

Reviews

Value-Added Leadership: How to Get Extraordinary Results in Schools

Thomas J. Sergiovanni
New York

Harcourt Brace Jovanovich, 1990

—Reviewed by Gordon Cawelti, Executive Director, Association for Supervision and Curriculum Development, Alexandria, Virginia

This is an important book because it focuses on a central issue in today's transition toward more productive schools: what kind of leadership does it take to motivate a school faculty to assume responsibility for vastly improved student performance on significant learning outcomes? One of the profession's leading theorists, Sergiovanni draws heavily on the concept of transformative leadership formulated by James MacGregor Burns and on his own more recent study of effective principals to describe the shift from traditional leadership ideas to "value-added" dimensions or critical behaviors. He discusses the importance of symbols and culture, the ways leaders infuse purpose into the work of their colleagues, the shift from monitoring to developing a true accountability system, the importance of moving from extrinsic to intrinsic motivation, and the reasons congeniality must be replaced by collegiality. His descriptions are clear, and the applications well illustrated by frequent case study citations about real principals and superintendents who are overcoming tough problems.

The book is especially timely, as many school systems are decentralizing operations and placing high expectations on the local principal and faculty to develop imaginative improvement plans. While the promise is great for releasing the potential of people restricted by dependency, the realities are already showing in the tendency to substitute concern for process (new roles and relationships that must be worked out) for concern for substance. Further, if there is not a

central purpose agreed upon by local faculties, the best conceived plans for site-based management plans will falter. As Sergiovanni says:

Emphasizing leadership, the performance investment, symbols and meaning, the building of a shared covenant, and school site empowerment and accountability, therefore, are a package. When intrinsic motivation, collegiality, and leadership by outrage are added to this package we have value-added leadership in action (p. 26).

A variety of new policies and mandates are forcing public education today into a competitive position in many communities. School choice, vouchers, takeovers, state financing by results, and site-based management all are calculated to stimulate better schools. This inevitably will lead to marketing activities, and readers will benefit from reading about Superintendent Janet Mort's pioneering work in her British Columbia district to let the public know what the schools were doing even if it took radio ads.

Sergiovanni's long-standing admiration for Frederick Herzberg's pioneering work on motivation comes through in fresh insights on the issues of empowering, enabling, and enhancement. These will be especially useful to school leaders seeking to make the work of their teachers rewarding. The book will also be of interest to theorists in clarifying how the work of scholars like Kanter, Bennis, Reddin, March, and Deal contributes to his value-added formulation. (He did not report the significance of Henry Mintzberg's work, as I would have, but he compensated for this minor flaw with his recognition that a little charisma never hurts a leader.)

Too many books on leadership are just rehashes of previous work. This is not one of them. For leaders serious about restructuring schools to assure higher levels of student performance, it's the best of the bunch.

Available from Harcourt Brace Jovanovich, Inc., 7555 Caldwell Ave., Chicago, IL 60648, for \$16.00.

Effective Schools: Three Case Studies of Excellence

Robert Gilchrist
Bloomington, Indiana
National Education Service, 1989

—Reviewed by John Holloway, Toms River High School, Toms River, New Jersey

Effective Schools documents Robert Gilchrist's attempt to determine what differentiates exceptional public schools from all the rest. To accomplish this task, he visited three productive schools: an elementary, a middle, and a high school in different areas of the country. The schools were selected on the basis of their reputations for excellence by the United States Department of Education and Phi Delta Kappa, the national honor society.

Gilchrist does not specify exactly what factors make a school excellent. Instead, he presents a wide spectrum of dynamics within each of the three schools that he believes makes them better than most. According to this view, the most important common factor among them is the positive relationship between school and community. He is so impressed with this concept that he devotes one of the book's six chapters to the topic.

Deede Sharpe, a former educational program developer for the Walt Disney Corporation, contributes the last chapter in the book. In an attempt to group similar traits found within the three schools, she arrives at seven broad common characteristics. While a few of these might be familiar to readers knowledgeable about effective schools research (i.e., a clear mission), others are new (i.e., involving all the people all the time).

The value of this book lies in its readable, upbeat style and presentation of concepts that administrators can use to develop simple ideas to improve their own schools. Whether the contributing factors of school effectiveness identified by the authors can stand up to a rigorous assessment of their value seems beside the point.

Educators would be wise to share this book with school board members or others from the community in any attempt to enlist their support in bringing about positive change.

Available from National Educational Service, P.O. Box 8, Bloomington, IN 47402.

Economics and American Education

Alan J. DeYoung
White Plains, New York
Longman, Inc., 1989

—Reviewed by Lucien Ellington, University of Tennessee at Chattanooga

Economics and American Schools is a valuable tool for the educator who desires to get behind the latest headline and think critically about the role of education in our society. DeYoung examines from a historical perspective the rise of the notion in the U.S. that the major purpose of elementary and secondary education is to enable our economy to be more efficient.

In the process of describing the rise of the goal of economic development as a major basis for the formulation of educational policy, the author also takes a hard look at what economists do and don't know about the relationship between the classroom and success in the workplace.

Unfortunately too many educators have responded to calls for change, both from colleagues and from external forces such as private business, with no solid intellectual points of reference to evaluate the worth of much proposed education policy. *Economics and American Education*, even if one does not agree with some of the author's conclusions, is an asset to those of us who desire to use the soundest judgment possible in thinking about educational reform.

Available from Longman, Inc., 95 Church St., White Plains, NY 10601.

The Changing Idea of a Teachers' Union

Charles Taylor Kerchner and
Douglas E. Mitchell

Philadelphia: The Falmer Press, 1988

—Reviewed by Gene Geisert, St. John's University, Jamaica, New York

This major study in labor relations supports the proposition that a new "Third Generation" of public sector bargaining is in progress which will ultimately shape school district policy. The authors of *The Changing Idea of a Teachers Union* contend that this "wave" will result in teacher negotiations that are directly concerned with the ways in which schools will be run.

The authors make a good case for the failure of "industrial unionism" and move forward with their plea for a new "professional unionism." However, with their constant focus on the need for teacher organizations to lead the way, they tend to ignore other major players, both inside and outside school governance structures, that have equal rights and reasons to respond to calls for educational reform.

Available from The Falmer Press, Taylor & Francis Inc., 242 Cherry St., Philadelphia, PA 19106-1906.

The Central Office Supervisor of Curriculum and Instruction: Setting the Stage for Success

Edward Pajak
Massachusetts
Allyn and Bacon, Inc., 1989

—Reviewed by Michael M. Yell, Director of Curriculum and Instruction, School District of Hudson, Hudson, Wisconsin

In this book, Edward Pajak has taken on the formidable task of defining the position of central office administrator for curriculum and instruction, as well as explaining how outstanding "C and I" people achieve success in their various duties and responsibilities. Those who function in this position, those who may want to move into curriculum and instruction, and those who study and research this area, will find Professor Pajak's book an important resource. Chapters deal with issues such as promoting norms of growth and cooperation within the district, involving staff in change, transactional leadership, and improving instructional practice.

This is not specifically a "how-to" book, but practitioners will find it contains a wealth of ideas and insights. For instance, one chapter deals with involving teachers in the change process. After discussing the need for both "top-down" and "bottom-up" change, Pajak notes how successful central office supervisors achieve this interaction. Citing both theory and his original research, which identified successful supervisors and used interviews and questionnaires to elicit their ideas and work methods, he blends theory and practice elegantly. This book is a pleasure to read and a valuable addition to the library of those concerned with curriculum and instruction.

Available from Allyn and Bacon, Inc., 160 Gould St., Needham Heights, MA 02194, for \$40.95.

Education, Modernity, and Fractured Meaning: Toward a Process Theory of Teaching and Learning

Donald W. Oliver with the assistance of
Kathleen Waldron Gershman
Albany, N.Y.

State University of New York Press, 1989
—Reviewed by Malcolm D. Evans, Process Associates of Princeton, Belle Mead, New Jersey

This book, classified as educational philosophy, examines the values and assumptions that shape our beliefs about society, humanity, and education. It discusses human learning, societal change, and the purposes and forms of education in our changing world.

The authors advocate introducing the idea of *cosmology* ("an attempt to embrace the various fields of knowledge—metaphysics, science, religious intuition, the arts, history") into educational theory. They also advocate examining alternatives to our present technological culture. In the final chapters, they develop the construct *process education*, which focuses on the intrinsic value of experiences or "occasions."

Available from State University of New York Press, State University Plaza, Albany, NY 12246, for \$16.95.

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