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Dr. ?, Dean
School of Education and Human Resources
University of ?

Dear Dean ?,

Please consider this to be my application for the Assistant Professor opening in Educational Leadership. I currently am an Assistant Professor in the Educational Administration Program at the University of Cincinnati. This fall I also was named Co-Coordinator of our new Urban Educational Leadership doctoral program. I recently received my Ph.D. in Educational Administration from the University of Iowa, where I was selected Educational Administration Student of the Year in 1999. I also received my law degree from there in 1998. I believe that I have a lot to offer your program, especially given my expertise in education law, information technology, and advanced statistical analysis.

I am putting my legal training to good use here. Each year I teach several sections of School Law to graduate students in our program and other programs in the College of Education; student evaluations of this course have been overwhelmingly positive. I also am in the process of creating an advanced school law course for district- and state-level educational leaders. I have had the opportunity to do some legal writing, and to date my scholarship has focused on the interactions between law and local or state educational policy. For example, I have co-authored an article on the obligations of regular classroom teachers to comply with special education regulations and have two other articles in progress: one on the academic freedom of elementary and secondary teachers and one on corporal punishment. I also recently committed to writing the annual chapter on collective bargaining for the Education Law Association's Yearbook of Education Law.

While I have enjoyed my law-related activities, my primary teaching, research, and service emphases here at the University of Cincinnati have pertained to administrative issues surrounding the use and implementation of technology in schools and school districts. I believe that too little attention is being paid to the technology-related needs of school- and district-level administrators. I also believe that most educational administration programs are ill-prepared to train school administrators how to deal with information technology issues and that I may be one of the few persons in the educational administration professoriate that has both the personal

technological proficiency and long-term research interests sufficient to address these teaching and research issues.

My long-term professional goal is to become the leading national expert on information technology and school administration. Thus I was especially excited when I was recently invited to participate in the Expert Forum for Technology Standards for School Administrators in Washington, DC, a meeting sponsored by the Collaborative for Technology Standards for School Administrators and the International Society for Technology in Education, the organization that already has created the national school technology standards for both student and teachers. I was one of only two educational administration professors at that forum.

Here at the University of Cincinnati I teach a course entitled Computer Applications in School Administration that has been extremely well-received by my students. I also have given a number of local and national presentations on such information technology-related topics as the design, content, and legal considerations pertaining to school and school district web sites; the challenges faced by administrators as they and their faculty integrate technology into their work; and using the Internet to conduct surveys and gather data for decision-making. I have done some work recently with the Deer Park, Ohio Community Schools on the professional development of their principals in regard to technology and am applying for grant monies to extend that work and conduct a nationwide survey on the personal technological proficiency of principals and their level of comfort in dealing with various technological issues in their schools. I am beginning several other research projects related to school administrators and technology as well; a complete listing of my potential research interests can be found on my professional website at *http://homepages.uc.edu/~mcleodst/agenda.html*.

I have several other specialized skills and experiences that have benefited me as a postsecondary faculty member. My research and statistical training is from the Iowa Testing Programs professors who design the Iowa Test of Basic Skills (ITBS) and the American College Testing (ACT) exam. That training and my experience using advanced statistical techniques to analyze large-scale, national-level datasets from the United States Department of Education has left me well-qualified to assist with the data-driven decision-making processes used by school- and district-level administrators. In fact, I recently created a course (to be taught this summer) on using advanced computing techniques to facilitate administrative data analysis and decision-making. In addition, the work I did for my doctoral dissertation using hierarchical linear modeling techniques to analyze the relationships between individual- and school-level poverty and the academic achievement of over 17,000 eighth-grade students has given me the tools necessary to conduct large-scale research and policy analysis regarding administrative and technology issues.

In addition to my quantitative analytical skills, I have been involved in some mixed-methods research concerning administrator preparation. For example, I have co-authored and submitted for publication articles on the factors that influence women's choices to enter the field of educational administration and on the preparation of school administrators to work with parents and community members. I anticipate that the article on women's choices will be accepted soon by *Educational Administration Quarterly* and I believe that the findings of both of

these studies have important implications for the ways in which school districts identify potential administrative candidates and engage in professional development activities for their current educational leaders.

In short, I feel that I have the requisite policy, research, and information technology skills and experience to be very successful at the University of ?. My curriculum vitae highlights the important aspects of my professional background as well as my postsecondary educational experiences. I also invite you to visit my website at the Internet address listed above to find further information about my professional skills and interests and my areas of technological expertise. I am extremely interested in this position and look forward to speaking with the search committee regarding my application. If you have further questions regarding my candidacy, please do not hesitate to contact me.

Thank you for considering my application.

Sincerely,

Scott McLeod, J.D., Ph.D.
Co-Coordinator
Urban Educational Leadership
    Program