

Book Review Introduction

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What can we learn from scholarly practitioners and practicing scholars? Regular and special education teachers, administrators, and teacher educators are joined together in this book review section to provide the reader with multiple views of how various works of scholarship have informed their work. The authors of the reviews not only provide this valuable service but they are also representatives of the multiple communities from which we work. Borrowing from the book reviewed by Anna Wilson, *Methodologies for Autobiography and Self-Study in Teaching*, which promotes arts-based methodology, I will use an artistic metaphor and suggest that we work together in a big pond. If a ripple starts at one side of the pond, it is felt soon afterwards on the other side. Because of this relationship, it behooves us to learn about the neighbors in the pond as a means to comprehend the ecosystem that shapes and is shaped by us. Mara Sapon-Shevin in *Widening the Circle: The Power of Inclusive Classrooms*, as reviewed by Sara Goldberg Hamblin, asks us to enlarge our neighborhood to include others. Susie Wren, a third grade teacher, reviews *Teachers Have It Easy: The Big Sacrifices and Small Salaries of America's Teachers* that proposes her side of the pond is dysfunctional. (Beware of what I said about the ripple effect.) No reason to worry, Debra Luna, an assistant superintendent, finds solutions to upgrade the pond in the book she reviewed, *Classroom Instruction that works with English Language Learners*. And finally, for those with special needs, Dana Grisham's review of the film, *Freedom Machines*, suggests provocative technology to improve the quality of pond living. I hope you will enjoy the reviews. See you at the pond.

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