



EDITOR'S REMARKS

Ann D. Thompson

Alliances with Ed Leadership Programs: An Important Direction for Teacher Educators

Most of us who are involved with technology in teacher education are acutely aware of the importance of leadership from school administrators in the effective integration of technology in schools. Unfortunately, most of our teacher education programs are not in effective collaboration with programs that educate school administrators and are not directly addressing this important issue. With the arrival of Dr. Scott McLeod, a nationally known leader in preparing school administrators to lead in the area of technology, at Iowa State University we have a unique opportunity to create alliances between technology teacher education and technology administrator education programs. In this column, I will describe McLeod's current work and suggest some of its possible connections to teacher education programs.

McLeod is the founding director of Center for the Advanced Study of Technology Leadership in Education (CASTLE), an organization that is rapidly gaining recognition for its work in creating technology leadership programs and resources for school administrators. CASTLE provides resources to prepare and support technology-savvy school leaders for both K–12 and university educational leadership programs and is the nation's only center dedicated to the technology needs of school administrators.

Recognized for his work by the National School Board Association and Phi Delta Kappa, McLeod is a dynamic and innovative leader. His blog, "Dangerously Irrelevant" (www.dangerouslyirrelevant.org) has been recognized by Edutopia as one of the top 10 Internet interaction blogs and is a regularly updated source of new ideas and resources. McLeod explains the name of the blog when he states, "I believe that schools are approaching the point of dangerous irrelevance when it comes to preparing students adequately for their digital futures. The pace of change in schools is too slow, and the pace of change in technology is too quick. I am a strong believer in public schools, but we need a new paradigm. My work focuses on the leadership necessary to effectuate this new, transformative paradigm." In addition, CASTLE has supported another active, award-winning blog titled Leader Talk (www.leadertalk.org) that provides an active arena for school administrators to share ideas.

I have become a regular reader of Dangerously Irrelevant, and I find that its connection to school administrators is an important link for my work in teacher education. For too long, school administration and teacher education programs have operated in isolation from each other. McLeod's work provides a strong base for linkages to teacher education. I urge you to tune in to his blog. I am quite sure you will not be disappointed.

At Iowa State University we are currently involved in collaboratively offering a M.Ed. online program in the area of educational technology leadership. Our Technology Teacher Education faculty is collaborating with Educational Leadership and Policy Studies faculty in the creation and implementation of the program. In general, this type of collaborative

work between teacher education and educational leadership programs has been slow in developing. We are hoping that the program we create collaboratively may serve as a model for others who are recognizing the importance of educating the leaders in K–12 environments in the area of technology.

The changing relationship of teacher education and educational leadership programs with respect to technology education is just one of several new lines of work in our field. I believe that the dynamic nature of our work with technology in teacher education is one of the features that attracted many of us to this area. In our field, both approaches and issues change as we continue to build our base of knowledge on technology in teacher education. Just as collaborations with educational leadership programs represent a new challenge for technology in teacher education, each of the articles in this issue suggests progress and change in technology in teacher education research questions, methodology, and results.

All three of the articles in this issue describe research on technology-based approaches to preservice and/or inservice teacher education programs. In "The Impact of a Federally Funded Grant on a Professional Development Program: Teachers' Stages of Concern Toward Technology Integration," Richard Overbaugh and Ruiling Lu describe a large-scale study of teachers who completed technology professional development experiences. The authors report positive results from data on the participating teachers' Concerns-Based Adoption Model (CBAM) profiles and also carefully describe their modification and use of the Stages of Concern (SoC) questionnaire. Their methodology may be useful for our readers who are engaged in similar projects.

Whereas Overbaugh and Lu used levels of concern as their dependent variable, Qiuyun Lin focused on participant backgrounds and reactions in his article, "Student Views of Hybrid Learning: A One-Year Exploratory Study." Lin argues for the importance of the student view in analyzing what he terms "hybridity" and points out the challenges of reconciling teacher and student views. His article includes specific suggestions for creating effective hybrid learning environments and encourages teacher education programs to include hybrid learning throughout their curricula.

In "The Evolution of the Required Educational Technology Course," Keith Wetzel, Teresa S. Foulger, and Mia Kim Williams suggest new theoretical frames for designing and evaluating the required educational course in teacher education programs. Using action research and technological pedagogical content knowledge, the authors provide key findings for next steps in our continuing work with the single technology course.

The JCTE continues to strive to provide new approaches, new methodologies, and new results for our readers. This is a relatively easy and exciting task in a dynamic field like ours.