



Review

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Spring 1998

THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

Located on the campus of the University of Missouri at Columbia

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THINKING THROUGH THE ISSUE OF TEACHING WITH TECHNOLOGY

**John B. Nash
U. Texas at El Paso**



Clifford Stoll, technology critic, recently recounted the story of a French philosopher. "Every teacher should be given a computer and a bicycle," stated the philosopher. A reporter, interviewing the philosopher, asked "Why a bicycle?" The philosopher paused before he answered, then posed a response: "Why a computer?" (Stoll, 1998).

One could say that the notion of teaching and technology has been more of a shotgun wedding than truly a relationship borne of love. The use of any technology in the teaching process has been tenuous at best for most teachers and for many years. Neil Postman (1992), in his book *Technopoly*, reminds one of the story of Thamus in Plato's Phaedrus. Theuth, an inventor, displayed for King Thamus many of his inventions, among them numbers, calculation, geometry, astronomy, and writing. Theuth touted the soon wide availability of his inventions to all. Of these, it was the invention of writing that troubled the king. His response to Thamus is instructive in examining current initiative to integrate computers into instruction:

"Theuth, my paragon of inventors, the discoverer of an art is not the best judge of the good or harm which will accrue to those who practice it. So it is in this; you, who are the father of writing, have out of fondness for your off-spring attributed to it quite the opposite of its real function. Those who acquire it will cease to exercise their memory and become forgetful; they will rely on writing to bring things to their remembrance by external signs instead of by their own internal resources. What you have discovered is a receipt for recollection, not for memory. As for wisdom, your pupils will have the reputation for it without the reality: they will receive a quantity of information without proper instruction, and in consequence be thought very knowledgeable when they are for the most part quite ignorant. And because they are filled with the conceit of wisdom instead of real wisdom they will be a burden to society" (Plato, 1979).

We have not been for want in terms of access to technology in education. As B.F. Skinner stated, "The technical problem of providing the necessary instrumental aid is not particularly difficult" (1954, p. 95). The question, however, is whether the instrumental aid is useful. Recent history (McKeachie, 1990) helps us understand the context for technology and instruction today. Research on teaching and technology has yielded mixed results. Results from research on the use of television for college-level instruction in the 1950's and 60's is equivocal. In general, students learn as much information in courses taught by televisions as in conventional courses, although most students prefer live instruction when provided a choice. Further, when courses are adapted for television with the addition of supplementary visual aids, this has proven to be no more effective than televised blackboard sessions. Research on the effectiveness of teaching and learning machines in the 1960's and 70's, following television's lackluster performance, reveals some gains in student achievement over conventional lecture presentations (but not over conventional printed materials). The arrival of the computer in the 1970's as a new tool for instruction was touted as the next wave of instructional enhancement for students. The vision for the computer's potential, however, tended to outpace its true utility. Research through the late 1970's suggests that the computer's best successes were achieved through drill and practice programs— "not the stuff of our dreams" notes McKeachie (1990, p. 196).

NASH continued on p. 8

CONVENTION '98

**OCT 30 – NOV 1, 1998
ST. LOUIS, MO**

**Hotel Reservation
(page 2)**

**Advance
Conference Registration
(page 3)**

UCEA Convention '98 in St. Louis

The twelfth annual convention of the University Council for Educational Administration will be held at the Marriott Pavilion Hotel in St. Louis, Missouri from October 30 to November 1, 1998. The convention will open at 8:00 AM on Friday morning, October 30 and close at 11:30 AM on Sunday, November 1. The purpose of the convention is to engage participants in discussing research, policy, and practice in education with a specific focus on educational administration. The 1998 convention theme, "Educational Excellence: The Leadership Imperative," thus provides the opportunity to highlight the links between educational leadership and educational excellence.

This year, the UCEA convention planning committee has encouraged proposals that seek to clarify both the nature of educational excellence and the links between educational leadership and the achievement of excellence. The 1998 convention theme encourages proposals that address specific sub-themes related to educational excellence and the leadership imperative: culture and community building for educational excellence; values and ethics that underlie conceptions of excellence; societal influences and implications for achieving excellence; organizing and managing schools for excellence; legal, political, and economic environments that affect prospects for educational excellence; preparation of school leaders for achieving educational excellence.

The convention will include a variety of session formats that facilitate dialogue on these sub-themes: paper sessions, symposia, conversations, and interactive roundtables.

Hotel reservation and advance convention reservation forms for UCEA '98 are provided on this and the following page.

Hotel Reservation Request

UCEA Convention '98

October 30–November 1, 1998

University Council for Educational Administration

PLEASE REMEMBER: Make your check or money order for \$112.96 (\$99 plus tax) payable to the St. Louis Marriott Pavilion Downtown. Reservations must be accompanied by first night's deposit (check payable to St. Louis Marriott Pavilion Downtown) or credit card.

Name _____

Affiliation _____

Address _____

City _____ State _____ Zip _____

Phone () _____

Arrival Date _____

Month Day Time

Departure Date _____

Month Day Time

Type of accommodations (circle one): double single

_____ Number of individuals sharing room

Please enclose first night's deposit to guarantee your reservation. Deposit is refundable if cancellation is received 48 hours prior to arrival day. All room rates are subject to applicable taxes.

Card Holder's Name _____

Credit Card Type _____

Credit Card Number _____

Expiration Date _____

Signature _____

MAIL DIRECTLY TO:

**St. Louis Marriott Pavilion Downtown
One Broadway
St. Louis, Missouri 63102**

Check In Time 4:00 p.m. Check Out Time 12:00 p.m.

Phone: (800) 831-4004

(314) 421-1776

Fax: (314) 331-9269

UCEA CONVENTION '98

Educational Excellence: The Leadership Imperative
October 30—November 1, 1998



Advance Registration (may be photocopied)

PLEASE FILL IN COMPLETELY	
BADGE INFO	<p>Name _____</p> <p>Affiliation _____</p> <p>Address _____</p> <p>City _____ State _____ Zip _____</p> <p>Phone (____) _____ FAX (____) _____</p>

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PLEASE FILL IN APPROPRIATE SELECTIONS		
OTHER	<p>_____ # of Banquet Tickets needed @ \$30 <small>(NOTE: Banquet Tickets may not be available on site.)</small></p> <p>Voluntary contribution to National Graduate Research Seminar (held at AERA)</p>	
.....	\$ _____	
		Banquet Tickets Total
.....	\$ _____	
		Contribution Total

CHECKS SHOULD BE MADE PAYABLE TO "UCEA CONVENTION" \$ _____
TOTAL ENCLOSED

Return check and completed registration form to: UCEA Convention '98, 205 Hill Hall, Columbia, Missouri 65211. Refund requests will not be considered after October 3, 1998.

The first convention session begins at 8 AM, Friday, October 30. The convention ends on Sunday, November 1 before 11:30 AM.

ARRIVAL TIMES
<p>Executive Committee by noon, Wednesday, October 28</p> <p>Plenum Representatives by noon, Thursday, October 29</p> <p>Graduate Students by 8 a.m., Friday, October 30</p> <p>Convention Participants by 8 a.m., Friday, October 30</p>

HOUSING & TRANSPORTATION
<p>Participants are responsible for own transportation/housing.</p> <p>_____ Check here if you would like your name on a list of individuals interested in sharing hotel accommodations. You must register prior to September 30, 1998, to be included.</p>

STERNBERG, FULLAN, AND JOHNSON CONVENTION '98 SPEAKERS

Robert J. Sternberg (Yale U.), Michael Fullan (U. Toronto), and Susan Moore Johnson (Harvard U.) will be the featured speakers at UCEA Convention '98. Robert J. Sternberg will present the Mitstifer Lecture at the convention's opening general assembly on Friday. Michael Fullan will present an invited lecture on Saturday and Susan Moore Johnson will address the closing general session Sunday.

Robert J. Sternberg is IBM Professor of Psychology and Education in the Department of Psychology at Yale University. He is past Editor of the *Psychological Bulletin* and is incoming Editor of *Contemporary Psychology*. Sternberg's interests in psy-



Sternberg

chology cross-cut various areas; he is a Fellow of eight APA divisions, Past-President of Division 1 (General Psychology), and Past-President of Division 15 (Educational Psychology).

Sternberg is most well-known for his triarchic theory of intelligence, triangular theory of love, theory of mental self-government, and investment theory of creativity (developed in collaboration with Todd Lubart). Sternberg has written over 600 articles, books, and book chapters, including *Beyond IQ*, *The Triangle of Love*, *Metaphors of Mind*, *Defying the Crowd* (with Todd Lubart), *Thinking Styles*, and *Successful Intelligence*. He is also the author of *In Search of the Human Mind* and of *Pathways to Psychology*, two introductory psy-

chology texts, and *Cognitive Psychology*, a cognition text. Much of Sternberg's research investigates the application of his theories to teaching at all levels.

Michael Fullan is the Dean of the Ontario Institute for Studies in Education



Fullan

of the University of Toronto. An innovator and leader in teacher education, he has developed a number of partnerships designed to bring about major school improvement and educational reform. He participates as researcher, consultant, trainer, and policy advisor on a wide range of educational change projects with school systems, teachers' federations, research and development institutes, and government agencies in Canada and internationally. He has published widely on the topic of educational change. His most recent books are *Change Forces: Probing the Depths of Educational Reform* (Falmer Press), the *What's Worth Fighting For Series* (Teachers College Press), and *The New Meaning of Educational Change* (Teachers College Press).

In May, 1993, the Ontario Association of Curriculum Development awarded Michael Fullan the prestigious Colonel Watson Award for outstanding leadership. He was appointed Policy Implementation Advisor to the Ministry of Education and Training regarding their response to the Royal Commission on Learning Report in February 1995, and received the "Contribution to Staff Development Award" from

the National Staff Development Council in December, 1995.

Susan Moore Johnson is Professor and Academic Dean at the Harvard Graduate School of Education. A former high school teacher and administrator in Brookline, Massachusetts, Johnson studies school organization, educational policy, and change in school systems. She has conducted research on collective bargaining, performance-based layoffs, merit pay, school-based management, and the school as a workplace. She pursues her current interest in leadership not only through research but also through teaching current and aspiring administrators and in her role as academic



Johnson

dean. Johnson received her A.B. degree (1967) in English literature from Mount Holyoke College and her M.A.T. degree (1969) in English and her Ed.D. degree (1982) in administration and policy from the Harvard Graduate School of Education. Johnson is the author of *Teacher Unions in Schools* (1984), a qualitative study of the day-to-day impact of collective bargaining in schools; *Teachers at Work* (1990), an analysis of exemplary teachers' views of their schools as workplaces; and *Leading to Change* (1996), an account of the experiences of 12 newly-appointed superintendents in a diverse sample of school districts. She is currently conducting research about teachers' work in charter schools. v

PRESTINE AND MCGREAL WIN DAVIS AWARD

Nona A. Prestine (Illinois U.) and Thomas L. McGreal (Illinois U.) received the 19th William J. Davis Memorial Award for their article "Fragile Changes, Sturdy Lives: Implementing Authentic Assessment in Schools," published in the August 1997 issue of *Educational Administration Quarterly*. Prestine and McGreal examined data from four schools that struggled to develop and implement authentic learning and assessment over a



Prestine



McGreal

3-year period, identifying significant factors in the schools' attempts to implement pedagogical change. The authors analyze why changes in the core technology of teaching and assessment are so difficult and how they differ from changes in school organization and government.

The authors suggest that the implementation of changes in teaching and learning may be a fundamentally different enterprise from implementing changes in school organization and governance because, while the latter affect school-level and administrative concerns that are somewhat removed from the classroom, changes in teaching and learning hold ramifications directly and immediately linked to individual classrooms and teachers' constructed understandings of their craft. New shared governance arrangements in the four schools were unable to support later initiatives in core technology changes. Prestine and McGreal argue that authentic assessment, like other constructivist-oriented learning changes, requires a reorientation toward teaching and learning that appears to be largely discordant with the dominant lived experiences, beliefs, and expectations of most teachers in these schools.

Nona A. Prestine is an Associate Professor of Educational Organization and Leadership at the University of Illinois. Her research interests include school improvement and restructuring, organizational change, and secondary school reform. Her most recent research includes "Making a Difference? Systemic School Restructuring and 'At-Risk' Students" in *Planning and Changing*

1997) and a forthcoming book, coedited with S. Stringfield, *Essential Schools, Essential Change?* to be published by SUNY Press.

Thomas L. McGreal is a Professor Educational Organization and Leadership at the University of Illinois at Urbana-Champaign. He also serves as Director of the Illinois Alliance of Essential Schools. Professor McGreal specializes in the evaluation and supervision of teachers, professional development, and high school reform. His publications include the books *Successful Teacher Evaluation* and *Personnel Evaluation for School Reform*, and over 60 chapters and journal articles. McGreal has served as a consultant to over 500 school districts throughout the United States, assisting them in the development of new teacher evaluation and professional development systems. Over 125,000 school personnel have attended his presentations.

Prestine and McGreal were presented the 1998 Davis Award at the AERA Division A business meeting in San Diego by UCEA's Executive Director, Patrick B. Forsyth. The Davis Award is given annually to the author(s) of the most outstanding article published in the *Educational Administration Quarterly* (EAQ) during the preceding volume year. The article selection is made by a three-member panel chosen from the EAQ Editorial Board members who have not published in the volume being reviewed.

Past recipients of the Davis Award are Donald J. Willower [two times] (The Pennsylvania State University), **Cecil G. Miskel** [two times] (U. of Michigan), **Jo Ann DeFrain** (North Harris County

College, Houston), **Kay Wilcox** (Shawnee Mission Public Schools), **Robert A. Cooke** (Institute for Social Research), **Denise M. Rousseau** (U. of Michigan), **David McDonald** (Pomona Public Schools, Kansas), **Susan Bloom** (Blue Valley Public Schools, Kansas), **David L. Clark** (deceased), **Linda S. Lotto** (deceased), **Terry A. Astuto** (New York U.), **Tim L. Mazzone** (U. of Minnesota), **Betty Malen** (U. of Maryland), **David P. Crandall** (NETWORK), **Jeffrey W. Eiseman** (U. of Massachusetts), **Karen Seashore Louis** (U. of Minnesota), **James G. Cibulka** (U. of Maryland), **Joseph J. Blase** (U. of Georgia), **Kenneth A. Leithwood** (OISE), **Mary Stagen** (U. of Toronto), **Ronald H. Heck** (U. of Hawaii), **George A. Marcoulides** (California State U-Fullerton), **Terry J. Larsen** (Alhambra School District), **Robert J. Starratt** (Fordham U.), **Jennifer Elser Reeves** (U. of Central Florida), **Ulrich C. Reitzug** (U. of Wisconsin-Milwaukee) **Brian Rowan** (U. of Michigan), **Stephen W. Raudenbush** (Michigan State U.), **Yuk Fai Cheong** (Michigan State U.), **Mark A. Smylie** (U. of Illinois-Chicago), **Robert L. Crowson, Jr.** (Peabody College, Vanderbilt U.), **Victoria Chou** (U. of Illinois-Chicago), and **Rebekah Levin** (U. of Illinois-Chicago), **Diana G. Ponder** (U. of Utah), **Rodney T. Ogawa** (U. of California-Riverside), **E. Ann Adams** (Granite School District), and **William A. Firestone** (Rutgers U.).

The Davis Award was established with contributions in honor of the late William J. Davis, former associate director of UCEA and assistant professor at the University of Wisconsin-Madison. Contributions to the award fund are welcome and should be sent to University Council Educational Administration, 205 Hill Hall, Columbia, Missouri 65211. v

1998 EDUCATIONAL LEADERSHIP AWARDS

Twenty-two distinguished school administrators have been named as recipients of the third UCEA Excellence in Educational Leadership Award. Each year, this national award recognizes distinguished school administrators who have made significant contributions to the improvement of administrator preparation and who have demonstrated an exemplary record of supporting school administrator preparation efforts.

The leadership awards are being presented at upcoming ceremonies at member institutions (indicated below in parentheses). This year's recipients are:

Damon F. Asbury (The Ohio State University) is the superintendent of schools in the Worthington City Schools and adjunct professor of education at the Ohio State University. Asbury has served as associate and interim superintendent for the Columbus City Schools. He has taken an active role in the Professional Development Schools, served as a superintendent representative on the Futures Committee of the national Holmes Group, and served as central Ohio representative to a Danforth Foundation project designed to train school board members.

Richard E. Bamberger (State University of New York at Albany) is currently the executive director of the Capital Area School Development Association (CASDA) at the State University of New York at Albany where he also serves as an adjunct professor at the Department of Educational Administration and Policy Studies. He was instrumental in establishing the Greater Capital Region Principal's Center. Currently, Bamberger is founding a Leadership in Educational Administration Development Center.

Martin G. Brooks (Hofstra University) is superintendent, Valley Stream Elementary District Thirteen, NY and Valley Stream Central High School District, NY, Hofstra's two Learning Community Partner districts. Brooks is co-author with his wife, Jacqueline Grennon Brooks, of *The Case for Constructivist Classrooms*. Brooks has worked closely with the Hofstra faculty to support the learning of the students in its Certificate of Advanced Study Program for individuals earning administrative licensure for New York.

P. Edward Cancienne, Jr. (Louisiana State University) has taught as a classroom teacher and worked at the Louisiana Department of Education as Confidential Assistant to the State Superintendent of Education. He has been President of the

Louisiana Association of School Superintendents. Cancienne is a governor-appointed member of the School and District Accountability Commission and the chairman of the Louisiana Committee of the Secondary and Middle School Commission of the Southern Association of Colleges and Schools (SACS).

Marilyn Davenport (University of New Mexico) has served as a classroom teacher, district curriculum coordinator, area curriculum director. She is currently principal of Governor Bent Elementary School in Albuquerque, New Mexico, a recipient of the National Excellence in Education-Blue Ribbon Award for the 1993-94 school year. Davenport has served as mentor for numerous administrative interns, participated in annual assessment center activities as a practitioner-evaluator, and frequently served as a guest speaker at internship seminar sessions.

Timothy Dyer (Arizona State University) was Superintendent of the Phoenix Union High School District, which he was instrumental in transforming into a district that is desegregated, financially sound, and possessed of a new found belief in itself. For the past nine years Dyer served as executive director of the National Association of Secondary School Principals where he provided leadership and expansion of the association.

Burton Elliott (University of Arkansas) is the director of the Northwest Arkansas Educational Cooperative. He has been a science teacher, a school principal, a superintendent, and an adjunct professor for the University of Arkansas. He served as director of the Arkansas Department of Education. He holds membership and has served as president for many professional associations including the Arkansas Association of Educational Administrators. Elliott was largely responsible for the establishment of the Arkansas Leadership Academy.

Patricia Hunter-Rowse (University of Utah) is superintendent of schools in Tintic School District, Utah. She has also served as an adjunct professor of education at Western New Mexico University and the University of Phoenix. Rowse has served as director of the Utah Principals Academy for the Utah State Office of Education and as president of the Utah Association of Elementary School Principals. She is president-elect of the Utah Association for Supervision and Curriculum Development.

John F. Kehoe (St. John's University) is a recent graduate of St. John's University's

doctoral program in educational administration and is active in state and local middle school organizations. Bronxville Middle School, which he has developed from its inception, is being considered for federal recognition as an outstanding middle school on the national scene. He has maintained close ties with St. John's University and will collaborate with faculty and students in a middle school research project.

Emilie M. Lonardi (The Pennsylvania State University) is assistant superintendent of schools in the West York (PA) Area School District. She has been a valuable member of Penn State's Alumni Advisory Committee, a regular speaker at summer session classes and has taught in certification programs at Penn State. Lonardi was senior author of a paper published in the *Journal of Educational Administration* and sole author of one recently published in the *AASA School Administrator*.

Richard D. (Dan) Lumley (Kansas State University) holds a terminal degree in educational administration from Kansas State University and has been a longtime supporter and friend of both the university and education throughout the state of Kansas. He is presently assistant superintendent of a Kansas school district noted for its progressive approach in the field of technology. His many publications, presentations, and grant writing activities have made him highly visible within the state and nation.

Allen C. McCowan (University of Illinois at Urbana-Champaign) has been a superintendent in several Illinois school districts. For many years, McCowan served as executive director of the Educational Administration Alumni Association, an organization formed to support the Department of Educational Administration at the University of Illinois. The work of this Association has been instrumental in supporting the teaching and networking of educational leaders throughout the state.

Robert S. McCord (University of Nevada Las Vegas) is the director of the Department of Government Relations and Legislation, Clark County School District. McCord regularly provides advice, counsel and resources to leadership students preparing research projects. McCord has also teamed with faculty in preparation of written and oral presentations at national, regional and state gatherings of school administrators.

Monsignor Guy J. Puglisi (Fordham U.) is presently the superintendent of schools

of the Brooklyn Diocese. Puglisi is instrumental in formulating staff development programs for the new principals of the Diocese as well as teacher training sessions for new teachers. Since 1978, Puglisi has taught courses in the Fordham University Graduate School of Educator's Nonpublic School Administrator's Program.

R. Stephen Rasmussen (Washington State University) is superintendent of Franklin Pierce School District No. 402 in Tacoma, Washington. He has served as a teacher, director, central office administrator and superintendent. Rasmussen serves on a variety of professional educational boards in the state and region including as a member of the College of Education's Professional Education Advisory Board for Administrator Certification.

Michael Silver (University of Washington) is superintendent of schools, Tukwilla (Washington) School District. Silver has distinguished service to the University of Washington as a member of the Professional Education Advisory Board for Educational Leadership and Policy Studies, the Visiting Committee for the College of Education, and as external reviewer for the Masters in Teaching Program. He has served as an internship mentor for students in the university's superintendent's credential program.

Cheryl Steele (University of Oklahoma) is superintendent of Mid-Del Public Schools. She has served public education in Oklahoma as a classroom teacher, building administrator, and superintendent and is known and respected for her understanding of complex educational issues, concerns for equity, and interpersonal competencies. Steele has made significant contributions to the improvement of administrator preparation through the district's alliance with the University of Oklahoma's cohort program for prospective principals.

Charles F. Stefanski (Temple University) is superintendent in of Cheltenham Township, Pennsylvania. Currently serving in his third superintendency, he has been principal of a junior high school and a senior high school. Stefanski has frequently served as an adjunct faculty member in educational administration at Temple University. He has also cooperated with Temple faculty on research projects and was a superintendent interviewee for UCEA's "A Thousand Voices from the Firing Line".

Martin (Pep) Strifler (Miami University) is principal of Madeira Junior Senior High School, an often recognized national award winning school and an

important partner school with Miami University. Pep has been the driving force behind that partnership. In addition to hosting future administrators in his building, Pep is currently teaching two undergraduate classes for the department. He has assisted the department in recruiting future principals and has mentored many future leaders for schools throughout the region.

Albert Thompson (SUNY Buffalo) The faculty in the educational administration program at the University at Buffalo have unanimously voted to nominate Albert Thompson for a posthumous 1998 Educational Leadership Award. Thompson worked in the Buffalo School system for over 40 years beginning as a teacher, then director, associate superintendent, deputy superintendent, and finally as superintendent from 1989 to 1996. During his career he received numerous awards and citations for his service in the community and in education, including an honorary doctorate. After leaving the superintendency Thompson became an adjunct professor at the University at Buffalo. Both students and faculty found him to be a dedicated teacher and mentor.

Jerry E. Weiser (University of Northern Colorado) has served as a high school principal for the last twenty-eight years. He has been intimately involved in curriculum development and North Central accreditation teams. He is recognized for his expertise in flexible modular scheduling. Weiser generously gives of his time to the university's advisory committee and has served on the Professional Education Council. He has mentored several graduate students.

Elizabeth Ann (Sandy) Wisley (Oklahoma State University) is superintendent of El Reno Schools, Oklahoma. She has served as director of middle schools for Putnam City (Oklahoma) Schools, director of elementary education for Putnam City Schools, and principal of Dennis Elementary School in Putnam City. Wisley has served as a charter member of the Advisory Committee for Programs in Educational Leadership at Oklahoma State University and has contributed in multiple positive ways to the preparation of aspiring educational leaders.v



Announcing UCEA Regional Consortium Conference

**Co-Sponsored by:
University of Kansas,
University of Missouri,
Oklahoma State University**

TECHNOLOGY FOR EFFECTIVE EDUCATIONAL LEADERSHIP

Friday and Saturday, June 5-6

**Kansas U. Edwards Campus
120600 Quivira Road
Overland Park, Kansas**

**For more information and registration materials, contact:
Bruce D. Baker
University of Kansas
(785) 864-9844
bdb13@eagle.cc.ukans.edu**

Announcing UCEA Regional Consortium Conference

**Sponsored by:
Illinois State University**

PROFESSIONAL DEVELOPMENT FOR THOSE WHO PREPARE SCHOOL ADMINISTRATORS IN THE USE OF TECHNOLOGY TO ENHANCE TEACHING AND LEARNING

This Conference will be held inside the Midwest Educational Research Association annual conference in Chicago in October. Details will be announced in the Fall issue of the UCEA Review.

NEW UCEA ELECTRONIC CASES JOURNAL ANNOUNCES FIRST ISSUE

The UCEA Cases Project has become the *UCEA Journal of Cases in Educational Leadership* (CEL). CEL is published in electronic format and available via the UCEA homepage, www.ucea.org. The journal is published by UCEA in cooperation with The University of Utah. The first issue of CEL, due out in April, contains cases designed for use in administrator preparation programs and a reprint of Professor Dan Lortie's 1995 Mitstifer Lecture at the UCEA annual conference. Professor Lortie's address focused on the use of cases in preparation programs.

The cases included in this first volume focus on such topics as site based decision making, leadership, legal rights of students, public relations, finance, ethics, organizational theory, and critical theory. The three cases in this first issue are:

"Hard Times in Little City" by Jacqueline A. Stefkovich

"The Case Study of Southwood High School" by James E. Lyons

"The Consensus of the Council" by James E. Rinehart and Thomas E. Welch

Each of these cases contains teaching notes to aid in class discussion.

The use of cases has a long tradition at UCEA. The original UCEA cases made a significant contribution to administrator preparation. The new electronic journal allows UCEA to provide more contemporary cases in an easily accessible format. Cases published in CEL may be downloaded free of charge and duplicated for nonprofit use by an individual or educational/public agency.

Several cases are being revised for the upcoming fall issue and new cases are being solicited for subsequent issues. See the "Call for Cases" in this issue of the *Review*. CEL will be published at least three times a year.

The Cases website contains the editorial purpose, submission guidelines, the editorial board and staff members, the current issue, and past issues. The website will also permit searches by author, title, and ERIC descriptors.

Inquiries and cases may be sent to Gary Crow (Editor), The University of Utah, Department of Educational Administration, 1705 E. Campus Center Dr. Room 339, Salt Lake City, UT 84112-9254. You can also contact Gary at 801-581-3377 or gcrow@gse.utah.edu.

Gender and Politics at Work:

Why Women Exit the Superintendentcy

by Marilyn Tallerico, Joan N. Burstyn, and Wendy Poole

This study is designed to address both the general absence in scholarship of women's perspectives on the superintendentcy and inattention to issues related specifically to retaining women in school superintendentcies. The authors investigated the experiences of women who had recently exited the superintendentcy in order to gain insight into these two areas.

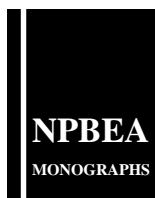
Other available NPBEA Monographs

Building a Career: Fulfilling the Lifetime Professional Needs of Principals

by David A. Erlandson

Educating Democracy: The Role of Systemic Leadership

by Gary M. Crow
and Robert O. Slater



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To where, then, have we come in terms of state-of-the-art implementations of teaching and technology? I can speak with a degree of experience. I teach a graduate level technology policy class in one of the most technologically advanced classrooms in the United States. Just completed in the fall of 1997, the Undergraduate Learning Center at the University of Texas at El Paso contains nearly a dozen classrooms with "smart" podiums providing lecturers with the following resources:

- PC Pentium 200 MHZ MMX:64MB RAM, 2GB Hard Drive, Internal Zip Drive, 10/100 Base T Card, CD-ROM, Windows NT 4.0 Workstation, Video Card with 4MB VRAM, 64-bit Sound Card.

- Mac Power Computing 225 MHZ Power Tower Pro 604e/225: 64MB RAM, 2GB AV Hard Drive, Internal Zip Drive, CD-ROM, Twin Turbo Video Card with 8MB VRAM.

- Video Copy Stand for overheads and paper projection

- Digital Slide Projector

- VCR

- Laserdisc Player

- Projector and 40 foot screen to display output from any of the above sources.

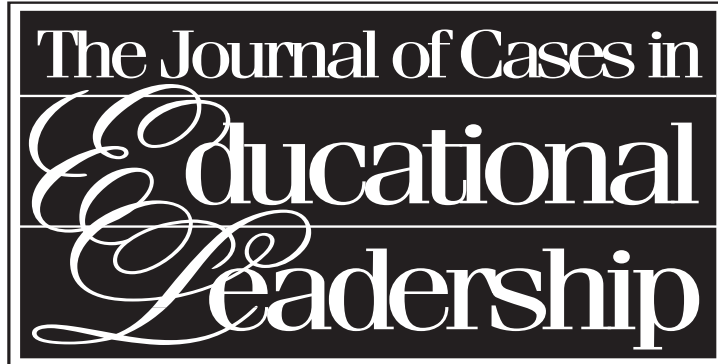
- An additional Pentium to run all of them via touch screen.

The building has its own website, wherein the virtues of the classroom resources are touted: all classrooms have video projection capability to support high quality presentations using an electronic podium or cart. The podiums in the 6 large auditoriums will permit access to videodisc players, videotape decks, slide projectors, and the Internet. A video copy stand is installed on each electronic podium for the display of transparencies and 3-D objects. Netscape Web browser and PowerPoint are the primary presentation software "that will allow instructors to interact with the digital resources that will be available for enriching the lecture and laboratory learning experience" (UTEP, 1998).

This classroom is, arguably, one of the most pedagogically devolved classrooms in the United States. Certainly, the 100 megabit access to the Internet is a fabulous luxury, especially when we wish to demonstrate new sites or discuss current topics. The document camera fills a unique void, as there are no chalkboards, one must write information on a piece of paper and place it under the camera lens. Another advantage of the document camera is that one may place entire books or other objects underneath the lens for display without having to make copies. The key term in all of this, however, is that these resources are provided for "lecturers," implying that the style of teaching supported (and rewarded through access to advanced technology) is

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CALL FOR CASES



THE UNIVERSITY COUNCIL FOR
EDUCATIONAL ADMINISTRATION

The editorial board and staff of the *Journal of Cases in Educational Leadership* are currently soliciting cases. The *Journal* publishes in electronic format peer-reviewed cases appropriate for use in programs that prepare educational leaders. The journal board and staff seek a wide range of cases that embody relevant and timely presentations of issues germane to the work and preparation of educational leaders.

Review Process

All cases will be subject to blind peer-review by the Editorial Board of the Journal. As is customary in most scholarly publications, authors should be prepared to work with the editorial staff in revising manuscripts in accordance with editorial policy. Cases will be reviewed with the following criteria in mind:

1. Cases should focus on relevant and timely issues of educational leadership.
2. Cases should be especially relevant to graduate students preparing for educational leadership roles and for educational professionals.
3. Cases will also be reviewed in terms of their usefulness in graduate teaching environments and their potential for enabling analysis using multiple theoretical perspectives.
4. Clarity in writing is essential.

Submission Guidelines

Manuscripts should be at least 5 but no more than 15 double-spaced, typewritten pages (12 point) (i.e., between 1200-2000 words, exclusive of teaching notes). All manuscripts should be submitted in triplicate, using American Psychological Association style. A cover sheet including the title, author's name, address and e-mail address should accompany the three copies of the manuscript. The body of the manuscript should include only the title of the case on each page. A PC compatible disk will be requested before final acceptance. Manuscripts may be submitted in either Microsoft Word or Wordperfect wordprocessing formats.

All cases should include a 1 page "Teaching Note" that outlines how the material might be used in professional preparation programs for educational leaders. Within the "Teaching Note," authors should include a short 100-word abstract describing the topic(s) of the case and brief synopsis of the case.

Those interested in submitting cases should send **THREE** copies of their manuscript to:

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UCEA CENTER ON ASSESSMENT CENTER METHODOLOGY

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The use of assessment center methodology in education is still in its infancy stage as the first assessment center for educators was started by the National Association of Secondary School Principals (NASSP) less than 25 years ago in 1975. Since then, educators in school districts and postsecondary institutions have used the methodology in the selection, preparation, and development of administrators. In 1980, the University of Nebraska-Lincoln (UNL), along with its UCEA partnership school—the Lincoln Public Schools, became affiliated with the NASSP Assessment Center Project. Two years later, the Program Center for Assessment Center Methodology was established at UNL by UCEA's Executive Committee. The goals of the Center are to gather, store, and disseminate information on the application of the assessment center method to administrator preparation programs. The program center has provided information on the assessment center method that has appeared in books, dissertations, journal articles, monographs, and unpublished reports. See, for example, Thomson, S. D. (1993). *Principals for our changing schools; Knowledge and skill base*. Fairfax, VA: National Policy Board for Educational Administration. This book was built upon premises of skill dimensions and provides a rich resource for practicing administrators as well as professors.

Early Activities

The first major activity of the program center was conducted in 1985, as the program center hosted a Career Development Seminar in Lincoln, Nebraska, in conjunction with the Plenary Session of UCEA. The Career

Development Seminar focused upon the use of assessment center methodology in the preparation, selection, and in-service training of school administrators. Featured presenters included Doug Bray, the lead researcher of AT&T's Management Progress Study, and Neal Schmitt, an industrial psychologist from Michigan State University. About 80 educators from across the nation attended the first national conference on the use of the methodology in educational administration. During the years of federal funding of the Leadership in Educational Administration Develop-

ment (LEAD) grant, some assessment center projects received funds for the operation of assessment centers, training of assessors, developmental activities, and other programs. The availability of federal funds sustained program efforts over the six-year span of the LEAD grant and provided much needed support for assessment center programs, activities, and projects.

Although assessment center methodology has enjoyed wider use in the private sector, i.e., the majority of the nation's Fortune 500 companies operate assessment centers, and in some parts of the public sector, e.g., governmental agencies and the armed forces, the field of educational administration has benefitted from its use as large school districts, e.g., those in San Diego, CA, and Ft. Myers, FL, have used it for selection and developmental purposes. Likewise, faculty members in both UCEA and non-UCEA institutions have used elements of assessment center methodology in preparation programs. Elements of the methodology will likely be retained although the operation of assessment centers, which are highly labor intensive, will remain limited. Developmental programs based upon assessment center methodology will likely continue to expand as more and more faculty members become aware of its utility in developmental programs for administrators in pre-service and in-service training programs.

Benefits of Assessment Centers

One of the benefits of assessment center methodology is the focus upon job-related skill dimensions such as Problem Analysis, Judgment, Oral communication, Leadership, and others relevant to a role. Assessment centers provide tried-and-true means of sampling and measuring applicants' behaviors in targeted dimensions. Through the use of leaderless group, in-basket, and fact-finding activities and structured interviews, trained assessors can observe and record behaviors of participants according to predetermined "look fore". Unlike some forms of measurement, assessment center activities "sample" behaviors as exercises elicit responses to situational exercises. In contrast, paper-and-pencil tests, e.g., the Graduate Record Examination (GRE), provide a "sign" of mental ability but do not sample behaviors of "intelligent" actions



Wendel

relative to Judgment, Written Communication to diverse audiences, Sensitivity, Organizational Ability, and other dimensions. Consequently, the use of simulation exercises is enhanced by the use of skill dimensions. For example, instructors can use case studies to greater advantage by focusing upon students' abilities to identify problems, search for information, use information at hand, lead a group to reach closure, state principles of personal philosophy, and the like. Another strong point of assessment center methodology is the premise that multiple methods of data collection should be used. Thus multiple measurements of a behavioral dimension are sought. In addition, more valid measurements can be made from multiple assessors observing participants' behaviors in multiple exercises. The training of assessors is another of the key components of the methodology. Assessors need to be trained in the definitions of the skill dimensions for the role, e.g., principal or superintendent, the nature of the exercises, the role each assessor takes in each exercise, the specific "look fors" relative to each activity, the ways to observe and record performance, the format of the assessor team review of participants' behaviors, and the preparation of a final written report. As a result of such extensive and intensive training, an assessment center is readily transportable as an assessor trained in one part of the country can easily serve as an assessor at a distant point. The benefit of training also translates in other ways as assessors share a common language, as of definition of terms like Problem Analysis, and implications of "look fors" as "search for information with a purpose". Training also results in improved performance on-the-job as assessors, after assessor training, report that they have increased their administrative, interpersonal, and communication skills in their positions because of the knowledge and skills that they have developed through assessor training and serving in an assess-

ment center.

Applications to Preparation Programs

Professors can also use the principles of assessment center methodology in the courses, seminars, and workshops that they teach. By informing students of the definitions of behavioral dimensions, professors can instruct aspiring administrators in specific skills related to seeking and using information, setting priorities, showing caution, initiating ideas and supporting the work of others in discussions, organizing tasks, showing sensitivity to the needs and concerns of others, using aspects of voice effectively, stating educational values, and the like. Students will benefit from activities that solicit desired behaviors and from specific feedback about their behaviors relative to dimensions, seek to improve their skills, and be more confident in their preparation. Training in skill dimensions is both pertinent and useful as Armenta and Reno (1997) pointed out the need for administrators to develop skills in Range of Interest—what they termed a “forgotten skill”—for benefits in emotional health, mental stimulation, and networking. Lessons of the past. Nothing is magical or new about skill dimensions, specific “look fore,” feedback, simulation activities, the need for effective selection procedures, and other features of assessment center methodology. Culbertson, Farquhar, Gaynor, and Shibles (1969) made many recommendations in *Preparing Educational Leaders for the Seventies* that are extant. For example, they noted the need for emphasis upon leadership behaviors. During the 1970’s distinctions between those leadership behaviors which are to be sought largely through recruitment and those which are to be developed principally through programmed learning experiences during preparation will need to be made much more explicit than they are currently.... Recruitment and selection procedures must do a better job of identifying and assessing the extent to which prospective school superintendents possess these behaviors before they are admitted to programs. (p. vi) Culbertson, Farquhar, Gaynor, and Shibles (1969) also recommended greater use of non-cognitive measures. During the 1970’s those responsible for preparatory programs will need to concentrate more upon the non-cognitive aspects of leadership in recruitment and selection than they did during the 1960’s....clearly both professors and superintendents recognize that to rely only upon traditional cognitive measures in selecting candidates for preparatory programs is not sufficient. (p. vi) Culbertson and his associates made recommendations regarding recruitment, program differentiation, program integration, programs for administrators, and departmental staffing and func-

tions. One recommendation about programs for administrators cited the use of simulation activities. A range of reality-oriented materials which can provide common bases for students and professors to analyze and make decisions should be developed and used by those responsible for preparing school superintendents. Cases, simulated materials, and management games can provide valuable tools not only for the exploration and understanding of values which shape decisions but also for the testing of theoretical concepts against the ‘facts of administrative life. (Culbertson, Farquhar, Gaynor, and Shibles, 1969, p. ix) Silver (1978) noted some areas of concern in administrator preparation related to program purposes and objectives that are still worthy of consideration. In view of the finding...that the predominant mode of instruction is classroom discussion in settings of from 10 to 30 students, one might be led to question the reported balance among conceptual, technical, and human relations skills. In such settings, do students actually acquire the technical skills of, for example, making good (effective) decisions, designing and balancing budgets, or applying the laws to actual situations, all areas of reported program emphasis—or do students learn about these topics conceptually and discuss them in classes? Similarly, do students actually gain human relations skills by practicing leadership, making decisions that affect other, and assessing their relationships with others, also areas reportedly emphasized in the programs—or do they, again, learn about such topics and discuss them? (p. 203) New applications. New forms of measurement and evaluation are called for by proponents of “authentic assessment” who advocate the use of portfolios and other means of documenting performance in education in K-12 and postsecondary settings. School administrators in some states will be taking the Principals Licensure Assessment that was developed by the Interstate School Leaders Licensure Consortium (ISLLC), and the Educational Testing Service (ETS) has considered the use of assessment centers. The work of ISLLC may branch out into other forms of assessment, including setting standards and portfolio assessment for relicensure and development. Institutions that offer administrator preparation programs will need to consider the work of organizations as the ISLLC and ETS develop standards, testing programs, and alternative means of assessment. The net effect is that changes are taking place and will continue to take place in administrator preparation programs. Assessment center methodology continues to offer many means of identifying, measuring, and teaching desired administrative, interpersonal, and communication skills in the selection, preparation,

and development of administrators.

Conclusions

The need for assessing the qualifications of applicants for administrator preparation programs and administrative positions will never disappear. Likewise, the need for improving the qualification of applicants in administrator preparation programs and administrative positions will never disappear. Whatever taxonomy one may use in referring to the broad field of Educational Administration, Katz’s may be useful because of its triad focus upon conceptual, human relations, and technical skills. The application of assessment center methodology continues to provide proven means of assessing and developing administrative, interpersonal, and communication skills that fit with Katz’s categories. Administrator preparation programs that continue to include emphases upon content and skills will remain in the forefront. The graduates of institutions whose faculties assess their students for appropriate job-related skills and provide opportunities to improve said skills will be uniquely well prepared to serve as educational leaders in the years to come.

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a top down, pedantic style that does not necessarily support collaborative exchanges between teacher and student, nor student and student. The tables in these “tech” classrooms are fixed, with rows for chairs too narrow for students to turn around in to accommodate working with their neighbors behind them.

The classroom is well suited to outline-driven lectures, and those professors who spend the time to place their lectures in an electronic format find that it is time well spent; forcing one to think about what is, and is not, important among the binders, notes, and lecture packets usually used. In the end, the tail is still wagging the dog. Think of it this way—who decides that a course should be formatted for PowerPoint? The instructor? No. The mere fact that there is a building that has no chalkboards becomes the deciding factor. From a practitioner preparation standpoint, I remain uncertain that souped-up lectures are better than those they tend to replace.

Bork (1997) notes:

“a strong push with technology in education is toward more and more equipment. Initially this simply meant more and more computers, but today ‘infrastructure’ (networks, connections to networks, computers to run networks) is also likely to be included...Seldom do these hardware pushers have any coherent view about how the new equipment is to be used to improve learning” (p. 70).

Bork notes two reasons for this:

1. **Low Quality of Individualization.** It is often stressed that our students are all very different. However, most of the curriculum approaches we have now (books and lectures) treat them all alike. So then, it is not surprising that the instructional approaches via computers are much the same.

2. **Lack of Interactive Curriculum Material.** Much of the curricular material associated with strategies for teaching with technology are still designed around a lecture delivery model or models involving one-on-one student-computer interaction.

Critical Questions About Technology in Higher Education Classrooms

Pepi and Scheurman (1996) argue, paraphrasing Emerson, that “Computer technology is in the saddle and it is riding us” (p. 229). They liken the ascendancy of computer technology within colleges of education to Hans Christian Andersen’s tale, “The Emperor’s New Clothes.” Pepi and Scheurman draw three parallels with Andersen’s tale:

- As was the emperor drawn to the lure of a new thread from which his clothes would be woven, so to do educators gravitate to fads;

- As the weaving of magic cloth costs a great deal of money, so to does adopting widespread technology require significant

fiscal resources; and

- The lure of computer technology possesses a magical, almost panacean air.

Given these parallels, Pepi and Scheurman (1996) pose the following critical questions:

1. Just what do computers offer that those of us involved in educational administration preparation really need?

2. Are past, current and anticipated uses of technology consistent with contemporary theories of learning?

3. Is technology an effective catalyst for educational reform?

4. Is using computers synonymous with good teaching?

5. Does technology promote critical thinking?

6. Does technology build cooperation?

7. Does the abstract and efficient nature of computer technology recommend it for a prominent role in educating the young, which is a fundamentally nurturing rather than an exploitive process?

8. Is the appeal to a future dominated by computer technology a sufficient reason to give computer technology prominence in schools?

9. How much computer technology is compatible with the elementary school’s responsibility to provide a developmentally appropriate environment?

10. How much information can we tolerate?

Learning Theory First, Then Delivery Systems

These important questions remind us that the delivery system should be a secondary consideration to the pedagogical strategy. While computer technology may have a role in teaching, strong pedagogical practices should be in place first. A recent report by the Panel on Educational Technology of the President’s Committee of Advisors on Science and Technology (1997) notes that the successful inclusion of technology in teaching is marked by strong content and pedagogy first, then by the inclusion of technology. The panel states:

“While the widespread availability of modern computing and networking hardware will indeed be necessary if technology is to realize its promise, the development and utilization of useful educational software and information resources, and the adaptation of curricula to make effective use of technology, are likely to represent more formidable challenges. Particular attention should be given to the potential role of technology in achieving the goals of current educational reform efforts through the use of new pedagogic methods focusing on the development of higher-order reasoning and problem solving skills. While obsolete and inaccessible computer systems, suboptimal student/computer ratios, and a lack of appropriate

building infrastructure and network connectivity will all need to be addressed, it is important that we not allow these problems to divert attention from the ways in which technology should actually be used within an educational context” (p. 7).

McKeachie’s (1990) review on the history of research on class size, lecture vs. discussion approaches, and the advent of student centered discussion approaches provide context for recent thinking on what good instructional settings look like. Research on class size suggests that the larger the class, the less the sense of personal responsibility and activity, and the less the likelihood that the teacher can know each student personally and adapt instruction to the individual student. It seems that in larger classes, faculty members typically require less written work and spend more time lecturing and less in discussion. Research on the effectiveness of lecture vs. discussion on learning suggests that lecture tends to be equal to (perhaps more effective than) discussion for immediate recall of factual knowledge on exams, but discussion favors long-term retention. Student-centered teaching approaches, those that emphasize movement away from the teacher’s role as expert and authority to a facilitative role, begin to deliver outcomes not only in cognitive areas, but also in self confidence, leadership and other personality variables. The student-centered approach provides opportunities for students to construct their own learning experiences and may have been a strong precursor to interest in constructivist thought as a formal pedagogical movement.

Constructivism, depending on with whom you discuss the concept, is a pedagogical method whereby student understanding is promoted through relevant experiences, rather than the accumulation of facts received from others. Instructors place more emphasis on meaning; the learning is situationally specific and is influenced by social and cultural contexts (Black and Ammon, 1992). Constructivism advocates teaching skills within authentic contexts, modeling expert thought processes, and providing collaborative and external supports such that students reach intellectual levels that they may not attain on their own.

These authentic tasks are not discrete, decontextualized lessons; rather, the constructivist learning experiences tend to be more complex and multidisciplinary, more challenging, and more personally meaningful to students. As tasks become increasingly complex, longer blocks of time to complete assignments permit students to interact and collaborate with one another. Students begin to act as external critics for each other, thus becoming more reflective about their own thinking and able to evaluate the quality of their own work.

Finally, in a constructivist learning model, the teacher becomes a facilitator and “coach” rather than the knowledge dispenser. “Teachers are responsible for setting up inquiry projects, arranging for access to appropriate resources, and creating the organizational structure within which groups do their work, but once work begins, teachers no longer have the total control of the direction of instruction that they exercise in more conventional classrooms...they allow students to follow diverse learning pathways (Office of Educational Research and Improvement, 1995, p. 5).

Constructivist approaches have received considerable attention in K-12 settings, particularly when these approaches have been enhanced by the integration of technology in the instructional process. Now, these same approaches are being embraced by university educators as they, too, advocate the constructivist model. Students initiate the direction of their learning using multiple sources of information and multiple viewpoints. Teachers create authentic tasks/problems and support student learning through coaching, prompting, challenging, and then fading into the background. As the role of the teacher changes from information provider, sequence of information, and test creator—to guide, scaffolder, and task/problem presenter—instructors find their main responsibilities include creating information-rich environments where students can think, explore and interact with “data,” and construct meaning. Increasingly, technology is finding a happier home in these constructivist approaches to learning.

The Transition

For instructors in academia, discussions of constructivism and technology’s role in facilitating such instructional approaches have emanated from teacher education departments (Fosnot, 1993; Nicaise & Barnes, 1996; Black & Ammon, 1992). Nicaise and Barnes (1996) note that while some level of technological competence is important on the part of the university instructor, the truly hard work comes from the pedagogical side. These authors transformed a teacher certification course entitled “Teaching Geometry in the Secondary Schools” by designing authentic tasks which require students to produce their own theory-driven geometry curriculum. Nicaise and Barnes sought to create a constructivist course enabling the technology (computers, printers, scanners, CD-ROMs, Internet connections, and a wide range of educational and production software) to bring information to students and encouraging students to create new information. In the end, the authors note that the technology supported their constructivist approach in several ways:

- Simulation software gave students an

opportunity to interact with complex mathematical concepts.

- E-mail software allowed the students to pose questions to practicing teachers—engaging theories, perspectives, and discourse that might not have otherwise entered the classroom.

- A course web page provided a medium for disseminating the newly developed curricula.

These authors found, though, that the transition from traditional instruction to constructivism was quite difficult. Students who are accustomed to passively receiving lecture material will have to work differently in a constructivist setting. Because this learning environment is so different from the typical higher-education classroom, some students react negatively to the transition and must be nurtured through the change process. In addition, higher-education teachers need to be trained in the processes of mentoring, creating tasks/problems, and scaffolding. Perhaps most importantly, student assessments must be altered—particularly the products that are assessed for grades and the criteria employed for assessing them.

Conclusion

Successful integration of technology as a tool to facilitate learning will take tremendous effort and will test the teaching assumptions of the faculty attempting it. As the field of educational administration begins to explore new ways to prepare school leaders, the UCEA Information Environment for School Leader Preparation (IESLP) provides a promising illustration of using technology to facilitate a constructivist classroom; however, more research on the efficacy of constructivism in education courses is still needed.

Several hurdles hinder the use of the constructivist model of learning in higher education. First, while much is known pedagogically about the nature of learning as it relates to computing, the literature of this field rarely escapes the confines of education departments or behavioral science disciplines (Katz, 1993). Higher education’s failure to “mainstream” these learnings can be ascribed to research university faculty’s disciplinary biases and to the academic reward system which reduces faculty incentives to learn about effective teaching. As a result, the efforts to leverage this knowledge have been limited to those faculty who have found the combination of enthusiasm, time, skills, and resources necessary to develop courseware. In sum, the creation of technology-enhanced constructivist classrooms is, and will continue to be, limited by a combination of (1) uneven faculty pedagogical literacy; (2) uneven faculty computer literacy and preparedness; and (3) faculty rewards that discount the time, effort, and achievements surrounding instructional innovation

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GRADUATE STUDENT RESEARCH SEMINAR

19th National Graduate Student Research Seminar in Educational Administration & Policy

Forty-four top graduate students gathered in Sand Diego for the 19th National Graduate Student Research Seminar in Educational Administration sponsored by UCEA, AERA Divisions A & L, and Corwin Press. Held the same week as the AERA convention, the seminar offers graduate students a unique opportunity to interact with experienced faculty to test their research ideas. This year's faculty, Catherine Emihovich (SUNY Buffalo), Gloria Ladson-Billings (U. Wisconsin-Madison), David Monk (Cornell U.), and Barbara Schneider (U. Chicago) related their research and experience to the field of educational administration.

A highlight of the Graduate Seminar was the opportunity for graduate students to present their dissertation topics for discussion by peers, the guest speakers and other experienced faculty. After welcomes from Patrick B. Forsyth, executive director of UCEA, Terry A. Astuto, vice president of Division A, William L. Boyd, vice president of Division L, and Paula A. Cordeiro, UCEA president, participants were assigned to small breakout groups based on research projects to allow students an informal setting to discuss their research and presentations.

Catherine Emihovich is currently associate professor in the Department of Counseling and Educational Psychology and the Director of the Buffalo Research Institute for Education on Teaching (BRIET) at the State University of New

York at Buffalo. Her specializations in research include teacher education reform, integrated services in schools, discourse analyses of children's and adolescents' speech events, and the relationship between culture and cognition. Her most recent books are *Transforming Schools and Schools of Education*, and *Sex, Kids, and Politics: Health Services in Schools*.

Gloria Ladson-Billings

is professor of Curriculum and Instruction at the University of Wisconsin-Madison. She is the 1997 recipient of the Mary Ann Raywid Award for distinguished scholarship in education, Society of Professors of Education, American Educational Research Association. She is the author of *The Dreamkeepers: Successful Teachers of African American Children* and co-editor of the *Dictionary of Multicultural Education*.

David H. Monk is chair of the Department of Education at Cornell University. His research interests include the economic aspects of educational administration and the economic impact of education and instructional technologies. He is co-author of the recent *Raising Money for Education: A Guide to the Property Tax* and author of *The Generation of Revenue for Public Education: Final Report to the New York State Board of Regents and Educational Finance: An Economic Approach*.

Barbara Schneider is co-director of the Alfred P. Sloan Center on Parents, Children, and Work; senior lecturer in the Department of Education at the University of Chicago; senior social scientist at NORC; and research associate at the Ogburn-Stouffer Center for the Study of Population and Social Organization. She is co-author

of the recent books *Redesigning American Education*; *Transforming Schools*; and *Parents, Their Children, and Schools*. She is co-author of the forthcoming books *Adolescent Years: Social Influences and Educational Challenges*; *Images and Experiences of Work Among American Adolescents*; and *Finding their Way: The Ambitions of American Adolescents*.



From left: David Monk, Susan Korach, & Kathleen Garcia

Participation in the seminar provided the students a network with junior colleagues from across North America. This year's participants included: Sessi Aboh SUNY-Buffalo; Morgan Appel, Claremont Graduate U.; Arthur P. Arruda, U. of Alberta; James A. Bailey, U. Colorado-Denver; Marilyn Willis Crawford, Vanderbilt U.; James R. Crawford, U. of Missouri-Columbia; Susan Elaine DeMoss, U. of Oklahoma; Dwight Robert Doering, Georgia State U.; Patricia A.L.Ehrensall, Temple U.; Joy Eichelberger, Morgan State U.; Ross Elliott, OISE, U. of Toronto; Barbara Farmer, U. of North Carolina-Chapel Hill; Julie Fox, The Ohio State U.; Lance D.Fusarelli, U. of Texas-Austin; Kathleen Garcia, Arizona State U.; Monica McTeague Gillespie, U. of Virginia; Mark Christopher Hampton, U. of Utah; Amy J. Hodges, Vanderbilt U.; Jeff E. Hoyt, U. of Utah; Sara L. Jarrett, U. of Northern Colorado; Elizabeth A. Kemper, Louisiana State U.; Fred King, Portland State U.; Susan Korach, U. of Houston; Gail W. Lazard, U. of New Orleans; Ann Merck MacLellan, U. of Maryland; Susan Makosy, Penn State U.; Judith K. Mathers, U. of Northern Colorado; William P. McCaw, U. of Montana; Julie McDaniel, U. of Michigan; Larry P. Nybladh, Cornell U.; Bryan A. Painter, U. of Missouri-Columbia; Krisann Pergande, U. of Wisconsin-Milwaukee; Susan Poch, Washington State U.; Dana Rapp, Indiana U.; Mary K. Rozier, Miami U.; Barbara Jean Sanders, Washington State U.; Holly Seplocha, Rutgers U.; Kathy J. Shingleton, SPHR, U. of Houston; Ruth P. Silverberg, Hofstra U.; Julie E. Tarr, Rutgers U.; Gayle M. Turner, U. of North Carolina-Greensboro; Leigh Ellen Wallace, U. of Wisconsin-Milwaukee; Mufan Wang, OISE, U. of Toronto; Paula Wick, U. of Wisconsin-Madison.



From left: Mufan Wang, Kathy Shingleton, & Mary K. Rozier



Lars Björk



C. Cryss Brunner

NEW UCEA JOINT PROGRAM CENTER FOR THE STUDY OF THE SUPERINTENDENCY

It's official and running! The UCEA's executive committee voted to establish the UCEA Joint Program Center for the Study of the Superintendency at the January 18, 1998 meeting. Losing neither time nor opportunity, the first meeting of the advisory board convened Sunday, March 1, at the AASA conference in San Diego.

The two institutions — University of Kentucky and University of Wisconsin-Madison — which have embarked on this venture are committed to exploring an idea and a dream. Co-directors Lars Björk and Cryss Brunner expect this collaboration to reflect the intellectual, financial, and/or emotional support and contributions of constituencies both internal and external to the schoolhouse and the superintendency. They have committed to growing and nurturing a collaborative relationship with a multiple of institutions and organizations in order to collectively design research and programs that serve those in the senior executive position in our nation's public schools.

Twenty people answered the call with their presence and energy in the first conversation to establish our agenda and direction at the San Diego Marriott Hotel and Marina. Two major perspectives emerged from the dialog 1) possible Joint Center activity and 2) promising areas for research on the superintendency.

Participants agreed that all the research that has been done on the topic of the superintendency needs to be identified and brought back to next year's meeting in order to think together about the gaps. Another Joint Center activity must be finding ways of connecting research information with the practitioners who need/want/could use it. UCEA's One Thousand Voices from the Field Project was touted as an activity that joint center advisory board members might get involved in.

Issues/questions arose around the national shortage of superintendents. Sustainability and the conditions for sustaining these people were brought into the conversation. Training was also put forward as a possible joint center activity. The group agreed to convene around these issues in different places.

Promising research areas on the superintendency concerned the role of superintendent as it is shaped by context. Questions arose as

to how school leader's work might change as schools are reconfigured. Another question concerned how political realities shape the role, e.g. mayors and governors appointing school boards, site-based decision-making.

Superintendents as teachers in relation to school board members was put forth as an essential skill. Superintendents need to teach/help board members how to enjoy their experience, how to develop policy, how to use research when seeking/selecting a superintendent, how to evaluate the superintendent in order to know that they have chosen well. The need for comparative data as well as longitudinal research was also expressed.

In order to request a copy of the initial proposal and/or a more detailed outline the Joint Center's first advisory board meeting, to put forth questions, answers, comments, or any other form of expression, contact Lars Bjork at bjork1@pop.uky.edu or Cryss Brunner at brunner@mail.soemadison.wisc.edu. v

UCEA 9th Annual Graduate Student Symposium

The 9th annual Graduate Student Symposium will be held in conjunction with the UCEA Convention in October in St. Louis. The usual four-hour session will be divided into a pair of two-hour sessions, one on Friday October 30 and the other on Sunday, November 1. The Graduate Student Symposium provides an opportunity for students to work closely with symposium faculty and discuss contemporary educational issues with colleagues from other institutions. Each UCEA institution is invited to send as many students as they wish to participate in the symposium.

SCHEDULE OF COMING EVENTS

**SUBMITTING ARTICLES
FOR THE *UCEA REVIEW***

C. John Tarter (St. John's U.) is feature editor for the *UCEA Review*. If you have suggestions for the *Review* or ideas for substantive feature articles, he would be happy to hear from you.

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May 29-30 UCEA Executive Committee
(St. Louis, Marriott Pavilion Hotel)

Oct 28-29 UCEA Executive Committee
(St. Louis, Marriott Pavilion Hotel)

Oct 29-30 UCEA Plenum
(St. Louis, Marriott Pavilion Hotel)

Oct 30 & Nov 1. Graduate Student Symposium
(St. Louis, Marriott Pavilion Hotel)

Oct 30 - Nov 1... UCEA Convention '98
(St. Louis, Marriott Pavilion Hotel)



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