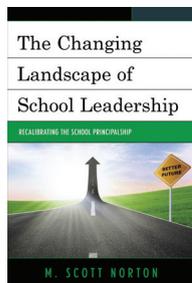


**The Changing Landscape of School Leadership: Recalibrating the School Principalship.** M. Scott Norton. Rowman & Littlefield, 2015, 155 pp.

The role of the principal is embedded in an ever-changing world. The challenges modern-day principals face scarcely overlap with those of decades past. The urgency of acknowledging this shift and embracing the needed change is the premise of M. Scott Norton's work.

Achievement, servicing special needs, implementing change without funding, addressing increasing misbehavior, cultivating a learning climate, and compensating for a lack of role preparation are several areas Norton highlights as significant contributors



to a growing list of challenges that principals face. He identifies these contemporary issues not just as problems, but as symptoms of change that represent tasks to be resolved by the school's leading agent of change—the principal.

After identifying these issues in chapter one, Norton spends time further elaborating on each one as well as giving both historical groundwork and practical recommendations for “attacking” these challenges. Using case studies and thought-provoking discussion questions, Norton does a notable job of helping readers identify the issues within their own programs, embrace the need for personal and program reform, and focus on their responsibility as the standard-bearers for implementing change.

Norton identifies the school's mission statement as the cornerstone for visionary leadership and an essential tool for overcoming today's challenges. The book presents helpful guidance

in collaborating to develop a mission statement. The book also focuses on the need to recalibrate the position of the principal to include position analysis, training in educational politics, and time management assistance. Norton highlights the pressing need for qualified, prepared leaders and even suggests initiatives such as early interest programs, stricter admission requirements, and even an administrative academy in conjunction with relevant leadership programs.

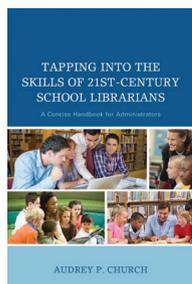
*The Changing Landscape of School Leadership* is very manageable and leaves readers not only with the almost overwhelming reality of the changing educational world and the tremendous need for visionary leaders, but also with a sense of optimism that by embracing change, we can effectively propel the educational system forward.

*Reviewed by Jennifer Klipp, the elementary assistant principal at Bob Jones Academy in Greenville, South Carolina.*

**Tapping Into the Skills of 21st-Century School Librarians: A Concise Handbook for Administrators.** Audrey P. Church. Rowman & Littlefield. 2016. 111 pages.

An entire book devoted to the school librarian when we only have one person in this role at our school? I honestly wasn't sure that I wanted to spend time reading a book to expand my knowledge to improve my supervision/evaluation of just one person. But as I read this handbook for administrators, I was convinced of the impact this individual can have on an entire school.

A recent argument noted in the book is that “since we have the Internet, we don't need librarians any longer.” In response, Church wrote this handbook to be a source



for principals to understand how impactful the role of a 21st century school librarian can be on a school and understand what an effective librarian looks like.

“Librarians are the information specialists in the school as they select, curate, and provide access to quality resources and teach students to use those resources efficiently, resourcefully, and ethically,” Church explains.

In each chapter, she explains the many roles of the school librarian: teacher, instructional partner, information specialist, instructional leader, and program administrator. Church also presents specific examples of what each role can provide for a school, and offers a variety of examples and resources. *Tapping Into the Skills of 21st-Century School Librarians* can be especially useful to principals of schools who are transforming traditional “old-school” libraries to 21st century media centers—even if the librarian

on staff is traditionally trained and learning to grow into this new 21st century role.

As a busy principal, I appreciate that even though I don't have expertise that my school librarian has with her degree/certification, I can share the resources from this book to help her continue to grow and help all of our students. It is so chock-full of useful resources that at one point I felt like I should just hand it off to our librarian because I didn't want to hoard it. If I could have asked for anything more from *Tapping Into the Skills of 21st-Century School Librarians*, it would be that it be written for both the principal and librarian to read together as a book study, and that it include a self-assessment to make goals for improving the school's library together.

*Reviewed by Jessica Johnson, Elementary Principal/District Assessment Coordinator, DodgeLand School District, Juneau, Wisconsin.*