

Introducing
the *Issues in Teacher Education*
Book Review Section

Suzanne SooHoo
Book Review Editor
Issues in Teacher Education
Chapman University

The Editorial Board of *Issues in Teacher Education* is proud to present a new book review section of the journal to you. We hope it will be a popular as well as useful feature in the journal. Book reviews perform an important function. They allow educators to maintain currency in research and publications in order to inform their teaching and scholarly work. While aimed at the busy professionals, the quick access to short reviews would also benefit community members and policymakers who are interested in various aspects of teaching and teacher education.

In order to appeal to different segments of our readership, the following books were selected for review in this issue:

Vicki Kubler LaBoskey reviews Linda Darling-Hammond's and Joan Baratz-Snowden's (editors) *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* (Jossey-Bass, 2005). This book sheds light on a set of recommendations for teacher preparation sponsored by The National Academy of Education.

Barbara Garii reviews Mary Kennedy's *Inside Teaching: How Classroom Life Undermines Reform* (Harvard University Press, 2005). Kennedy won the Margaret B. Lindsey Award for Distin-

Suzanne SooHoo is a Professor with the School of Education at Chapman University, Orange, California, and the Book Review Editor and a member of the Editorial Board of Issues in Teacher Education.

guished Research in Teacher Education at the American Association of Colleges of Teacher Education 2005 conference for this research.

Carol Zitzer-Comfort reviews William E. Blanton's and Eugene F. Provenzo's *Observing in Schools: A Guide for Students in Teacher Education* (Allyn & Bacon, 2005). Drawing from the traditions of anthropology and sociology, this book provides practical, hands-on classroom observation strategies.

Stella C. Batagiannis reviews Mark R. O'Shea's *From Standards to Success* (Association for Supervision and Curriculum Development, 2005). Written from the perspective of a former superintendent and now an assistant professor of educational leadership, Batagiannis analyzes O'Shea's specific, prescriptive plan for implementing the standards in K-12 schools.

A response from O'Shea follows the review by Batagiannis.

Andrea Maxie reviews Linda Darling-Hammond's and John Bransford's (editors) *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (Jossey-Bass, 2005). This book provides the reader with evidence-based knowledge and a conceptual framework when thinking about reforming teacher education.

The editorial staff of *Issues in Teacher Education* invites you to submit book reviews addressing teaching, teacher education, educational policy, and other topics of interest to the teacher education community for consideration for publication in future issues. Book reviews are received and reviewed year round. Manuscripts should follow the style outlined in the most recent edition of the *Publication Manual of the American Psychological Association*. Submissions range from 700 to 1,800 words. Send book reviews and related editorial correspondence to:

Suzanne SooHoo
Book Review Editor, *Issues in Teacher Education*
Chapman University
One University Drive
Orange, CA 92866
soohoo@chapman.edu