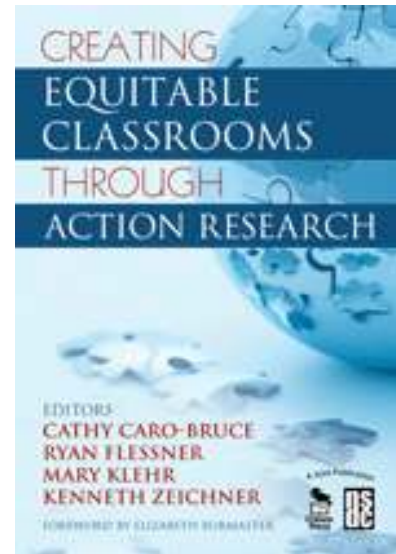


BOOK REVIEW

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
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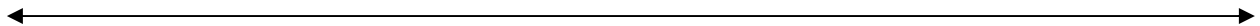
Creating Equitable Classrooms through Action Research is compelling reading for a wide-ranging audience including professional development participants, preservice and inservice teachers, students of educational administration, and teacher educators. Under the careful editing of Cathy Caro-Bruce, Ryan 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.

This book would be a good addition to the professional libraries of preservice and inservice teachers, principals, and teacher educators. As an action research textbook author (*Action Research: A Guide for the Teacher Researcher*, 3rd ed., 2007), I am constantly looking for good examples of action research to include in my teaching of action research. Action research journals are eclectic selections of studies, and many of them are dominated by teacher educators' voices, not teachers' voices. Similarly, there are few compilations of quality studies like those conducted in the Madison Metropolitan School District as part of a district-wide professional development program. While there are challenges of sustaining high-quality writing across an edited volume, the use of an "Editors' Introduction" and "Epilogue" in each chapter are helpful ways of framing each individual study and then gaining individual author's insights into the impact of his or her work.



Geoff Mills is Dean and Professor of Education, Southern Oregon University, Ashland, Oregon. He is the author of *Action Research: A Guide for the Teacher Researcher* (2007, 3rd ed., Merrill) and *Educational research: Competencies for analysis and applications* (2009, 9th ed., Merrill) with L.R. Gay and Peter Airasian. Email: mills@sou.edu

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