

An overhead photograph of three people sitting in red leather armchairs arranged in a circle on a light-colored wooden floor with a herringbone pattern. A man in a blue and white plaid shirt is leaning over a large open book. A woman with blonde hair, wearing a dark blue shirt, is sitting in the center chair and looking at a laptop. Another woman with dark hair, wearing a light-colored blouse, is sitting in the bottom right chair and looking at a book. The scene is brightly lit, and the overall atmosphere is one of collaborative study or work.

NINTH EDITION

SUPERVISION

A REDEFINITION

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NINTH EDITION

Supervision

A REDEFINITION

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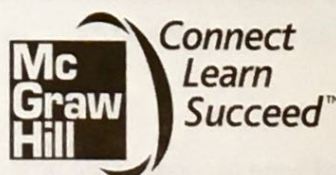
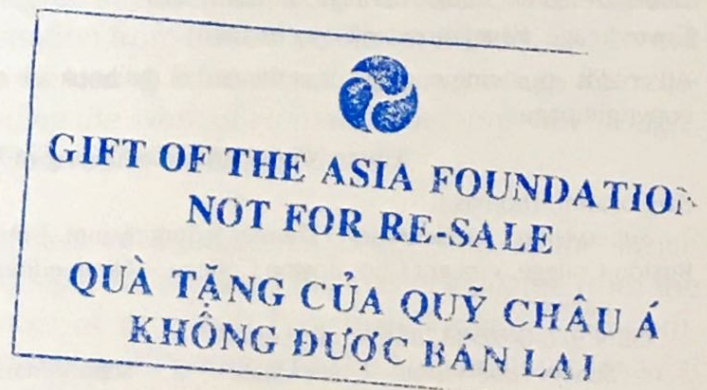
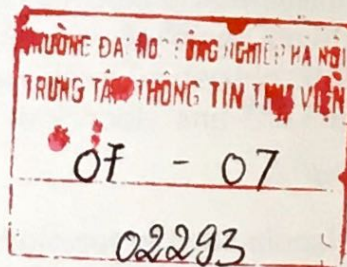
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Preface

A TIME OF TRANSITION

The ninth edition of this book signals a time of transition. This book began as a collaborative enterprise between a young professor carrying a newly minted doctorate to his first university job and a doctoral student roughly his professor's age whose initial years in teaching confirmed his life's vocation. Tom Sergiovanni's scholarly background was organizational theory, leadership studies, and the sociology of education. Mine was in curriculum theory and philosophy. The result of our collaboration was an interesting mix of perspectives that provided what we initially termed "Human Perspectives" on Supervision. McGraw-Hill editors interpreted our manuscript as holding promise, and thus was launched a work that has extended beyond forty years. During those years I enjoyed Tom's leadership of the work. We continued to grow through our sharing of ideas and to explore new ways of thinking and writing about leadership, schooling as a moral enterprise, managing a change process, and the complexity of teaching, learning, and supervision. We enjoyed the challenge of every new edition of the book because it forced us to review what was happening in the field and to distill the significance for supervision. Later editions of the book carried the title, *Supervision: A Redefinition*, because we found ourselves having to broaden the scope of our earlier thinking due to scholarly developments in the larger field of education.

When time came for us to take on yet another edition, Tom asked me to take the lead role as he retired from Trinity University. I, in turn, recognized my need for new blood in the ongoing work of the book. Vincent Cho had joined our faculty at Boston College with his newly minted doctorate from the University of Texas and agreed to take on a co-authorship with us. Vincent has indeed brought new vitality, and a broad horizon to the work. I have enjoyed his scholarly companionship during this past year. Tom's influence continued to flow through many chapters of this edition.