

# 臺北市立大學

## 111 學年度博士班考試入學筆試試題

系 所：教育行政與評鑑研究所博士班

組 別：不分組

科 目：教育英文

考試時間：90 分鐘【10:30-12:00】

總 分：100 分

- ※ 不得於答案卷封（背）面上作答或註記符號及文字（包含於答案卷封面作答後塗改者），否則不予計分。
- ※ 作答時限用藍色或黑色鋼筆或原子筆，用其他顏色或鉛筆作答者，所考科目不予計分。
- ※ 不得使用計算機或任何儀具。

### 申論題（每題 25 分，共計 100 分）

一、請以中文簡述這篇短文的重點，並評述其中觀點。

Leithwood (1994) conceptualises “transformational leadership” along eight dimensions: (1) building school vision; (2) establishing school goals; (3) providing intellectual stimulation; (4) offering individualised support; (5) modelling best practices and important organisational values; (6) demonstrating high performance expectations; (7) creating a productive school culture; and (8) developing structures to foster participation in school decisions.

The transformational model is comprehensive in that it provides a normative approach to school leadership, which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes.

## 二、請根據下表內容，綜整說明傳統與新教師專業發展之不同差異處。

Table 1 Characteristics of old versus new paradigms for professional development

<i>Inputs to design process</i>	<i>Traditional in-service staff development</i>	<i>New model of professional development</i>
Strategies	Focus on activities (techniques, ideas, and materials) Dominant formats are workshops, courses, and seminars	Focus on building capacity to understand subject matter and guide students' development of concepts Uses a variety of formats including the provision of in-class support and scaffolding of teacher participation in practice-related efforts (e.g., grade-level meetings, after-school meetings)
	Short duration with bounded personal commitments	Longer duration with more open-ended personal commitments
Knowledge and beliefs	Teacher educator sets the agenda  Theories of teacher learning based on the psychology of the individual Translation of new knowledge to classroom is a problem to be solved (usually by the teacher)	Iterative co-construction of agenda by teachers and professional developer over time Theories of learning that include social and organizational factors Challenge is to scaffold learning that is both immediately relevant to practice and builds a more generalized knowledge base
Context	Particularities of context not factored into staff development Takes place away from schools, classrooms, and students	Particularities of context play an important role in shaping professional development Takes place in a variety of locations, at least some of which occur in schools and classrooms
Critical issues	Focus is on developing the teacher (teachers participate as individuals)  Leadership training not an issue	Focus is on developing the instructional program and the community in addition to the teacher (teachers participate as an organizationally cohesive unit) Leadership training is a big issue

Reprinted from Stein, M.K., Smith, M.S., and Silver, E.A. (1999). The development of professional developers: Learning to assist teachers in new settings in new ways. *Harvard Educational Review* 69(3), 237–269, with permission from Harvard Education publishing Group.

## 三、請先摘述說明下文的大意，並加以申述評析之。

Our distributed perspective on leadership is grounded in activity rather than in position or role. Hence, we begin with a consideration of the tasks around which school leaders organize their practice, considering both the large-scale organizational tasks (macro functions) as well as the day-to-day work (micro tasks) that are essential for an understanding of school leadership practice. The school improvement literature identifies several functions that are thought essential for instructional leadership, including constructing and selling an instructional vision; building norms of trust, collaboration, and academic press; supporting teacher development; and monitoring instruction and innovation (Firestone & Corbett, 1988; Heller & Firestone, 1995; Purkey & Smith, 1983; Sheppard, 1996). Approaching an analysis of school leadership practice through

these leadership functions rather than the work of formal or informal leaders is essential when one adopts a distributed leadership perspective.

#### 四、Essay Writing (閱讀短文後，請以中文進行回答)

CIPP model is an evaluation model for curriculum evaluation given by Stufflebeam in 1983 which includes four elements: C- Context, I- Input, P- Process and P- Product. This model can be effectively used for evaluating the quality of education at school. Context includes the goals, objectives, history and background of the school, inputs refer to material, time, physical and human resources needed for effective working of the school. Process includes all the teaching and learning processes and product focuses on the quality of teaching learning and its usefulness and the potentials that benefit society (Stufflebeam, 2003). CIPP model can be effectively applied for school evaluation. Context refers to the background, History, goals and objectives of the school. Inputs refer to material and human resources needed for effective functioning of the school. Process refers to implementation of different school practices. Product refers to the quality of students learning and its usefulness for the individual and for society. School administrators can aim to implement CIPP model for quality evaluation of various branches of a welfare school system and for that purpose, the context, input, process and product of the schools was assessed and information was collected by using different instruments.

請說明 CIPP 評鑑模式的要點，並闡述學校可以如何運用此模式進行品質管理。