaching and Learning*. Cambridge, MA: Author.

This is a handbook for administrators, staff developers, and teachers interested in or already involved in looking at student work collaboratively with colleagues. It describes and provides resources for an inquiry process developed by Project Zero in working with public elementary and middle schools in Massachusetts. This resource includes protocols and guidelines for facilitation; agendas; and strategies for gaining principals' support.

Shacklock, Geoffrey, and John Smyth, eds. 1998. *Being Reflexive in Critical Educational and Social Research*. London: The Falmer Press.

The authors of this collection present personal accounts of research projects and more general commentaries on educational research. Exploring the social and political dilemmas faced in their different contexts, contributors to the volume address issues such as class, sexuality, race, gender, ethics, validity, reciprocity, voice, and empowerment. Editors Shacklock and Smyth are based in Flinders University, Australia.

Smith, Susan E., Dennis G. Willms, and Nancy A. Johnson, eds. 1997. *Nurtured by Knowledge: Learning to Do Participatory Action-Research*. Westboro, MA: Apex Press.

This book, through a series of case studies of participatory action research (PAR) projects in such diverse places as Canada, India, Africa, and Latin America, celebrates the power of shared inquiry over traditional academic research approaches for bringing about meaningful social change. While there are no examples from the field of education, the book provides valuable insights into research for equitable outcomes. In the Foreword, Paulo Freire writes, "When people are the masters of inquiry—the owners of the questions under study—their research becomes a means of taking risks, of expelling visible and invisible oppressors, and of producing actions for transformation."

Stringer, Ernie. 2008. *Action Research in Education*, 2nd ed. Pearson/Merrill/Prentice Hall.

Stringer's book combines an introduction to the basic tools of teacher research with a reasoned rationale for the need for teacher research as a means for empowering teachers and promoting teacher voice and agency. The text is detailed but includes frequent summaries of specific teacher research projects. Especially important is the emphasis on action research as a means to promote social justice through participation by teachers, students, administrators, and parents.

Wallace, Michael J. 1998. *Action Research for Language Teachers*. Cambridge, UK: Cambridge University Press.

This is an extremely clear, extremely practical guide to generating, implementing, and learning from language classroom research projects. The particular strength of the text is its explicit discussions of nuts and bolts: the detailed descriptions of different research methods (verbal reports, interviews, observation, questionnaires), and its glossary of terms. The book also includes sample material from projects, prompts to encourage reader review of the material at different points, summaries of each chapter, and titles for further reading.

Weese, Katherine L., Stephen L. Fox, and Stuart Greene, eds. 1999. *Teaching Academic Literacy: The Uses of Teacher-Research in Developing a Writing Program*. Mahwah, NJ: Erlbaum Associates.

This book provides an in-depth look at the composition program at the University of Wisconsin by professors and teachers whose practice is informed by observation and research. Essays cover such crucial college writing topics as teaching strategies of argument, the meaning of error, writing conferences, and how high school prepares college writers. The book's appendixes are particularly useful in that they include both assignments and writing exercises for students.

Weinbaum, Alexandra, David Allen, Tina Blythe, Katherine Simon, Steve Seidel, and Catherine Rubin. 2004. *Teaching as Inquiry: Asking Hard Questions to Improve Practice and Student Achievement*. New York: Teachers College Press.

This book emerged from a national study group funded by the Wallace Foundation and comprising the Academy for Educational Development, Project Zero, and CES National. Based on their work with teachers who were engaged in collaborative inquiry about student work, the authors provide insightful research-based guidelines for incorporating inquiry into teachers' instructional practices. The second chapter explores who should be involved in the inquiry, the inquiry and documentation cycle, and the supports needed to sustain the work.

Wells, Gordon, and Gen Ling Chang-Wells. 1992. *Constructing Knowledge Together: Classrooms as Centers of Inquiry and Literacy*. Portsmouth, NH: Heinemann Educational Books.

Chang-Wells and Wells collaborated with teachers at four Toronto Schools on a three-year research project concerned with conditions in multilingual, multicultural classrooms. *Constructing Knowledge Together* is their account of that project, which involved seventy-two primary school students whose first languages were Portuguese, Chinese, English, and Greek. The teachers worked with the authors to foster optimal learning and to use classroom experience to determine how literacy could enrich social relationships between students of various backgrounds. This write-up provides detailed accounts of the aims, execution, and analysis of this study, providing a useful resource for readers interested in second-language learners and literacy.