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FACULTY PROFILE

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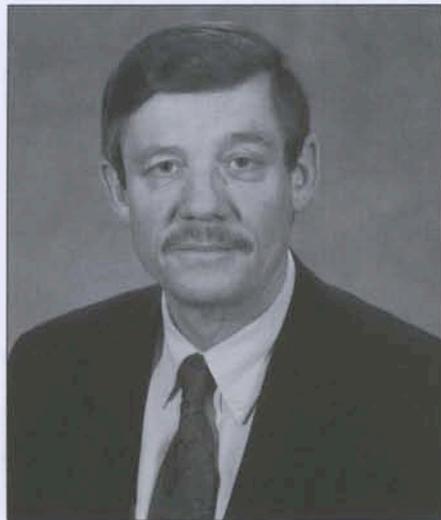
Ever since the publication of *A Nation At Risk* in 1983, the United States has been focused on education reform. Bridgewater State College, with its proud heritage in teacher education, has felt a special responsibility to take the initiative in improving a whole range of education issues from curriculum restructuring to technology use in the classroom to strengthening administrative leadership. Within the last few years, under the guidance of Professor Carl W. Smith of the Department of Secondary Education and Professional Programs, Bridgewater is moving quickly and forcefully to make significant contributions to education reform in Massachusetts.

Professor Smith is the Coordinator of Educational Leadership at the College. In that capacity he is responsible for managing and promoting two separate programs - a Master of Education in Education Leadership and a Certificate of Advanced Graduate Study (CAGS) with a combined enrollment of over 250 graduate students. The Masters program is designed for students with the bachelor's degree who want to meet state certification requirements, while the CAGS program is for teachers with Masters degrees who want more advanced courses in educational leadership.

Professor Smith is very excited about a new collaborative program with the University of Massachusetts-Lowell initiated under the leadership of Dr. Joanne Newcombe who is now the Acting Dean of Education and Allied Studies. Students

who complete the CAGS program will be able to apply 24 credits toward a doctorate in educational leadership at UMass-Lowell. Beginning in Fall, 1997, those students will also be able to take courses at Bridgewater, offered by University of Lowell faculty, for their Ed.D. Fifteen Bridgewater students have already been accepted into the UMass/Lowell program.

The Masters and CAGS programs, combined with the UMass-Lowell collaborative, places Bridgewater at the forefront of preparing the next generation of educational leaders in southeastern Massachusetts. Professor Smith is convinced that these programs are essential if school principals and superintendents are to be prepared for the challenges of educational administration in the future. According to Smith, educational leaders will need to approach their responsibilities with new



skills that emphasize group decision-making, effective interpersonal communication and managing information technology. In Smith's view, the team approach to educational leadership is now accepted in most school districts, and principals and superintendents must be prepared to manage their schools from within the team model.

Professor Smith also points out that educational leadership has experienced significant gender changes in the last de-

cade, a change he fully supports. Nationally, 25% of educational leaders are women, while in the Bridgewater programs 60% of the participants are women. As a result, Professor Smith points out, program in educational leadership has responded not only to the requirements of education reform in this state but to changing demographics that are already having a marked impact on leadership positions in regional school districts.

One of the more exciting initiatives that Professor Smith has become involved with is the Center for Public School Leadership. A partnership between Bridgewater State and the Massachusetts Association of School Committees, the Center will provide professional development opportunities for local school committees and school committee members. This May Professor Smith convened the first meeting of the Center with the nationally noted education expert, Theodore Sizer, as the principal speaker. He hopes that the Center will draw school committee members from all over the state to what will be regular workshops on key educational concerns such as time and learning, curriculum frameworks, budgeting, facilities planning and policy setting.

Professor Smith, who came to Bridgewater with extensive experience in educational leadership in Maryland and Delaware, is excited about the prospects of the College maintaining its place as a dynamic center for those interested in fulfilling the goals of educational reform in Massachusetts. Through his role as coordinator of Educational Leadership on campus and his involvement in the Center for Public School Leadership, Professor Smith is certain to make his mark on strengthening the management skills of not only school administrators but school committee members as well. It is a difficult challenge, but one that Professor Smith realizes is the only alternative for a nation whose educational system remains at risk. ❧