考試科目 專業英文　所別 教育行政與政策 163 考試時間 3月16日 星期日 第乙節

Question 1 (25 pts)
Please summarize the following paragraphs in <u>Chinese</u>.

Experts would agree that the success or failure of technology integration could be linked to the behaviors and ideologies of the instructional leader. In a survey of educators in the United Kingdom, 81% percent indicated that "more commitment" by leaders was an important component, while only 38% percent felt as strongly about more hardware and software (Cafolla & Knee, 1995). The innovation inherent in exemplary technology use requires more than hardware, software, and ongoing training. Successful leaders not only challenge the existing educational process and inspire a vision for meaningful change, but also provide the necessary support and modeling strategies to enable teachers to become part of a learning community. Modeling and coaching strategies make the vision clear and more attainable for teachers, and reinforce how others perceive what instructional leaders value. Senge (1990) states that many of the problems organizations incur can be traced to leadership or the lack thereof. Advances in technology and changes in the goals of education are having dramatic effects on both people and organizations. Schools today have a responsibility for preparing children to be productive, contributing members of a technological society. Senge maintains that very few schools are "learning organizations" with a shared commitment to change. His research indicates that only when members are treated as stakeholders and actively participate in articulating a clear understanding of the tension between current reality and a shared vision of where they would like to be will they develop a commitment to change.

This concept of "creative tension" requires an accurate view of the organization's current reality and is energized by the picture of what the organization could be. As technology continues to drive changes in society as well as education, our educational leaders must be equipped to welcome and manage conflict. Technology integration presents a shift in values in our views of teaching and learning, and raising the level of awareness of this conflict is not only necessary, but also a fundamental component to successful change (Fullan, 1982). A school's structure for organizational action and the attitudes, values, and skills reflected in the professional community continually reinforce each other. To educators, the infrastructure includes the guiding ideas of the organization, the design for learning outcomes and the support for those outcomes (Senge, 2000). Perhaps the single most important thing a school leader can do is foster professional interaction and reflective dialogue where members are given opportunities to refine beliefs and skills about teaching and learning. Effective leadership is evolving to encompass a broad range of opportunities for all people in the educational community to be learners. Bailey and Lumley (1997) have identified effective technology leaders as those who value technology as the primary tool that will change the way we view teaching and learning. They maintain that leaders who will successfully integrate technology must be able to model the technology, understand how technology can be used as an instructional tool across all disciplines, and continually focus on systems thinking as they assist others through the transformation of teaching and learning. As technology increases our knowledge base rapidly, we must not only teach students how to learn rather than what to learn, we must also redefine our own roles as teachers and leaders in a society that requires all of us to be learners.
(Excerpted from Melissa Hughes and Sajit Zachariah's An Investigation into the Relationship between Effective Administrative Leadership Styles and the Use of Technology)

備　考　試題隨卷繳交

命題委員：　　　　　　　　　　　（簽章）97年 3 月 6 日

考試科目 專業英文　所別 教育行政與政策 1631　考試時間 3月16日 星期日 第2節

Question 2 (15 pts)

Please answer the following the question in <u>English</u>. Based on the aforementioned paragraphs (Question 1), please provide the strategies for developing technology leadership for school principals.

Question 3 (20 pts)

Please summarize and comment on the following text in <u>Chinese</u>.

In the state of Texas, whose standardized, high-stakes test-based accountability system became the model for the nation's most comprehensive federal education policy, more than 135,000 youth are lost from the state's high schools every year. Dropout rates are highest for African American and Latino youth, more than 60% for the students we followed. Findings from this study, which included analysis of the accountability policy in operation in high-poverty high schools in a major urban district, analysis of student-level data for more than 271,000 students in that district over a seven-year period under this policy, and extensive ethnographic analysis of life in schools under the policy, show that the state's high-stakes accountability system has a direct impact on the severity of the dropout problem. The study carries great significance for national education policy because its findings show that disaggregation of student scores by race does not lead to greater equity, but in fact puts our most vulnerable youth, the poor, the English language learners, and African American and Latino children, at risk of being pushed out of their schools so the school ratings can show "measurable improvement." High-stakes, test-based accountability leads not to equitable educational possibilities for youth, but to avoidable losses of these students from our schools. (Excerpted from Linda McSpadden McNeil's Avoidable Losses: High-Stakes Accountability and the Dropout Crisis)

Question 4 (40 pts)

Please read the essay below and answer the following questions in <u>Chinese</u>.
(1) Please state the main idea. (2) How would you, as a educational leader, play the transformational leadership role ?

James MacGregor Burns (1978) first introduced the concepts of transformational and transactional leadership in his treatment of political leadership, but this term is now used in organizational psychology as well. According to Burns, the difference between transformational and transactional leadership is what leaders and followers offer one another. "Transforming leadership... occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused. Power bases are linked not as counterweights but as mutual support for common purpose. Various names are used for such leadership, some of them derisory: elevating, mobilizing, inspiring, exalting, uplifting, preaching, exhorting, evangelizing. The relationship can be moralistic, of course. But transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both." (p. 20) Transformational leaders offer a purpose that transcends short-term goals and focuses on higher order intrinsic needs. This results in followers identifying with the needs of the leader. The four dimensions of transformational leadership are idealized influence(or charisma), inspirational motivation, intellectual stimulation and individual consideration.
(Excerpted from http://en.wikipedia.org/wiki/Transformational_leadership)

備 考	試 題 隨 卷 繳 交

命題委員：　　　　　　　　　　　　（簽章）　97 年 3 月 6 日

考 試 科 目	教育行政	所　別	教育行政與政策研究所	考 試 時 間	3月16日 星期日 第 1 節

一、 近年來,家長爭取教育選擇權的呼聲日益高漲,為呼應其需求,政府採取多項措施,例如特許學校的建立即為其中之一。試以教育行政的觀點,分析各國在處理一般公立教育家長教育選擇權時,於義務教育階段有何做法與因應之道。(25分)

二、 九年一貫課程的設計,強調學習領域的建立。換言之,即將以往以學科為主的教育,改以合併為學習領域的政策。例如歷史、地理、公民三科合為社會科學習領域,以達成相關知識結構化與系統化教學的目的。然而,實施多年以來,卻屢遭部分教師之抨擊。試以學校行政的觀點,分析此政策實際運作的問題何在?將來如要繼續實施,又應有那些配套措施。(25分)

三、 學校之組織特性向為教育行政學者所關注,其中如 Meyer & Rowan 即主張「雙重系統理論」,認為學校中有官僚(行政者)與專家(教師)兩大系統之存在。試依目前公立國小與國中之實際運作,舉例說明雙重系統理論是否能夠成立?若真是有雙重系統且對立之事實,做為一位校長應有何種作為以為因應?(25分)

四、 為使教育之實施有所改善,學者發展了不同之教育興革模式,其中如 R-D-D-A、OD 模式等。近年台灣之教育改革結果不如人意,社會迭有批評。試依教育行政之觀點,說明並分析未來在改進目前教改弊病時,應採用何種教育興革模式,才能對症下藥有所改善?(25分)

備　　　考	試 題 隨 卷 繳 交

命 題 委 員：　　　　　　　　　　　　　(簽章)　　　　年　　　月　　　日

考試科目　**教育學**　所別　**教育行政與政策研究所** [63]　考試時間　3月16日 星期日　第三節

一、近幾年，「學校創新經營」(school innovation management)的理念蔚為風潮，試先要述其義，再以高中、國中或國小為範疇，就其策略分析運用(如 SWOT 或藍海策略等)，舉例說明之。(25 分)

二、二十一世紀，世界快速變遷，教育型態與學校經營也面臨許多重大的改變。經濟合作暨開發組織(OECD)於 90 年代即開始籌備「明日的學校教育」(Schooling for Tomorrow)專案，近幾年微軟也大力推動「未來學校計畫」，包括臺灣在內至少有美、加、英、法、德等 12 個國家的學校參與。未來學校(school of the future)的發展備受矚目，其建構和發展範疇甚廣，試就中小學未來的行政、課程或建築規劃，說明您對「未來學校」的見解。(25 分)

三、八十六學年度臺北聯招區首先辦理推薦甄選入學高中，開啟「高中職多元入學」之路，實施迄今已屆十年，每年皆有變動，去(96)年又有國中基測加計作文，以及基測計分公平性問題等，試就所知要述「高中職多元入學」的現況、問題和改進之道。(25 分)

四、近十多年來，國內學校建築用後評估(school buildings post-occupancy evaluation)研究，如雨後春筍般的相繼萌芽，也累積了豐碩的研究成果，對學校建築的規畫設計、建築成效和品質提升，有相當的貢獻。試就所知，要述學校建築用後評估的意義和實施方法。(25 分)

備　考　試 題 隨 卷 繳 交

命題委員：　　　　　　　　　　(簽章)　97年 3 月 7 日