'fuzziness' of sovereignty and juridical ambiguities may allow a chance to, as Baldacchino writes, "exploit a situation to serve [another] purpose" (p. 27), one beyond just the economic exploitation for which the Law of the Sea seems intended. Perhaps, by better aligning our aquatic imaginaries with the physical spatialities of ocean space, we can begin to envision policies that reduce trash production, prevent ocean pollution and restore the ocean's health.

Other Works Cited

Cohen, J. (1997). Estimates of coastal populations. *Science*, 278, 1211-1212.

Harvey, D. (1985). The Geopolitics of Capitalism. In D. Gregory & J. Urry (Eds.), *Social relations and spatial structures* (pp. 128-163). London, UK: Methuen.

Harvey, D. (1991). *The condition of postmodernity: An enquiry into the origins of cultural change*. Oxford, UK: Wiley-Blackwell.

Hoshaw. L. (2010, Nov. 10). Afloat in the ocean, expanding islands of trash. *The New York Times*.

Steinberg, P. E. (1999). Navigating to multiple horizons: Toward a geography of ocean-space. *The Professional Geographer*, *51*(3), 366-375.

Steinberg, P. E. (2001). *The social construction of the ocean*. Cambridge, UK: Cambridge University Press.

– Reviewed by Katherine G. Sammler, *The University of Arizona*

Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. 200 pp. ISBN-13: 978-1416605171

Education in Small States: Policies and Priorities, by Michael Crossley, Mark Bray, & Steve Packer. London, UK: Commonwealth Secretariat, 2011. 120 pp. ISBN-13: 978-1849290364

The teaching profession has been the subject of perpetual scrutiny for several reasons, but one of the most prevalent criticisms is that educators' practices are not supported by standards. It is true that most professions have a set of norms regarding conduct for their members. Teachers also have sets of standards, but they are usually more relevant to the actual training of instructors or the way in which the curriculum is to be taught. The natural concern for having a benchmark by which professional conduct is evaluated is that school environments can vary so wildly within even a single district that these standards may be rendered irrelevant depending upon the circumstances. With this problem in mind, Charlotte Danielson does an admirable job of outlining the standard of conduct to which educators should strive to adhere in *Enhancing Professional Practice: A Framework for Teaching.*

Danielson's aim is elegant in its simplicity: create a framework which supports new teachers while enhancing the abilities of veteran teachers by giving them a common language to communicate

with one another, providing a basis for self-assessment, while always keeping students' learning at the forefront. However, its utility falls into question due to a lack of widespread applicability for atypical learning environments, specifically those differing from the United States.

The book's strength lies in its ability to identify important elements present in the teaching profession (the idea that teachers are viewed as professionals is an important keystone of the book). She breaks her framework into four 'domains', the first three of which focus on teacher preparedness and student-teacher relations. Creating a positive learning environment with clear expectations and being able to demonstrate a mastery of the subject being taught are critical to the success of the framework. Danielson posits that if students feel respected and know what is required of them to succeed in class then their learning will ultimately benefit. These are not new or farfetched ideas, but where her framework succeeds is providing both methods that will serve to create such an environment and, more importantly, potential pitfalls that may arise in attempting to implement these ideas. Classroom management is a notoriously difficult skill to master for new teachers and, instead of stating her framework as a way things must be done, it serves more as a guiding light by which educators can align themselves with in a way that best fits their teaching style.

The fourth 'domain' Danielson outlines place an emphasis on introspection for the teacher as well as external learning factors. She places great weight on fostering positive, working relationships between new instructors and their veteran counterparts. However, students' families are also considered an integral part of the learning experience and uses the old adage 'it takes a village to raise a child' as the basis for her work in this domain. It is at this point that it intersects with the work of Crossley et al. Education in Small States: Policies and Practice.

Their work eloquently presents the tremendous challenges inherent to small states. Using sources and interviews from all corners of the world, they seek for the book to be a stimulus for policymakers to take action and create a comprehensive set of goals for small state education systems. Their work reads as much as a call to action as it does a plea for help in these regions. Throughout the book the reader is taken through the barriers to academic success both students and educators face, and it is in this vein that Danielson's Framework falls short in its goal to create a baseline for professional development that is broadly applicable.

Crossley et al. immediately point out, then consistently reinforce, the idea that frameworks intended for larger states are often not applicable to the small states they examined. Furthermore, even across small states there are a great number of contextual factors which preclude a global framework from being truly effectively implemented. It is also important to note that many of the ideas Danielson sets forth border on impossible for small states given their limited resources. Perhaps the most glaringly apparent dichotomy that exists between Danielson's frameworks and the learning environments discussed by Crossley et al. is the heavy emphasis Danielson places upon specialization. She sets forth dozens of frameworks for educators based upon specific subject areas or student types. Having teachers who are able to devote themselves to a subset of students is not a luxury enjoyed by the small states studied by Crossley et al.

Danielson and Crossley et al. both fulfill the intended functions of their books to a limited extent. Danielson demonstrates a framework for educators that is both useful and easily applicable for systems with adequate resources, however it is ill-equipped to handle many of the challenges presented by small states. Crossley et al. provide an excellent overview for readers about the issues that arise in small state education environments. It serves well as an informative call to action, which ultimately is the purpose of the book. Would Danielson's Framework be able to

be read and used in small states? Perhaps portions that speak broadly to the intrinsic nature of schooling itself, but it would not be useful as the global framework Danielson seeks to create.

– Reviewed by Bradley A. Kirshenbaum, *Loyola University Chicago*

Neither World Polity Nor Local or National Societies: Regionalization in the Global South – the Caribbean Community. Frankfurt-am-Main: Peter Lang, 2012. 322 pp. ISBN-13: 978-3631601044

In *Neither World Polity nor Local or National Societies: Regionalization in the Global South – the Caribbean Community*, Tavis Jules offers revealing insight on the development of education policy used for and within a purposefully constructed regional space. Methodologically, the book is based upon an analysis of policy documents, interviews and other primary sources coded to discover common themes embedded in efforts by policymakers within the Caribbean Community – aka CARICOM, a 15-member organization composed of Anglophone nations of the Caribbean area – to develop a "policyscape" (Carney, 2009) which would provide benefits for each member in ways they could not attain on their own. To this end, the book uses education policy to unearth how, through functional cooperation, these countries came together to form a *trans-regional regime* to help promote global awareness of the fragility and vulnerability of the Caribbean region. Further, CARICOM set up the Caribbean Single Market Economy (CSME), established the tenets of the "Ideal Caribbean Person," and enabled the construction of the Caribbean Educational Policy Space (CEPS) to further educational development.

The book is divided into three main parts. In Part One, "The Limits of the World Polity Inquest," Jules introduces the reader to the theoretical base upon which the book is built, with individual sections given such titles as "The Substratum of Neo-Institutionalism," "Dogmatic Isomorphic Tendencies," and "Amalgamating Lesson-Drawing, Externalization, and Policy Transfer." In general, this opening section is not for the masses; it requires a good foundation in the theories of neo-institutionalism, policy formation, and transfer and lesson-drawing in order to understand the complex manner in which the author begins to showcase his findings and draw conclusions. As the book is a discussion of an institution formed by and inclusive of nations with similar histories and populations, Jules uses "the neo-institutionalist school of thought (guided by John Meyer, Francisco Ramirez, and others) focused on the 'increase in the common education principles, policies, and practices among countries with various characteristics'" (p. 40) to show how CARICOM came to be and its effects on three different levels: how each nation's policies relate to each other, to those of the regime, and to those on an international level. Jules grounds his research within neo-institutionalism, and his data is drawn from in-person interviews and document analysis. The discussion of the findings remains at the discursive level; the book does not focus on how policy intersects with local context or practice.

Part Two, "Caribbeanization: Regional Educational Policy-Making and National Metamorphoses" begins with a history of the evolution of regionalism within the Caribbean, starting with colonialism, The West Indies Federation, and finally the birth of CARICOM. A detailing of the structure of CARICOM and several of its divisions, here called "organs," follows. The policy analysis begins next, as the author details the emergence of the CSME, the outcome of years of policy debate, exchange, interpretation, and implementation. As the CSME is a reflection of CARICOM's economic vision, Jules spends less time on it than he does on the efforts that led to the CEPS. Several sections including, "National Education Systems," "Education in the Region: