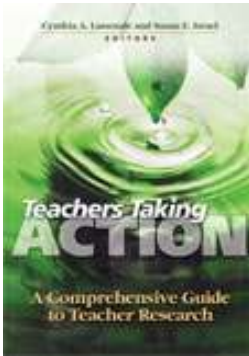


Book Review



Teachers taking action: A comprehensive guide to teacher research. Cynthia A. Lassonde & Susan E. Israel. (Eds.). 2008. International Reading Association. 226 pp. Paperback. ISBN 0-87207-463-7. US \$28.95.

Review by
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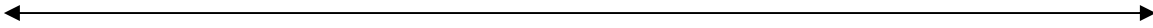
In *Teachers Taking Action: A Comprehensive Guide to Teacher Research*, editors Cynthia Lassonde and Susan Israel provide readers with a text that offers advice to teacher researchers on topics ranging from understanding what it means to conduct teacher research to developing a study and then getting that study published. That they are largely successful in this goal speaks to the editors' willingness to entertain a comprehensive slate of topics and to encourage their chapter authors to write in accessible, yet substantive ways. Teachers who are considering taking an inquiry stance on their teaching will find this text useful and useable. It is one they would want to keep handy on their classroom desk as they try to troubleshoot their inquiry.

The chapters, largely written by teacher educators who are advocates of teacher research, are gathered into six sections. The first and last sections respectively detail where teacher research has come from and where it is going. The middle four sections suggest how to develop, implement, fund, and distribute teacher research studies. In addition, appendices include resources and forms that can be reproduced. Given the many and varied authors, Lassonde and Israel have used devices such as vignettes, opening and closing questions, and tips for implementation to help provide a more cohesive read.

Having conducted research in my high school classroom and in someone else's classroom as a university professor, I have a strong sense of how these two research paradigms resonate and differ. One concern I have regarding the text is that it too often seems to be about research in the academy model, as if those ways of working can be transferred to teachers in a rote way. To offset this concern, I wish more teacher voice could have found its way into the book, but I

also know that while many teachers conduct research, far fewer can find the time to write about issues in the field.

That point noted, *Teachers Taking Action* will help many teachers gain a working understanding of how to explore the many complex questions raised by their practices. That quality alone makes it a worthwhile read.



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