

考試科目	專業英文	所別	教育行政與政策	考試時間	163	3月16日	星期二	第乙節
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Question 1 (25 pts)

Please summarize the following paragraphs in Chinese.

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 & Kneec, 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. Baitey 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

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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
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Question 2 (15 pts)

Please answer the following the question in English. 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 Chinese.

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 Chinese.

(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)

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