

考試科目	專業英文	所別	教育行政與政策	考試時間	2月26日 六 第三節
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Question 1. Please translate the following English paragraph into Chinese.

(15 pts)

The NETS-A (ISTE, 2002) is the most recent set of suggestions in the literature about what school leaders, especially principals, should know and be able to do with educational technology. The NETS-A standards were developed through input from experts and partner organizations, review and comment from the field, and oversight by an advisory board. They were initially called the Technology Standards for School Administrators (TSSA) and were released in 2001. In 2002, they were integrated into the ISTE NETS standards and widely promoted. The NETS-A standards are grouped into six sections as follows: (1) Leadership and Vision; (2) Learning and Teaching; (3) Productivity and Professional Practice; (4) Support, Management, and Operations; (5) Assessment and Evaluation; and (6) Social, Legal, and Ethical Issues.

Question 2. Please translate the following English paragraph into Chinese.

(15 pts)

All of the literature on leadership and technology acknowledges either explicitly or implicitly that school leaders should provide administrative oversight for educational technology. The NETS-A standards specify this in Section 4 on "Support, Management, and Operations" in terms of ensuring that the systems in place support technology use in the school and that technology also supports the management of such systems, including coordinating and allocating decisions and spending for equipment, networks, software, staff, and support services of all types (ISTE, 2002). Most of the literature tends to be narrow in the recommended foci for administrators. Several authors identified providing access to equipment for staff as a major responsibility of the principal (Bailey, 1997; Dempsey, 1999; Hall, 1999); still others concurred and then went on to explicitly state that principals must seek funding to provide this equipment and establish this and an ongoing budget for technology (Costello, 1997; Kearsley & Lynch, 1992, Thomas & Knezek, 1991; Thorman & Anderson, 1991).

Question 3. Please answer the following question in English. (20 pts)

Based on the aforementioned paragraphs (Question 1 and Question 2), how would you, as a school principal, play the role of technology leadership?

請注意：背面還有試題。

備	註	試題隨卷繳交
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考試科目	專業英文	所別	教育行政與改革	考試時間	2月26日 第三節
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Question 4. Please summarize the following essay in Chinese. (25 pts)

Question 5. Please provide the strategies to prevent bullying in terms of school public relations on the following essay in English. (25 pts)

It is surprisingly common; there is evidence that over half of children have been victimized and over half have been bullies. It causes immediate harm and distress to the victim and has negative long-term consequences for the victim's mental health. It also has negative consequences for the bully since bullying may be reinforced by enjoyment and status, and hence the bully may become more likely to engage in other aggressive behavior. Bullying is also important because of its relation to crime, criminal violence, and other types of aggressive antisocial behavior. Like offending, bullying arises from interactions between potential offenders and potential victims in environments that provide opportunities. However, bullying is more likely to be detected than offending because it occurs repeatedly between two people who typically know each other. Hence, bullying is potentially more controllable than offending. Certainly, it is easier to implement and evaluate bullying prevention programs in schools than more general crime prevention programs in the community. School bullying is to some extent a microcosm of offending in the community, and knowledge about causes and prevention gained more easily in the controlled setting of the school might be applicable to the less controlled setting of the community. Bullies tend to be aggressive in different settings and over many years. Adolescent bullies tend to become adult bullies and then tend to have children who are bullies. Like offenders, bullies tend to be drawn disproportionately from lower socioeconomic-status families with poor child-rearing techniques, tend to be impulsive, and tend to be unsuccessful in school. Victims of bullying tend to be unpopular and rejected by their peers, and tend to have low school attainment, low self-esteem, and poor social skills. There is evidence that social isolation and victimization tend to persist from childhood to adulthood, and that victimized people tend to have children who are victimized. Generally, bullying incidents occur when adult supervision or surveillance is low, as for example on playgrounds during recess.

考試科目	教育行政	所別	教育行政與政策研究所	試時間	2月26日(六)第2節
<p>1. 學者 Lipsky 主張義務教育體制下的教師必須無選擇的面對大量學生，其所服務的環境，即被歸類為是一種「基層官僚」(street-level bureaucracy) 的組織。公立國中小的教師站在第一線，提供國家所規定的基礎教育服務，但不能挑選顧客，不能提高收費。影響所及，其所提供的服務只能達到最基本水準。部分家長因之抨擊學校效能不彰，造成親師關係的緊張。針對於此，試以教育行政的觀點，分析說明學校當局可有哪些策略加以因應，以提升其辦學績效。(25分)</p> <p>2. 世界主要國家教育行政制度在決策主體之設計上，有首長制與委員制兩種方式。實行首長制的國家，其教育行政長官皆為各級組織的首長，由各級政府依法任命，執行並負責相關教育事務。台灣之教育部即是中央主管教育行政機關。採用委員制之國家，則將教育行政權限賦與具有特定職權的委員會，採取集體決策的形式，美國地方學區教育委員會即是一例。試以教育行政運作之觀點，分析說明首長制與委員制兩者之間的運作特點與利弊得失。(25分)</p> <p>3. 隨著校本管理、學習型組織理念之興起，分布式領導(distributed leadership)即成為學校經營中的重要領導模式。試以教育行政之相關理念，說明分布式領導的主要概念為何？並分析校長在進行分布式領導時，應採取何種配套策略，才能使分布式領導的成效有所增進。(25分)</p> <p>4. 為確保學校之辦學績效，近年「中小學教師評鑑」為學者多所倡議。然而教師團體卻以評鑑方式難以客觀為由加以反對。試以教育行政的觀點，分析中小學教師評鑑在現行體制下施行，可能遭遇之困難為何？若要實施則應有何種相關配套措施。(25分)</p>					
備註	試題隨卷繳交				

考 試 科 目	教育學	所 別	教育行政與政策研究所	考 試 時 間	2 月 26 日(六) 第四 節
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- 一、一個好的教育領導者可以有效的帶領組織創新與發展，但何謂「好的」領導者？試以學校為例，論述足以判別教育領導者的標準為何？(25分)
- 二、近來全球化(global society)已漸成為高等教育發展所必需面臨的重要課題。請論述全球化對高等教育的影響，並試借鏡其他先進國家的經驗論述台灣高等教育機構應有的作為。(25分)
- 三、教師專業的教學是展現學校辦學成效的基礎，評鑑則是確保教學品質的有效方法之一，試由教師評鑑的績效責任(accountability)與專業成長(professional growth)目的論述教師評鑑的不同思維及可能影響。並評論台灣自 2006 年試辦之教師專業發展評鑑現況。(25分)
- 四、近來國民中學校園霸凌事件頻傳，試依相關理論分析國中學生霸凌的成因，並就教育行政主管機關的觀點論述可行的政策方案。(25分)

