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DiPaola, Michael F. & Forsyth, Patrick B. (eds.) (2012) *Contemporary Challenges Confronting School Leaders*. Charlotte, NC: Information Age Publishing.

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Michael F. DiPaola and Patrick B. Forsyth's *Contemporary Challenges Confronting School Leaders* is the 11th volume in the series "Theory and Research in Educational Administration." This volume fills an important gap in the literature that rests in the hazy space between thinking (theory) and doing (practice) in the area of leadership. Collectively, the authors address a variety of contemporary challenges in the school workplace. This book differs from previous viewpoints by emphasizing processes for principals to use in working through everyday problems in real-life settings. Eventually, the authors together show that there is more to be done in

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order to improve leadership and that schools can be much more effective through improved problem solving. The implied hope is that augmenting efficiency in administrative decision making will ultimately aid student success.

Contemporary Challenges Confronting School Leaders consists of eleven chapters. In Chapter 1, "Instructional Capacity and Student Achievement: A Look Inside an Urban District," Adams first defines instructional capacity. Then the author identifies collective trust and illustrates the relationship between collective trust and instructional capacity in Figure 1.1 ("Collective trust and instructional capacity.") The author also discusses instructional capacity and student achievement. Methodological details are provided under the following subtitles: 1) The context, 2) Data source, 3) Measures, and 4) Data analysis. Then the results of the study are explained. First, he describes the student level and school level in Table 1.1 ("Descriptive Statistics for Student and School Level Variables"). Then, the author confirms the school level nature of the collective trust measures and the significant between school variation in collective trust and math and reading achievement in Table 1.2 ("Intraclass Correlation Coefficients"). He also interprets the rest of the results of the study in Table 1.3 ("Random Effects ANCOVA Results for Math and Reading Achievement") and compares math achievement of Non Free Reduced Lunch and Free Reduced Lunch students in low student trust schools and in high student trust schools in Figure 1.4 ("Collective Student Trust, Math Achievement, and FRL Status"). The author also addresses instructional capacity as knowledge creation and makes suggestions about the implications of this approach for school leaders. Adams concludes with recommendations for future research.

In Chapter 2, "Student Engagement and Achievement," Frontier introduces engagement and talks about the benefits of engagement. The author indicates there are a variety of definitions of "engagement" in the literature. He then discusses middle school engagement, engagement and the African American students, and engagement and gender. Following, the author identifies the research questions of study, measurement of variables, site and sample, and the process of data collection. The results of the study are then explained. First, the author talks about

aggregate analysis of item means. Second, the author explicates the differences in levels of engagement by gender, grade level, and ethnicity (African American or White); and illustrates these differences in Table 2.1 ("Disaggregated Engagement Means and Achievement Indicators"). The author also explains the relationship between engagement and grades; and shows this comparison in Table 2.2 ["Nonparametric (rs) Correlations Among Engagement Table Mean, Achievement, and Attendance Variables"]. Later, the author elucidates engagement and early reading achievement as predictors of academic outcomes and tabulates this in Table 2.3 ("Multiple Regression Analysis of Achievement Indicators"). Then, the author summarizes the findings of study. After that, the author repeats the aim of this study and mentions the consistency of this study with previous research.

In Chapter 3, "The Influence of Academic Press on Students' Mathematics and Reading Achievement," Berebitsky, Goddard, Neumerski, and Salloum discuss their theoretical framework and conduct a review of the literature on academic press. In the following section, the authors explain the procedure of sampling, variables (student level variables and school level variables), and employed an analytic method in the study. The authors then explain the results of study. First, they talk about the descriptive statistics for variables in Table 3.2 ["Descriptive statistics (n=5010 Students, 77 Schools)"] and the correlations of school level variables with the demographic pairs and previous pass rates of the demographics in Table 3.3 ("Correlation Matrix of School Level Variables"). Second, the authors explain how much each explanatory variable changes the chances of a student passing the assessment in Table 3.4 ["HGLM Analysis of the Relationship of Student and School Characteristics to Students' Odds of Passing the 2005 4^{th} grade Mathematics Assessment[a] (n=5010 students, 77 schools)"] and in Table 3.5 ["HGLM Analysis of the Relationship of Student and School Characteristics to Students' Odds of Passing the 2005 4^{th} grade Reading Assessment[a] (n=5010 students, 77 schools)"].

In Chapter 4, "District Readiness to Support School Turnaround: A case Study", Player briefly addresses school turnaround and the importance of the district for

school turnaround. The author then summarizes the findings of the study and reviews the related literature on the district's role in school turnaround. The author also describes the school turnaround program at the University of Virginia's Partnership for Leaders in Education. The methods of the study are then explained and the author tabulates the eleven districts from eight states in Table 4.1 ("Descriptive Statistics for District Included in the Observation Sample"). Player concludes by explaining the findings of the study and providing recommendation for potential further researches in the remaining of the chapter.

In Chapter 5, "Collective Efficacy, Collegial Leadership, and a Culture of Trust: Predicting Academic Optimism and Overall Effectiveness," Gray and Tarter first indicate the variables in the study: academic optimism, organizational effectiveness, collective trust, culture of trusts, collegial leadership, collective efficacy, and socioeconomic status. Then, the authors express the research questions and hypotheses. The authors explain the features of the sample of the study, the reliability and validity of the measures, procedures of the data collection, and the statistical analyses. In the following section, the authors speak of the results of the study. First, the authors depict the descriptive properties of the variables in Table 5.1 ("Descriptive Statistics of Sample"). Second, they examine the correlations among the variables and show the correlations in Table 5. 2 ("Correlations of All Variables"). Gray and Tartar then test the first hypothesis and summarize the results in Table 5.3 ("Regression of Academic Optimism on Trust in Principal, Trust in Colleagues, Collegial Leadership, and SES Coefficients[a"]) and present them in Figure 5. 1 ("Conceptual diagram of first configuration of hypothesized relationships"). Then, the authors examine the second hypothesis and summarize the results in Table 5.4 ("Regression of Overall Effectiveness on Collective Trust, Collegial Leadership, Collective Efficacy. and SES Coefficients[a"]) and portrait them in Figure 5. 2 ("Conceptual diagram of second configuration of hypothesized relationships"). This last hypothesis is then tested and the results are tabulated in Table 5.5 ("Regression of Effectiveness on Academic Optimism and SES Coefficients[a"]). The authors complete the chapter by outlining the findings of the study.

In Chapter 6, "Conceptualizing and Validating a Measure of Principal Support", DiPaola first introduces the major point of the chapter. The literature is then reviewed along with mention of Littrell's Principal Support Questionnaire (PSQ). The author then explains the Principal Support Scale (PSS) and the items of this scale in Table 6. 1 ("Dimensions and Items of the PSS"). DiPaola also summarizes the factor analysis of the Principal Support Scale (PSS) in Table 6. 2 ("A Two-Factor Varimax Solution for the 16-Item PSS"). The author concludes the chapter by providing some implications for further study.

In Chapter 7, "Theoretical and Empirical Evidence of the Importance of School Context in Fostering Identification With School," Mitchell addresses historical views on identification with school. The author also talks about how previous researchers defined "identification with school" and shows this in Table 7. 1 ("Comparison of Terminology & Dimensions of Identification"). Then, the author depicts the three dimensions of identification with school in the literature in Figure 7. 1 ("Dimensions of identification with school"). Mitchell also explains the factors which affect the formation of identification with school in terms of an open system perspective in the following section. This is represented in Figure 7. 2 ("A systems view of identification with school"). After that, the author examines previous studies to show the relationship between trust and identification with school and tabulates them in Table 7. 2 ("Empirical Findings Regarding the Relationship Between the Trust Variables and Identification With School"). The author concludes with a summary and directions for future research.

In Chapter 8, "Correlates of Pupils' Sense of Futility in Primary Education in Flanders: The Role of the Teacher," Houtte, Maele, and Agirdag first introduce feelings of futility. Then, the authors address the sense of futility and its consequences and determinants. In the following section, the authors discuss teachers and the sense of futility. The authors speak of the design and the data of the study. After that, the authors explain the variables of the study and tabulate them in Table 8. 1 ["Descriptive Statistics for Dependent and Independent Variables: Frequencies (%), Means and Standard Deviations (SD)"]. Then, the authors explicate the results of study and show them in Table 8. 2 ("The Correlates of Sense of Futility:

Results of Stepwise Multilevel Analysis"). Finally, the authors conclude the chapter by discussing the results of the study.

In Chapter 9, "Maximizing the Power of Decision Making: Ten Useful Concepts for School Leaders", Bailes and Schrepfer-Tarter provide ten concepts for making decisions from the perspective of psychology: 1) Regression to the Mean, 2) Law of Small Numbers, 3) Availability Heuristic and WYSIATI (What You See Is All There Is), 4) Planning Fallacy, 5) Irrational Perseverance, 6) Pluralistic Ignorance, 7) Optimistic Bias, 8) Choice Architecture, 9) Priming, and 10) Structured Feedback. The authors then redefine of each of the above concepts and provide some recommendations for administrators on their basis.

In Chapter 10, "Empirical Support for a Broadened Conception of Giftedness: Implications for School Leaders," Rose discusses that there is no universal definition of giftedness in the literature. Then, the author talks about how giftedness is defined, how giftedness is identified, and in whom is giftedness identified. Based on previous questions, the author defines the problem for school leaders and policy makers. In the following section, the author explains the conceptual framework of the study and illustrates it in Figure 10. 1 ("Conceptual model of a broadened conception of giftedness"). The topics provided in the methods section are: 1) Data source, 2) Base year and fourth follow-up studies, 3) Instrumentation, 4) Variables and measures, and 5) Data management. Rose explains the results of the study and shows them in Table 10.2 ("Unweighted Frequency Distribution of Students Identified Gifted"), Table 10. 3 ("Demographic Characteristics of Students Identified as Gifted"), Figure 10. 2 ("Percentage of students identified gifted by the number of identification criteria met"), Table 10. 4 ("Test Cutoff Scores for Identifying Levels of Achievement"), and Figure 10. 3 ("Bachelor's degree attainment by race and level of academic potential"). Then, the author discusses the results of this study and concludes the chapter by speaking of some implications for school leaders in the rest of this chapter.

In Chapter 11, "Parent Social Networks: A Resource to Shape Parent Responsibility," Curry and Adams indicate

that there exists limited scholarship on parent responsibility. The authors define parent responsibility and discuss the relationship between social networks and parent responsibility.
This collection of studies may be useful as a supplementary text for undergraduate and graduate courses in educational leadership and policy analysis. It is also noteworthy for educational administrators and researchers in relevant areas of education policy.

About the Reviewer

Adem Bayar holds his B.S. from Cukurova University, Turkey in 2004 and his M.Ed. from Sakarya University, Turkey in 2008. Adem worked as a principal and teacher in Turkey. Upon his arrival in the United States, he attended the English Language Center (ELS) from June 2008 to June 2009 and received his English as a Second Language Certification at the University of St. Thomas in Houston, Texas. Currently, he is a doctoral candidate in the educational leadership and policy analysis department at the University of Missouri-Columbia. His areas of academic interest include leadership in education, philosophy of education, educational reform and policy, teacher education and professional development of teachers.

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