

# **Dr. Darryl Hunter**

**Department of Educational Policy Studies  
Faculty of Education  
University of Alberta**

## **Home**

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## **Office**

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**February 9, 2020**

**Dr. Darryl Hunter**  
**17 Everwood Close**  
**St. Albert, AB T8N 7H1**  
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## **ACADEMIC CREDENTIALS**

- 2014 **PhD in Education.** University of Regina, CANADA. Faculty of Graduate Studies and Research. Dissertation: *About average: A pragmatic inquiry into school principals' meanings for a statistical concept in instructional leadership.*
- 1997 **Master's Degree in Education.** University of Regina, CANADA. Faculty of Graduate Studies and Research. Thesis: *Evidential bases of judges' decisions when setting provincial standards in reading and writing.*
- 1991 **French as Second Language Certificate.** Université Laval, Québec, CANADA. (Level: Superior).
- 1987 **French as Second Language Certificate.** Université de Genève, SWITZERLAND. École de langue et civilisation françaises. (Programme intensif: Level: Superior).
- 1983 **International Studies Diploma.** University of Oxford, ENGLAND. Exeter College. British literature, history and society from 1870 to the present. Tutorial: British foreign and imperial policy.
- 1983 **Bachelor of Arts (with Distinction).** University of Saskatchewan, CANADA. Majors: History and English.
- 1980 **Bachelor of Education (with Great Distinction).** University of Saskatchewan, CANADA. Bachelor of Education, Secondary program. Majors: History and English.

## **OTHER CREDENTIALS**

Saskatchewan Professional "A" Teaching Certificate No. 5607621.

## **HONOURS (MEDALS, SCHOLARSHIPS and AWARDS)**

- 2020 Coutts-Clarke Research Fellowship 2020 (University of Alberta), recognizing Faculty of Education's best researchers, to support inquiry into school leaders' numeracy.
- 2019 Roger S. Smith Faculty Award (University of Alberta) for undergraduate support to develop a prototype electronic portfolio for school leaders.
- 2016 Roger S. Smith Faculty Award (University of Alberta) for undergraduate support to investigate circular rubrics for analyzing and reporting student achievement.
- 2015 Governor General's Gold Medal (University of Regina), for highest academic standing in graduate studies across the university.
- 2015 Thomas Barr Greenfield PhD Dissertation Award (Canadian Association for Studies in Educational Administration) for best thesis in education administration in Canada.
- 2015 Nominated by Faculty of Graduate Studies and Research, University of Regina, for Canadian Association of Graduate Students/Proquest UMI Distinguished Dissertation Award.
- 2014 President's Distinguished Graduate Student Award, University of Regina, for outstanding academic performance in a graduate program.

- 2013 Saskatchewan League of Educational Administrators, Directors and Superintendents Award.
- 2012 Saskatchewan Innovation and Opportunity Graduate Scholarship, for new and emerging areas of study where creative work is being done.
- 2012-14 University of Regina, Dean's Scholars Program.
- 2012 John & Jack Spencer Gordon Middleton Scholarship.
- 2011-12 University of Regina Graduate Scholarship.
- 2004 Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada (SSHRC).
- 2004 Izaak Walton Killam Pre-doctoral Fellowship (UBC), awarded to students of outstanding calibre (Renewed 2005).
- 2001 John Ranton McIntosh Research Grant, 2001-2003 (with Dr. T. Gambell).
- 2000 R. B. Jackson Prize, Canadian Educational Researchers' Association, (co- author) for best English-language article in *Canadian Journal of Education* during 1999.
- 1999 Commendation from the Provincial Auditor of Saskatchewan, for stakeholder engagement in development of Saskatchewan Education Indicators Program.
- 1998 Governor-General's Academic Gold Medal (University of Regina), for highest academic standing in graduate studies across the university.
- 1998 Commendation from Council of Ministers of Education, Canada, for long-term contribution to the development and implementation of the national School Achievement Indicators Program.

## **TEACHING RECORD**

- 2015- **University of Alberta**  
 Department of Educational Policy Studies  
 Faculty of Education, Edmonton, Alberta

As tenured professor, I have taught various combinations of:

- EDPS 410 (Ethics and Law in Teaching)
- EDPS 581 (Introduction to Evaluating Educational Research)
- EDPS 580 (Perspectives on Policy and Practice)
- EDPS 635 (Organizational Theory)
- EDPS 553 (Legal Aspects of Educational Administration)
- EDPS 680 (Policy Research and Education)
- EDU 520 (Theoretical and Professional Foundations of Leadership) online
- EDPS 511 (Evolving Concepts in Educational Administration)

- 1997-2015 **University of Regina**  
 Faculty of Education, Regina, Saskatchewan

As a sessional lecturer, I taught EADM 819 (Administrative Behaviour) and EADM 817 (Politics in Education) to graduate students. In addition, I taught EADM 825 (Leadership, Learning and Assessment) during the spring/summer 2015 term, a course which I designed for the Faculty.

Moreover, I was co-instructor for ECS 200 Education Core Studies (Constructions of the Student) and seminar leader for second-year pre-service teachers over several terms. In the past, I taught EADM 321 (Educational Administration: Theory and

Practice) to third year students on several occasions, as well as EC&I 809 (Program Evaluation Theory and Practice) to graduate students.

2002

**University of British Columbia**

Department of Educational Studies  
Faculty of Education, Vancouver, British Columbia

As Adjunct Professor and lecturer, I designed and taught a graduate educational administration course in "Using Assessment Data" to principals and vice-principals in the lower mainland.

1980-1992

**Melville Comprehensive School**

Melville, Saskatchewan

As a classroom teacher for 12 years and vice-principal of the 550 student, Grades 8-12 school, I taught various combinations of Grades 8-12 French, Grades 11-12 English, Grades 10-12 Social Studies, and Grade 12 Law.

**PUBLIC ADMINISTRATIVE RECORD**

2020-2021

**Associate Chair, Undergraduate Programs**

University of Alberta, Faculty of Education, Policy Studies  
7-104 Education North  
University of Alberta  
Edmonton, Alberta T6G 2G5

This involved coordinating the pedagogical dimensions of law and ethics instruction for the Faculty's 4000 undergraduate students and introducing statistical indicators for tracking student flow through and out of the program.

2007-2011

**Executive Director, Accountability, Assessment & Records**

Saskatchewan Ministry of Education  
Government of Saskatchewan  
2220 College Avenue  
Regina, Saskatchewan CANADA

I supervised 41 staff members with a \$5.5M annual budget and was responsible for implementing strategic planning and reporting processes for the province's 28 school divisions under the Continuous Improvement Planning Framework.

2003-2007

**Program Manager**

Education Quality and Accountability Office  
Government of Ontario  
2 Carlton Street  
Toronto, Ontario CANADA

I managed all processes for the Ontario Secondary School Literacy Test completed by 200,000 Grade 10 students annually, as well as processes for all national and international assessments in Ontario.

2001-2003

**Director of Student Assessment and Program Evaluation**

British Columbia Ministry of Education  
3<sup>rd</sup> Floor, 617 Government Street  
Victoria, British Columbia CANADA

I directed 34 full-time staff, four managers, and \$6.4M budget for Grades 4, 7 and 10 Foundation Skills Assessment and Grade 12 Provincial Examinations. I was also directly responsible for coordinating national and international assessments; conducting program evaluations; supporting classroom assessment and student reporting; preparing annual performance reports at the school, district and ministry levels; and conducting secondary data analyses.

2000-2001 **Senior Policy Advisor, Cabinet Planning Unit**

Department of Executive Council  
Government of Saskatchewan  
Room 37 Legislative Building  
Regina, Saskatchewan CANADA

As a seconded civil servant, I evaluated and directly advised Cabinet and Cabinet committees on long-range sectoral and department plans, policy and operational proposals, and performance measures across government ministries. My role included: preparing cabinet decision items, briefing cabinet members, advising caucus committees, and developing policy with/for several Ministries including Agriculture, Municipal Affairs, Environment and Resource Management.

Major projects included advising Cabinet and Cabinet committees for: refinements to a federal-provincial farm income stabilization program; changes to province-wide property reassessment; implementing a federal-provincial social housing program; streamlining the Saskatchewan Archives records retention and storage processes; reviewing northern Saskatchewan fire management policy; revising grant programs for the fine arts in Saskatchewan, amongst others.

1994-2000 **Director of Assessment and Evaluation**

Saskatchewan Education  
Planning, Evaluation and Children's Services Branch  
2220 College Avenue  
Regina, Saskatchewan CANADA

I directed 12 staff and a \$760K budget dedicated to policy, planning, administration, and reporting for all provincial programs involving indicators systems, student evaluation, program evaluation, learning assessment, and curriculum evaluation. The Province's primary public accountability initiative in education, the *Saskatchewan Education Indicators Program*, was produced by the Unit.

1993-1994 **Coordinator, Provincial Learning Assessment Program**

Saskatchewan Education, Training and Employment  
Evaluation and Student Records Branch  
1855 Victoria Avenue  
Regina, Saskatchewan CANADA

I managed the 1994 Provincial Language Arts Learning Assessment through its first cycle. This involved test piloting, redevelopment, scoring, standard-setting, interpretation and report writing. Innovations included planning and implementing the first provincial holistic scoring session, Saskatchewan's first standards-setting exercise involving stakeholder organizations, and North America's first large-scale, direct assessment of writing process. In addition, I advised Department curriculum writers on evaluation issues, and conducted leadership workshops on student evaluation for teachers and administrators around the province.

## PUBLICATIONS

Google Scholar Impact:

	All	Since 2015
Citations	444	130
h-index	7	6
i10-index	6	6

### Books

Hunter, D. (2019). *A Canadian Case Book for Law and Ethics in Teaching*. Dubuque, IA: Kendall-Hunt. ISBN 9781524992231

### Book Chapters

Hunter, D. & Owusu, F. (2019). Differentiated evaluation policy for professionals in Alberta, Canada schools: Local policy characteristics and budget implications. In Mary-Lynne Derrington & Jim Brandon (Eds.) *Differentiated Teacher Evaluation and Professional Learning: Policies and Practices for Promoting Career Growth*. (pp. 197-220) Cham, Switzerland: Palgrave Macmillan.

Lafond, H., & Hunter, D. (2019 November). Curriculum after the Truth and Reconciliation Commission: A conversation between two educators. In S. Carr-Stewart (Ed.), *Knowing the Past, Facing the Future: Indigenous Education in Canada*. Vancouver: University of British Columbia/Purich Press.

### Peer-Reviewed Journal Articles

Hunter, D. & Clarke, P. (2020). Classroom assessment, court cases and parental demands from a political systems perspective: Black outside the box? *Education & Law Journal*, 28(3), 313-360

Adams, P., Mombourquette, C., Brandon, J., Hunter, D., Friesen, S., Koh, K., Parsons, D. & Stelmach, B. (2019). A study of teacher growth, supervision, and evaluation in Alberta: Policy and perception. *Journal of Educational Supervision*, 2(1), 1-18.

Hunter, D., & Clarke, P. (2018). The teacher's grade and the principal's prerogative: Whose policy prevails? *Education & Law Journal*, 27(2), 145-172.

Hunter, D. (2017). Sunny ways or sombre weather? International management consultants and appraisal of policy capacity. *PEOPLE: International Journal of Social Sciences*, 3(2), 833-855.

Hunter, D. (2017). Presuming the problem in teacher education: A review of Derek Truscott and Ken Crook's *Ethics and Law for Teachers* (2nd ed.). *Canadian Journal of Educational Administration and Policy. Special Issue: CJEAP Annual Review of Books*, 7(182), 21-25.

Hunter, D., & Clarke, P. (2015). Legal tests for large-scale testing in Canadian public schools: Judicial activism or deference? *Education & Law Journal*, 24(2), 95-133.

Hunter, D., & Dolmage, R. (2013). Fiduciary duty and school board takeovers in Canada since 1981: Fumbling toward a framework? *Education & Law Journal*, 22(2), 153-186.

Hunter, D., & Dolmage, R. (2012). Teachers' associations, labour law and teacher benefits in First Nations schools: A prognosis from Saskatchewan. *Education & Law Journal*, 21(2), 111-142.

Hunter, D., Mayenga, C., & Gambell, T. (2006). Classroom assessment tools and uses: Canadian English teachers' practices for writing. *Assessing Writing*, 11(1), 42-65.

Hunter, D., Gambell, T., & Randhawa, B. (2005). Gender gaps in listening and speaking: Issues in social constructivist views of teaching and learning. *Educational Review*, 57(3), 329-355.

Gambell, T., & Hunter, D. (2004). Teacher scoring of large-scale assessment: Professional development or debilitation? *Journal of Curriculum Studies*, 36(6), 697-724.

Randhawa, B.S., & Hunter, D. (2001). Validity of performance assessment in mathematics for early

- adolescents. *Canadian Journal of Behavioural Science*, 33(1), 14-24.
- Hunter, D., & Randhawa, B.S. (2001). Large-scale, authentic assessment of listening and speaking as interactive communication: Issues in reliability. *Alberta Journal of Educational Research*, XLVII(2), 156-182.
- Hunter, D., & Gambell, T. (2000). Incorporating stakeholders in standard setting: What's at stake? *Canadian Journal of Program Evaluation*, Special Issue, 83-109.
- Gambell, T., & Hunter, D. (2000). Surveying gender differences in Canadian public school literacy. *Journal of Curriculum Studies*, 32(5), 689-720.
- Gambell, T., & Hunter, D. (1999). Rethinking gender differences in literacy. *Canadian Journal of Education*, 24(1), 1-16.
- Gambell, T., & Hunter, D. (1998). Evolution of literacy through large-scale assessment. *McGill Journal of Education*, 34(1), 7-28.
- Jones, R., & Hunter, D. (1996). Setting achievement standards/expectations for large-scale student assessments. *Canadian Journal of Program Evaluation*, 11(1), 35-61.
- Hunter, D., Jones, R., & Randhawa, B. (1996). Use of holistic versus analytic scoring for large-scale assessment of writing. *Canadian Journal of Program Evaluation*, 11(2), 61-85.
- Hunter, D., & Gambell, T. (1996). Setting provincial literacy standards: Premises and procedure. *McGill Journal of Education*, 30(2), 195-214.
- Hunter, D. (1996). Chaos theory in educational administration: Imaginative foil or useful framework? *Journal of Educational Administration and Foundations*, 11(2), 9-34.
- Hunter, D. (1983). No malice in wonderland: Conservatism and change in the three Hallowe'ens of Ann Mesko. *Culture and Tradition* (Journal of Folklore Studies), co-published by Memorial University of Newfoundland and Université Laval, Québec, February-March, 1983.

### **Professional Journals and Commissioned Research Reports**

- Hunter, D. (2019, June). Policy implementation, interpretation, enactment, and outcomes: A literature synthesis. *Implementing Alberta's Professional Practice Standards: "Optimum Learning for All" Study*. University of Calgary.
- Brandon, J., Adams, P., Friesen, S., Mombourquette, C., Koh, K., Hunter, D., Parsons, D., & Stelmach, B. (2018). *A research study of teacher growth, supervision, and evaluation in Alberta*. (193 pp). (Primary author of Chapter 6: *Local policy analysis*). Alberta Ministry of Education, Leadership Excellence Branch.
- Ungerleider, C., Hunter, D., & Directions Evidence and Policy Research Group (2018). *Student Assessment and Reporting*. (86 pp). (Primary author of classroom assessment section). Ontario Ministry of Education, Education Assessment Secretariat for Special Advisory Committee to the Premier.
- Hunter, D. (2017). *EMIS and data use: An institutional capacity analysis: Kiribati Government*. (74 pp). Secretariat of the South Pacific Community, Suva, Fiji.
- Hunter, D. (2017). *EMIS and data use: An institutional capacity analysis: Vanuatu Government*. (81 pp). Secretariat of the South Pacific Community, Suva, Fiji.
- Hunter, D. (2017). *EMIS and data use: An institutional capacity analysis: Solomon Islands Government*. (80 pp). Secretariat of the South Pacific Community, Suva, Fiji.
- Hunter, D. (2016). *Proposal for administrative transformation and enhancement of Northern Teacher Education Program with literature review*. (44 pp). Office of the Vice-President, Academic, University of Regina.
- Hunter, D. (2016). *Institutional policy capacity analysis: Samoan Ministry of Education*. (65 pp). Secretariat of the South Pacific Community, Suva, Fiji.
- Hunter, D. (2016). *Institutional policy capacity analysis: Solomon Islands Ministry of Education*. (54 pp). Secretariat of the South Pacific Community, Suva, Fiji.

- Hunter, D. (2016). *Institutional policy capacity analysis: Papua New Guinea*. (57 pp). Secretariat of the South Pacific Community, Suva, Fiji.
- Hunter, D.M. (2015). *Business case for a northern campus of the University of Regina*. (106 pp). Office of the President, University of Regina.
- Hunter, D., & Steeves, L. (2015, June). First Nations in Saskatchewan: A sense of place, and Seeking their Voices: Synopsis. *Saskatchewan School Based Leaders Newsletter*.
- Hunter, D. (2014, December). Leadership: Forms and fads. *Saskatchewan School Based Leaders Newsletter*. 13, 8-11.
- Hunter, D., & McCreary, G. (1999 Fall). Shared accountability: The importance of consensus and collaboration in accountability frameworks. *Education Canada*, 39(3), 20-22.
- Hunter, D. (1999 June). Defining educational standards and determining their reasonableness. *SSTA Research Report #99-07*, Regina, SK: Saskatchewan School Trustees Association.
- Jones, R. & Hunter, D. (1996). Two approaches to setting achievement standards/ expectations for large-scale assessments: The Saskatchewan experience. *Education Canada*, 36(2), 4-7, 48.
- Hunter, D. (1996). Ethics in engagement: Application and shortlisting of professionals for an educational institution. *Saskatchewan Educational Administrator*, 29 (2), 22-32.
- Hunter, D. (1992). Il est exact que... . *Exercices de stylistique pratique* (Writing style workbook for non-francophones), Yves Méthot, Ed. Quebec, QC: Presses de l'Université Laval.

### Conference Papers

- Stelmach, B., Hunter D., & O'Connor, B. (2019, June) *Educational administrators' conceptions of risk in relation to parents and classroom assessment: An Alberta study*. Paper presented at the Annual Meeting of the Canadian Society for Studies in Education, UBC, Vancouver, British Columbia.
- Hunter, D & Fu, Yining (2019, June). *Feedback and deep learning with pre-service teachers in China and Canada*. Paper presented at the Annual Meeting of the Canadian Society for Studies in Education, UBC, Vancouver, British Columbia.
- Hawks, M. & Hunter, D. (2019, June). *Statistical literacy and educational administrators: A case study of proportional reasoning*. Paper presented at the Annual Meeting of the Canadian Society for Studies in Education, UBC, Vancouver, British Columbia.
- Brandon, J., Adams, P., Friesen, S., Mombourquette, Hunter, D., Parsons, D., Brown, B., Louis, D., Burleigh, D., Chu, M.-W., & Stelmach, B. (2019, June). Leading for optimum learning: Building, supporting, and assuring quality professional practice. Paper presented at the Annual Meeting of the Canadian Society for Studies in Education, UBC, Vancouver, British Columbia.
- Stelmach, B., Hunter, D. & O'Connor, B. (2019, May). Thirty minutes in the life of a school leader Presentation and data collection. uLead Conference, Banff, Alberta.
- Hunter, D. & Clarke, P. (2019, May) *Black outside the box: Classroom assessment, Canadian case law, and parental demands from a systems theory perspective*. Paper presented at Canadian Association for the Practical Study of Law in Education conference, Vancouver, British Columbia.
- Hunter, D. (2018, November). *"Shall they" or "May we"? Review of teacher growth, supervision and evaluation policy in Alberta, Canada*. Paper presented at the conference of the Commonwealth Council for Educational Administration and Management, Bugibba, Malta.
- Hawks, M., & Hunter D. (2018, May 29). *Officialdom and official statistics: How school administrators read and reason with proportional statistics*. Paper presented at the Annual Meeting of the Canadian Society for Studies in Education, Regina, Saskatchewan, May 29 (chair of multi-paper session on Leadership Development).
- Brandon, J., Stelmach B., Friesen, S., & Hunter D. (2018, May 30). *Panel Discussion: Teacher growth*,



- supervision and evaluation: Highlights from a mixed methods study.* Paper presented at the Annual Meeting of the Canadian Society for Studies in Education, Regina, Saskatchewan.
- Hunter, D., Mombourquette, C., & Adams, P. (2018, April 17). *The Teacher Growth, Supervision and Evaluation policy twenty years later: Where do we stand?* Paper presented at uLead. Banff, Alberta.
- Hunter, D. M., & Clarke, P. (2018, April 30). *The teacher's grade and the principal's prerogative: Whose policy prevails?* Presented at the Canadian Association for the Practical Study of Law in Education. Halifax, Nova Scotia.
- Hunter, D. M. (2017, November 22). *Optimism and pessimism in the production of evidence: What are the sources for the halo effect?* Paper presented at the Annual Meeting of the New Zealand Association for Research in Education. University of Waikato, Hamilton, NZ.
- Hunter, D. M. (2017, November 17). *The political economy of statistics use in the South Pacific: Some thoughts on power and evidence. Plenary session.* Paper presented at the South Pacific Regional Summit on Data Use, Suva, Fiji.
- Hunter, D. M. (2017, November 13). *Educational management information systems: A preliminary look at three South Pacific countries from the demand side of the equation. Plenary session.* Paper presented at the South Pacific Regional Summit on Data Use, Suva, Fiji.
- Hunter, D. M. (2017, October 27). *Social justice: Constituents and constituencies.* Paper presented at the Centre for Global Citizenship Education & Research (CGCER) Conference, University of Alberta. Edmonton, Alberta.
- Hunter, D. M. (2017, June 29). *School administrators' interpretation of large-scale assessment data.* Paper presented at International Evaluation Association (IEA). Charles University, Prague, Czech Republic.
- Hunter, D. M. (2017, June 5). *Independent management consultants and the appraisal of policy capacity: Problems of position and perspective.* Paper presented at the 18th International Conference on Social Science & Humanities (ICSSH), Rome, Italy.
- Hunter, D. M. (2017, May 31). *Management consultancies and accuracy of appraisal: Sunny ways or sombre weather?* Paper presented at the Annual Conference of the Canadian Society for Studies in Education, Toronto, Ontario.
- Hunter, D. M., & Stelmach, B. (2016, June). *Advocacy research and school administrators: Is it a problem?* Paper presented at the Annual Conference of the Canadian Society for Studies in Education, Calgary, Alberta.
- Hunter, D. M. (2013, June). *Auditors, official trustees and ministry incursions into Canadian school boards' financial affairs: An application of Boltanski and Thévenot's theory of justification.* Paper presented at the Annual Conference of the Canadian Society for Studies in Education. Victoria, British Columbia.
- Hunter, D. M. (2012, April). *Canadian middle years' classroom assessment practices for reading: Form, format & fidelity.* Paper presented at the 2012 Conference of the American Educational Research Association, Vancouver, British Columbia.
- Hunter, D. M. (2012, May). *Instructional rigidity: Ecological response or career calcification?* Paper presented at the XXX Annual Conference of the Canadian Society for Studies in Education. Concordia University, Montreal, QC.
- Hunter, D. M. (2006, July). *Role of assessment evidence in the micro- and macro-political spheres of Canadian education and Alternative conceptions of data use in North American research on policy making and management: Discourse on methods since 1990.* Papers presented at the Fifth International Conference on Evidence-based Policies and Indicators Systems. Regent's College, London, United Kingdom.
- Hunter, D. M., & Gambell, T. (2004, June). *Expectations, tools and uses: Canadian English teachers' classroom assessment practices.* Paper presented at the XXIV Annual Conference of the Canadian Society for Studies in Education. Winnipeg, Manitoba.

- Hunter, D. M. (2003, May). *Canadian science teachers' classroom marking and planning practices*. Paper presented at the XXIII Annual Conference of the Canadian Society for Studies in Education. Dalhousie University, Halifax, Nova Scotia.
- Hunter, D. M. (2002, February). *Four issues in the design and administration of large-scale assessment in British Columbia*. Paper presented at the Provincial Testing in Canadian Schools: Research, Policy and Practice Symposium on Large-scale Assessment, Victoria, British Columbia.
- Hunter, D. M. (2001, May). *The scoring of large-scale literacy assessment: Bridge or breach between formal and practical teacher knowledge?* Paper presented at the XXI Annual Conference of the Canadian Society for Studies in Education, Université Laval, Quebec City, Québec.
- Gambell, T., & Hunter, D. (2000, November). *Teachers redefining professionalism and professional development*. Learning for Life Conference, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan.
- Gambell, T., & Hunter, D. (2000, May). *Professionalism, professional development and teacher participation in scoring of large-scale assessment*. Paper presented at the 2000 Annual Conference of the Canadian Society for the Study of Education. Edmonton, Alberta.
- Hunter, D., & Gambell, T. (1997, June). *Levelling the gender playing field? Opportunity and equality in Canadian literacy*. Paper presented at the 1997 Annual Conference of the Canadian Society for the Study of Education. St. John's, Newfoundland.
- Hunter, D., & Gambell, T. (1996, June). *The possibly impossible: Issues of fairness and equity in large-scale literacy assessment with Aboriginal students*. Paper presented at Advancing the Agenda of Inclusive Education. Proceedings of the Canadian Association for the Study of Women and Education, Brock University, St. Catherine's, Ontario.
- Hunter, D., Owen, D., & Randhawa, B. (1996, June). *Curriculum reform, evaluation and assessment in Saskatchewan and The 1995 Provincial Mathematics Learning Assessment: Design, development and procedures*. Papers presented at the 1996 Annual Meeting of the Canadian Society for Studies in Education. Brock University, St. Catherine's, Ontario.
- Hunter, D. (1995, May) *Direct, large-scale assessment of writing process*. Paper presented at the 1995 Annual Conference of the Canadian Society for Studies in Education, Université du Québec à Montréal, Québec.

## **INVITED LECTURES AND PRESENTATIONS**

- Hunter, D. (2019, October 25). *The Teacher Growth, Supervision and Evaluation Policy in Alberta*. Association of Independent Schools & Colleges in Alberta, Fall conference, Edmonton AB.
- Hunter, D. (2019, May 28). *Research in educational policy: Methods for studying processes or measurement of outcomes*. Graduate lecture. Soochow University School of Education, Suzhou, People's Republic of China.
- Hunter, D & Fu, Y. (2018, August 25). *Blended (Mixed) research methods: Assumptions and an example*. Soochow University School of Education, Suzhou, People's Republic of China, Visiting Scholar.
- Hunter D, (2018, July 26). *Classroom assessment and feedback*. Central China Normal University, School of Education, Wuhan, People's Republic of China.
- Hunter D, (2018, July 25). *Curriculum leadership*, Central China Normal University, School of Education, Wuhan, People's Republic of China.
- Brandon, J., Friesen, S., Stelmach, B., & Hunter, D. (2018, May 31). *Professional practice: Research study of teacher growth, supervision and evaluation in Alberta*. Alberta Education Research Network, Edmonton, Alberta.

- Brandon, J., Freisen, S., & Hunter, D. (2018, January 12). *Building, supporting and assuring quality professional practice. A research study of teacher growth, supervision and evaluation in Alberta*. Deputy Minister of Education's System Excellence Advisory Committee. Edmonton, Alberta.
- Hunter, D. M. (2017, November 14). *Stakeholder mapping with data*. Workshop presentation. South Pacific Regional Summit on Data Use, Suva, Fiji.
- Hunter, D. M. (2017, November 14). *Narrative and numbers: Causal story-telling with statistics*. Workshop presentation. South Pacific Regional Summit on Data Use, Suva, Fiji.
- Hunter, D. M. (2015, July 4). *Parents' interpretations of report cards: Garbled in transmission?* Workshop presentation. Canadian School Boards' Association Congress. Saskatoon, Saskatchewan.
- Hunter, D. M. (2015, June 2). *Statistical interpretation as bridge between the art and science of school administration*. Thomas B. Greenfield Award Presentation. Canadian Association for the Study of School Administration. Annual General Meeting, University of Ottawa, Ontario.
- Hunter, D. M. (2015, March 6). *Interpretation and statistical representation: Classical North American pragmatism and school principals' reasoning patterns*. Faculty of Education, University of Alberta, Edmonton, Alberta.
- Hunter, D. M. (2015, February 26). *School principals' interpretations for average student achievement: Statistics and the management of meaning*. Saskatchewan Instructional Development and Research Unit Seminar. University of Regina, Saskatchewan.
- Hunter, D. M. (2014, October 6). *Peirce, pragmatism, and school principals' interpretation of statistics*. Invited presentation to Faculty and graduate students. Western University, London, Ontario.
- Hunter, D. M. (2014, July 22). *Manufacturing consent: An historical look at the origins and evolution of Hoshin Kanri and Total Quality Management ideas*. Panel discussion in organizational theory with EADM 819 students, University of Regina, Saskatchewan.
- Hunter, D.M. (2013, February 28). *Strategic thinking about high school programming and facilities over a twenty-year horizon*. In camera presentation to Regina Public School Board.
- Hunter, D.M. (2012, June 12). *Imagining secondary schooling for the year 2035. New approaches to student engagement in Regina Public High Schools: Interim report*. In camera presentation to Regina Public School Board.
- Hunter, D. M., & Steeves, L. (2012, October 17). *Blended instruction: Research findings from an education graduate class*. Saskatchewan Instructional Development and Research Unit seminar. University of Regina, Saskatchewan.
- Hunter D., & Bean, D. (2010, July 6). *Continuous improvement, School Community Councils and the principal's role*. Saskatchewan Principals' Short Course.
- Hunter D.M., & Joubert, J. (2006, April 3). *Literacy attitudes and achievement of boys*. Plenary presentation to Peel District School Teachers.
- Hunter, D. M. (2004, October). *Reconsidering theory and practices to address gender gaps in school literacy*. North York Teachers' Association Fall Conference. Plenary presentation to 450 teachers.

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**17 Everwood Close**  
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**306-351-5875 Cell**  
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## **Committee Work**

### *Academic:*

- 2019 Volunteered to serve on working group for Faculty of Education to review and make recommendations for improving field experience elements of undergraduate program.
- 2019-21 Elected to Faculty Evaluation Committee as alternate, Faculty of Education, University of Alberta
- 2019-20 Served on University of Alberta, Department of Educational Policy Studies, Scholarships and Awards Committee
- 2017-19 Served on Graduate Affairs Committee, Department of Educational Policy Studies, University of Alberta.
- 2016-17 Coordinator of Educational Administration and Leadership specialization, Department of Educational Policy Studies, University of Alberta
- 2016-17 Served on University of Alberta selection committee for Department Chair, Educational Policy Studies.
- 2015 Served on University of Alberta, Department of Educational Policy Studies, Scholarships and Awards Committee.
- 2014 Prepared University of Regina, Faculty of Education response to the Kendell Report on Teacher Certification, on behalf of the Dean.
- 2011-13 Served as Faculty of Education student representative on the University of Regina's Research Ethics Board reviewing all research proposals according to national Tri-Council ethical standards.

### *Civil Service:*

- 2007-2011 Served as member of Strategic Management Committee, Pan Canadian Education Indicators Program, for the Council of Ministers of Education, Canada and Statistics Canada.
- 2010-2011 Served as government representative, Provincial Bargaining Committee for collective agreement with Saskatchewan Teachers' Federation.
- 2007-2011 Served as Chair, Board of Teacher Education and Certification, Government of Saskatchewan.
- 2008-2010 Served as Chair, Saskatchewan Provincial Panel on Student Achievement, preparing a report from stakeholders with recommendations to the Minister of Education.
- 2004-2006 Served as National Research Coordinator in developing the Progress in Reading Literacy Study (PIRLS).
- 2001-2003 Served as Chair, Board of Examiners, Government of British Columbia.
- 1998 Facilitated the Canadian Foundation of Americas Conference, Workshop on Monitoring Educational Reforms: Assessment and Indicators in Latin American countries. Ottawa, Ontario.
- 1997/1998 Led Council of Ministers of Education, Canada team which set national criterion expectations with stakeholder groups for the *School Achievement Indicators Program* in science and in mathematics, in provincial capitals across the country.

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## **Project Work with Grants**

- 2019 Awarded China Institute travel grant as PI for continuing a transnational study of Feedback and Deep Ethical Learning among preservice teachers at Soochow University, People's Republic of China, and the University of Alberta (\$2000)
- 2018 Co-investigator with colleagues at University of Calgary (PI), University of Lethbridge and Concordia University in an Alberta Ministry of Education-funded, four-year, research study of provincial policy implementation for Teacher Quality Standard, Leadership Quality Standard, and Superintendent Quality Standard (\$400,000)
- 2018 Awarded China Institute research grant as PI for designing and carrying out transnational study of Feedback and Deep Ethical Learning among preservice teachers at Soochow University, People's Republic of China, and the University of Alberta. (\$5,000)
- 2018-19 Served as member of Working Group supporting Associate Dean (PI) in plan for realignment, and piloting of graduate courses toward fulfilling new *Leadership Quality Standards* as promulgated by the Minister of Education in Alberta. (\$187,000)
- 2018 Prepared a policy research paper with Dr. Charles Ungerleider (PI) for the Independent Review Panel of Assessment and Reporting, mandated by Ontario's Premier and Minister of Education to update student assessment policy for and practices used in Ontario's public schools. (\$3250)
- 2018 Grant in support of the Advancement of Scholarship (University of Alberta) for study of school administrators' views of risk and probability, co-investigator with Dr. B. Stelmach (PI). (\$5000).
- 2017 Grant in support of the Advancement of Scholarship (University of Alberta) for study of school administrators' proportional reasoning. (\$5000)
- 2017 Grant (Alberta Ministry of Education) for evaluating teacher growth, supervision and evaluation policy in Alberta (co-investigator with colleagues from University of Calgary (PI), and Lethbridge) (\$190,000)
- 2017 Contracted by the Secretariat of the Pacific Community to investigate data use and the political economy of statistics within the national governments of Vanuatu, Kiribati, and Solomon Islands, using a United Nations Development Program framework. (\$90,000)
- 2017 Co-investigator with colleagues at University of Calgary (PI) and University of Lethbridge in an Alberta Ministry of Education-funded evaluation of the provincial *Teacher Growth, Supervision and Evaluation* policy. (\$170,000)
- 2016 Contracted by the Secretariat of the Pacific Community to analyse policy capacity of Ministries of Education in Samoa, Solomon Islands and Papua New Guinea, and to conduct training workshops in Fiji for collecting interview data, using a United Nations Development Program framework. (\$64,000)
- 2016 Contracted by the University of Regina, Vice President Academic and Research, to prepare 30-page proposal with literature review for revamping and streamlining its Northern Teacher Education Program in Saskatchewan. (\$5,000)
- 2016 Contracted by Society for Safe and Caring Schools and Communities to conceptualize and operationalize school-level audits for school districts across Alberta. (\$20,000)
- 2015 Contracted by the Society for Safe and Caring Schools and Communities, Alberta, to conduct a process and impact evaluation of an Aggression Replacement Training (ART) programme in two First Nations schools, over five years. The project is funded by the federal Ministry of Public Safety from 2015 until 2020. (\$328,000)

- 2015 Contracted by the University Secretariat, Office of the President, to prepare a business case and initial conceptualization for a satellite campus of the University of Regina in northern Saskatchewan, for presentation to its Board of Governors. (\$15,000)
- 2015 Contracted as Regional Coordinator for British Columbia and Alberta, and Saskatchewan francophone schools, 2015 Programme for International Student Assessment (PISA), Main Study, by Council of Ministers of Education, Canada. (\$4,500)
- 2014 Field-tested electronic assessment materials in Saskatchewan schools for the 2015 Program of International Student Assessment, under contract with Council of Ministers of Education, Canada. (\$4,500)
- 2012 Wrote *Imagining secondary schooling for the year 2035. New approaches to student engagement in Regina Public High Schools* with strategic recommendations to the Regina Public School Board for its high school programming and secondary facilities over the next two decades, under contract through the Saskatchewan Instructional Development and Research Unit. (\$19,000)
- 2012 Conducted a feasibility evaluation of a blended delivery graduate course for the University of Regina, Faculty of Education, Educational Administration Unit. (\$3,000)
- 2003 Prepared Technical Report for 2002 School Achievement Indicators Program, Writing Assessment, under contract with the Council of Ministers of Education, Canada. (\$5,000)

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## **Program of Research**

My research interests revolve around evidence-informed decision-making in education. The implicit and overarching problem that has long animated me is “What values are brought to the evidence?” Because research, assessment and evaluation are similar in their processes, if not their ends, there has been much continuity between my previous government work and current academic focal points for inquiry.

### ***1. School administrators and teachers as statistical readers***

I am interested in school principals’ and teachers’ interpretation and reasoning with statistical concepts when reading reports for instructional improvement purposes. Administrators’ conceptions for the average, their sense of proportion, their beliefs about probability and likelihood, their ideas about significance, and their views about variability and distribution are integral to understanding much quantitative research, educational assessment, and school finance. Although we have a precise understanding of statistician-authors’ mathematical meanings for these terms, I concentrate on the colloquial or quotidian ideas held by leaders as readers of statistics. Statistical interpretation, I believe, is the bridge between the science and art of leadership.

### ***2. The management of statistical meaning***

My qualitative research explores the link between statistical interpretation and organization. Pupil-teacher ratios, average class size, average per pupil expenditures, report card marks, and a host of other measures are often debated within schools and the larger polity. How school leaders frame such discussions, employ rhetorical devices and leading questions to moderate statistical meaning, convey the significance of statistical ideas through gestures and body language, and deliberately choose location or setting to accentuate or attenuate the audience’s notions for such notations are key research topics. Administrators’ concepts of risk and their relationship to probability and parental relations will form the basis of a combined research program with a colleague.

### ***3. Interactions of policy, policy capacity and evidence***

Recently, I have been pursuing questions relating to the reasoning and decision-making or problem-solving approaches that civil servants, and school and school district leaders adopt when looking at assessment findings, accountancy ledgers, and financial reports. I have a particular interest in the influence of government auditors and accountants in shaping ideas of appropriate educational governance. My forays on this topic have been informed by alternate theories of fiduciary duty in law, by French theories in economies of worth, and by reader-response theory in literary studies.

### ***4. Professional development, labour law and evidence***

I am interested in legal and policy issues relating to the professional certification and labour rights of teachers in on-reserve schools, particularly as they relate to contracts and benefits. I have also collaborated and completed two research projects that assembled Canadian, European and American case law on assessment—both classroom and large-scale—as it has been challenged by parents, teachers, school boards, and the media in several Canadian provinces since 1877. Alternate definitions of equity as defined in judicial or tribunal rulings on testing students and leadership candidates, and alternate theories of legal interpretation, inform this research.

Several forthcoming articles, in various stages of production and peer review, mirror the interests identified in my research program:

- Semantic shift in Supreme Court of Canada judgements about Section 23 minority language education rights: Where numbers warrant?
- The Laicity Act in Quebec: Civil servants, religious symbols, and dress codes in Canadian case law.
- Social justice: Constituents and constituencies
- Gender and evidence-based policy making in the South Pacific
- After math: School administrators' interpretation of measures of central tendency
- Leadership through leading questions about statistics
- Saskatchewan school administrators' conceptions of the average: A Peircean pragmatic analysis
- School administrators' problem-solving with statistics: Reasonable or irrational?
- Canadian middle years' teachers' classroom assessment practices in reading: Form, format and fidelity.

##### **5. Journal articles currently under peer review**

Hunter, D. (Under Review). After math: School administrators' interpretation of data. *Organizational Behaviour and Human Decision Processes*.

Hunter, D. (Under Review). Leadership through leading questions about statistics. *Educational Administration Quarterly*.

Hunter D. (Under Review). Saskatchewan school administrators' conceptions of the average: A Peircean pragmatic analysis. *Canadian Journal of Educational Administration and Policy*.

Hunter, D. (Under Review). School administrators' problem-solving with statistics: Reasonable or irrational? *Journal of Behavioral Decision Making*.

Hunter, D., Mayenga, C., & Gambell, T. (Under Review). Canadian middle years teachers' classroom assessment practices in reading: Form, format & fidelity. *Educational Review*.



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## **Education Administrative and Leadership Philosophy Statement**

Educational leadership is a collaborative venture. While a single person can play a pivotal role in the transformation of an institution or organization, no one person can enact change or maintain excellence without the shared leadership of other colleagues. Educational leadership programs should prepare leaders who understand the complexities of intra- and interpersonal dynamics, who can foster the implementation of meaningful change, and who have the ability to work with others to create working and learning environments that foster individual motivation and success.

I believe that educational leadership should be focused on achieving effective educational and social outcomes for children. Educational leadership should focus on the individual learning, psychological, social, and emotional needs of each and every student. School learning communities must foster high expectations for all students, but they also must incorporate an ethic of care that recognizes that not all students are the same and value students' differences. Educational leadership programs should prepare leaders who can facilitate the creation of effective instructional programs and learning environments, and who can successfully include families and communities in the education of their children.

Educational leaders must be grounded in values for inclusion and facilitation. The primary emphasis of schooling should be to maximize students' full potential. All students must be given the opportunity to become successful in their education and in society at large. Educational leadership programs should prepare leaders who can facilitate the inclusion and success of all students, regardless of gender, ethnicity, (dis)ability, sexual orientation, or national origin.

Both leaders and managers must be responsive to changing expectations while simultaneously affirming the numerous, daily successes that occur in our schools. Skilled educational leaders tread a narrow balance between responsiveness to political and community expectations and advocacy for current successful practices. I believe in balancing the celebration of success with continuous attention to areas which need improvement. Educational leadership programs should prepare leaders who understand the political, economic, and cultural contexts surrounding education and who are proficient communicators with, and educators of, their legislators and communities.

While educational leadership is an art, I believe it can be informed by research, assessment and practice. Even those who seem born to lead may benefit from exposure to contemporary theories, practices, and models of effective leadership. Educational leadership programs should prepare leaders who understand the role and value of educational research and who can effectively integrate relevant information into their schools in light of the larger social contexts that surround their institutions. Educational leadership programs may also engage in collaborative outreach ventures that foster effective communication and break down boundaries between the academic and practitioner communities.

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## **Public Administrative and Leadership Philosophy Statement**

I believe that a dedicated public servant represents duly-elected civil authority, and through that authority, the public will. An administrator is well-prepared, has a solid sense of the facts, and presents crisp options to superiors and those who have been appointed or elected to a governing board. An administrator is sensitive to changes in public policy and adapts accordingly.

Tact, discretion, and moderation are essential traits in any leadership position. Many conflicts can be resolved through effective communications. Creative approaches to conflict include discussing issues with those affected, and consulting others in parallel roles. It is insufficient to simply start a program or address an issue; follow-up for effective implementation is necessary. Mid-course corrections and flexibility in the application of ideas are required when establishing and setting a direction for any office.

Honesty has characterized my administrative career. I will always speak the truth, highlighting strengths and celebrating successes while also pointing out areas where improvements may be made. I believe in durable change rather than undertaking glittery and sometimes transitory initiatives. Durable change entails identifying underlying issues and addressing them with meaningful and sustainable responses.

Leadership through assertion may be necessary in some situations, but I prefer to lead by inquiry and conversation. Asking leading questions derives from my experience as a teacher. Effective listening skills are crucial in hearing concerns, clarifying the issues and reviewing steps that have already been taken by those involved in an issue. A thoughtful and well-framed question will often yield more information, greater deliberation, and better communications than will making pronouncements.

Those responsible for an office will recruit the most talented and appropriate person for the position. This means that the leader's central task is drawing out the best in others' knowledge, skills, and personalities. Innovative solutions often involve bringing together the right combinations of people from diverse positions outside the office, and not relying on expertise within an existing office. Technology is often a problem in human relations rather than a solution for many educational issues.

Above all, I believe in data-informed decision-making and problem-solving. However, the processes involved in interpreting and using data are quite different than those involved when making choices by anecdote, by interest, or by ideology. The meaning of statistics is found outside the data set, not within. Therefore, conversation, discussion, and social processes become important. Relationships are as or more important than co-relationships, and significance is in the eye of the reader of statistics rather than in the technical skills of the statistical author.

My career in public education has revolved around maximizing the potential of youth. Although all youth deserve the best, vulnerable youth require special attention. Both systemic and individual advocacy together play a role in protecting their rights and interests. Self-advocacy means that we empower youth and parents to maximize the benefit of available and emerging services.

Economy and efficiency are hallmarks of any office. A capable administrator is hands-on in managing budgets according to organizational priorities, and ensuring that expenditures are aligned with strategic goals and objectives. The sound administrator is aware of and can demonstrate how expenditures match patterns in neighbouring jurisdictions, and presents options for reducing or allocating monies so that budgets are balanced, and public finances well-tended. During my 18 years of educational administrative service, I have never exceeded budgets, and could always document the effective allocation of public funds.

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## **Post-Secondary Teaching Statement**

There is no substitute for a hard-working, meticulously-organized, and compassionate teacher! A capable pre-service instructor in a teacher preparation program attends to learners' needs, draws connections between theory and practice, and models sound instructional practice. I bring humour, a concern for individual student trajectories, and well-designed small group activities that take students just outside their comfort zone. I am particularly attuned to minority perspectives and invite dissent. Case methods, not only in law, but also in leadership development foster vicarious experience, and are the bridge between theory and practice. My own instructional improvement goals typically involve experiments with different case methods and approaches to feedback.

I see myself as more an "orchestrator" rather than "lecturer" or "instructor", facilitating learning processes more than purveying information. Students have multiple learning styles, and I attempt to accommodate these styles. I encourage undergraduates to find personalized methods to understand and retain ideas, and I assist them by providing my own customized examples for concepts that elude them. In addition to different learning processes, I often find that students must simply be given the confidence to experiment in the application of newly gained knowledge and to ask questions to promote individual thinking.

Students in my undergraduate classes may anticipate short YouTube segments, guest lecturers, and peer presentations. My lectures and seminars often feature historical references, cross-cultural perspectives, personal anecdotes, and applications to contemporary issues. I uphold well-crafted and succinct writing, precision in diction, and the persuasive formulation of strong arguments in student assignments. In general, I believe that distance education technology and blended approaches will extend rather than replace faculty reach.

As befits a classical pragmatic stance in the line of J. Dewey, C.S. Peirce and William James, I approach many undergraduate teaching activities with an eye to experiential learning. Jigsaw and small group discussions focus on issues, and projects which engage students out in the community in some way. I value mime and micro-drama in refining gesticulation as the leading edge of cognitive development, and in the controlled expression of feeling as integral to teaching. I have contributed directly to realigning undergraduate studies at the University of Regina for teacher candidates so that large-hall lectures in educational administration are co-instructed with educational psychology and foundations perspectives. The realigned program now includes thematically-organized seminars and case scenarios rather than variable-oriented research texts, and a community service component which enables predominately middle-class students to appreciate diversity. Micro-teaching poster presentations that provide teacher candidates hands-on experience in interacting with an audience and open-book essays which enable students to consolidate class materials in a self-reflective manner are also important.

The central and cohering vehicle in effective teaching, research, instructional leadership, and assessment is the question. Socratic questions which are carefully crafted, well-directed, thoughtful in the choice of verb, carefully delimited to a bounded zone of inquiry, and specific for a target audience are key to leading a group of (under)graduate students and orienting individual graduate researchers. An observer will note that my courses, both graduate and undergraduate, are framed by issues that are introduced by questions.

In my approaches to graduate student advice and supervision, I have followed three maxims: "Do not block the road to inquiry," "Dismiss make-believes," and "What can be asserted without evidence may be dismissed without evidence." I will directly act to remove bureaucratic obstacles, seek financial assistance for promising researchers, insist on "doable" and manageable rather than utopian research designs. A good thesis will emphasize strength of either/both qualitative and quantitative evidence assembled in relation to the student's chosen question. Although I may engage graduate students in my own research, these interests are secondary to the objectives detailed in a course syllabus that is thorough and thoughtfully structured. Potential leaders who take risks to foster a "controlled disequilibrium" should be carefully mentored. Plausibility and verisimilitude, not probability and validity, are my penultimate criteria after originality when evaluating research.

As a former middle years and secondary teacher of language arts with onerous marking loads, I believe an effective teacher will devote more effort to improving his or her instructional practice than wielding a red pen. For that reason, I emphasize criterion-referenced assessment, develop rubrics with students which articulate anticipated levels of performance, and provide exemplars for assignments—whether essays, peer group exercises, or short reports. I believe that technology can alleviate marking loads for both closed and open response formats. Sensitive and timely feedback/feed forward and feed-up are integral to any educational process. Critique must always be constructive in tone and purpose.