

speed the process of providing teachers. Perhaps its explanation of adolescents' problems with coping can be generalized to the sad fact that new teachers tend to leave the profession in alarming numbers, creating a hemorrhage affecting the most vulnerable schoolchildren. These are the classrooms staffed by the least qualified, and the least likely to remain in the profession, so these are the schools with least stability. The appeal of the Reading Apprenticeship Approach is that it hopes to foster an enduring set of habits that the participants will be able to use in every context. It is therefore indeed a promising model for all content areas, and is a genuinely 'content area teaching' strategy rather than a 'content area reading' technique.

As one teaching a content area reading course, I am buoyed by this book, and at the same time appalled. It does what a book intending to inspire educators does best: it makes me think I can practice what I preach, and provides some practical and manageable steps to do so. The chapter on evaluating programs is helpful, providing language for criteria for the "unit assessment system" of the Council for the Accreditation of Teacher Education (NCATE) documentation. However, much of it reads like the instructor support materials typically provided for free with textbooks: suggested projects are framed in easy-to-locate boxes. Having written such support materials myself, I know they are geared toward the underprepared beginning instructor lacking depth of background and lacking confidence in the professorial role, similar to the teacher educator addressing preservice teachers who are lacking depth and confidence. Just as the Reading Apprenticeship Approach responded to the needs of struggling adolescents in an impersonal classroom, this application of it responds to the needs of struggling preservice teachers.

Ultimately, it is written for the educated educator who is nonetheless not well-oriented to the depth, complexity, and universality of literacy. There is not a single page of stilted scholarly prose, and the few works cited tend to be practitioner-oriented from publishers such as Jossey-Bass, Christopher-Gordon, and Heinemann. Schools of Education are notorious for using inexpensive adjunct faculty, on the strength of their practitioner expertise, who are not engaged in the decisions or even aware of the ramifications of administering integrated programs. Their own instructional skill is expected to extend their proven mastery in the K-12 classroom, with little explicit training in the teaching of adults. Thus, this entire book offers helpful hints for overcoming a problem that has not been acknowledged: the preparation and support of new teacher educators who are offering preparation and support of new teachers.

References

Dewey, J. (1938) *Experience and education*. New York, The Macmillan company.

Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (1999). *Reading for understanding: A guide to improving reading in middle and high school classrooms*. San Francisco: Jossey-Bass.

Pages: 228 Price: \$32.00 ISBN: 0-7879-7166-9

Reviewed by Naomi Jeffery Petersen, Ed.D., Assistant Professor of Education at Indiana University South Bend. She teaches curriculum and instruction. Her scholarly interests include assessment literacy as well as the study of adjunct faculty involvement in schools of education.

Burns, Edward (2004). *The Special Education Consultant Teacher: Enabling Children with Disabilities to be Educated with Nondisabled Children to the Maximum Extent Possible*. Springfield, IL: Charles C. Thomas.

The Special Education Consultant Teacher provides a practical overview of the special education consultant teacher's multi-faceted role. Information is presented in seven major units, ranging from topics such as planning to direct services, enhanced by a chapter focusing on essential skills for consultant teachers.

As a special education teacher and guidance counsellor preparing to take on the role of special education teacher consultant, I was especially intrigued with what Burns's book would have to offer within what I correctly expected to be a general introduction to this role. To an educator outside the US, its greatest shortcomings for an international audience is not only its focus on American special education law, which would be a strength for a US-based educator, but also the missing detail in its title and preface that would inform its readers of this particular focus. The reader, unfortunately, is left to infer that this book is focused on a particular nation. The only major suggestion I would have is to

inform the audience of this prior to purchase, perhaps as some part of its already detailed subtitle. One example of this issue is “Essential IEP facts for the consultant teacher” (p.61). While I have no doubt of its utility for the US-based consultant teacher, it certainly does not fit special education policy in my region. On the other hand, the inclusion of such information can also be illuminating; for example, I find the list of related services a child with special needs is potentially entitled to quite happily staggering. Conversely helpful for US special education consultant teachers, Burns carefully weaves in vignettes related to specific state practices and special education court cases.

Information about education and certification requirements, and specific details and examples defining “consultant teacher” is timely, basic and practical information for the beginning or potential special education consultant teacher (p.41). An interesting juxtaposition to this topic is “Reasons for not becoming a special education teacher” (p.287) which inverts the role of the special education consultant teacher and provides the reader with personal characteristics which Burns believes would contra-indicate taking on such a position. One example is: “If you don’t like problem solving, you will not like the job of consultant teacher” (p.288).

“The people business” (p.101) provides an intuitive introduction to working with others, or people skills, and reminds the reader that the goal of the consulting teacher is “to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate” (p.101). This emphasis replaces the idea that the consultant teacher should simply make demands, provide perhaps undesired advice, or give a particular service; after all, the ultimate goal here is “not to be needed” (p.212). I further appreciate the book’s perspective and emphasis on special education as a service, rather than a particular place, and while it focuses on inclusion, it also acknowledges the understanding that full inclusion is not always possible. Burns provides a strong, detailed discussion on the true meaning and determination of “least restrictive environment,” an important premise in this book. Another central emphasis is that of the general curriculum. The author rightly insists that the special education consultant teacher should have knowledge of the general curriculum, simultaneously respecting the key expertise of the general educator in the general or regular classroom and curriculum. Burns also stresses the importance of listening to – and supporting – the classroom teacher for many reasons, one of which is that teacher’s influence on the success of inclusion.

Scattered throughout *The Special Education Consultant Teacher* are helpful numbered lists outlining major points. At times, though, the reader may wonder about the origins of these lists and their various emphases. For example, Burns lists “Ten essential consultant teacher skills” (p.16) but I am left wondering if this is a research-based piece, or if it has emerged from a policy document, or perhaps the author’s personal experience. An especially helpful structural cue is the use of visuals. One well-done group of visuals is the quadrant cubes (p.19) representing comparisons between indirect and direct services, and regular and special education and curriculum. A further area of interest is Burns’s list of five-minute skills (p.55) and one-minute skills (p.299) covering topics ranging from supervision to participation. Links to internet-based information (p.46) are also provided, a useful source as long as book editions reflect updated references and with the caveat that the reader is assuming that these are credible sources approved by the author’s expertise in the subject matter.

Section VII, “Consultant teacher essentials” is where the heart and hands of this book lies; yet, it would not be possible without the essential, yet somewhat repetitious, background information found in the preceding chapters. The “essentials” chapter transverses topics from parents and paraprofessionals to resource rooms and transition plans. For novice special education teacher consultants searching for an overview of their role or service provision, a careful read of the final section is a definite must, along with a careful review of all units that provide a detailed overview of the role of the special education consultant teacher.

Pages: 320 Price: \$67.95(hardcover), \$45.95(paper) ISBN: 0-398-07510-7(hardcover), 0-398-07511-5(paper)

Reviewed by Kimberly Maich, a Ph.D. candidate at Brock University in St. Catharines, Ontario, Canada. For the past seven years, she has worked as a special educator in Newfoundland, and has recently accepted a position as a school support program coordinator in Ontario. She has three children aged 13, 11 and 9, including a son with special needs.

Carr, Eileen; Aldinger, Loviah & Patberg, Judythe (2004). *Teaching Comprehension: A Systematic and Practical Framework With Lessons and Strategies*. New York: Scholastic Teaching Resources.