Seven articles in this section are grouped in the following way: (a) a response to state, regional and national technology standards and their implication for leadership training; (b) the challenge of national reform through changes in university graduate degree programs; (c) grant initiatives to promote partnerships among universities and schools; and (d) the results of a pilot training model. All of these articles are valuable reports to increase one's knowledge of the challenges encountered while leading reform efforts, training reform agents, or developing university/school partnerships.

The first article compares the standards promulgated by state and educational organizations for technology in the classroom and the necessary educational leadership training to embrace these standards. Warren Hope, Bernadette Kelley, and Janet Guyden of Florida A&M University present as the “key component” the administrators’ level of expertise and associated abilities for utilizing educational technology. The article provides suggestions for incorporating these standards into university leadership training programs.

The second group of two articles highlight new and radically different graduate degree programs as necessary to meet technology reform initiatives. Ian Gibson asserts that upon completion of the Wichita State University’s Educational Doctorate program students become “visionary leaders of schools of the future” through an “immersion” in various technologies. Students participate in a variety of classroom settings and roles. Perry Rettig, Penny Garcia, and Scherie Lampe describe in their article a new Master’s of Education degree at the University of Wisconsin Oshkosh. The program, called the Caring Intellectual Leader Model, focuses on the problem-based learning while incorporating technology throughout all levels of instruction and assessment. Two degree strands are described. One prepares teachers to use technology in their classrooms efficiently and the other prepares educators to certify as district technology coordinators.

The third group of articles report results from specific grants having in common university and school district partnerships. Steven Best, Ronald Marx, and Barry Fishman of the University of Michigan, and Deborah Peek-Brown of the Detroit Public Schools report their findings from a National Science Foundation grant to provide systemic reform to middle school science. Challenges of a large-scale undertaking are presented. Carolyn Rude-Parkins presents the design of the Technology Leadership Institute (TLI), a project initiated through the BellSouth Foundation’s Recreating Colleges of Teacher Education. A partnership between the University of Louisville and the Jefferson County Public School District, the TLI is a collaborative effort to provide new levels of technology expertise for teachers and leaders. Steven Jackson, Delores Brzycki and Mary Ann Cessna of the Indiana University of Pennsylvania report successes and failures from their project called Advancing the Development of Educators in Pennsylvania through Technology Training (ADEPTT). Their project, funded by Bell Atlantic and Microsoft Corporation, is a collaboration of three institutions of higher learning and fifty-three school districts. Suggestions are provided for such a large project to be successful.

The final article, Reg North presents an evaluation of a multimedia CD-ROM based training program conducted by the University of Ulster in Northern Ireland to senior secondary staff in four school sites. Valuable lessons from the training design were learned and reported.

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