Does Carrying a Smart Phone, and an iPad, Make a Principal a Technology Leader?

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Introduction

- Many school principals feel, in the face of all that is happening in modern technologies, that they must become technology experts to keep ahead.
- Many feel inadequate if they are not conversant with the latest and greatest technologies used by students and colleagues.
- And, often, if they are not carrying a smart phone, or an iPad with Internet connection, they feel they are not technologically "with it".
- Can't principals be strong instructional leaders without knowing about, or using, the latest technology?

Principal Responsibility?

- Principals are most often responsible, and accountable for, significant technology expenditures in their schools.
- They are also answerable to their stakeholders, for the successful and visionary implementation of new technologies and programs by school staffs and students.
- Often held responsible for protecting students against accessing inappropriate internet sites, cyber bullying, and issues with social media sites.

Future Technology Expectations for Principals and Schools

- In November, 2010, the US Department of Education introduced the National Education Technology Plan 2010 (NETP).
- Secretary of Education Arne Duncan called for ensuring that all professional educators be well connected, through broadband and wireless to the world and its latest technology resources - data, information, and peers.
- *It called for at least one Internet access device for every student and educator inside and outside of school.*

The Reality

- The reality is that few principals claim to be experts in the rapidly changing world of technology.
- But, there are excellent guidelines in place which serve as measurable standards for principals to be technology leaders?
- **This webinar will demonstrate how principals may become technology leaders, not necessarily technology experts…….**

The Expectations for Technology in Schools

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The NETP Plan

- The NETP plan urged the use of state of the art technology, to enable and inspire all students to achieve.
- As the plan stated, "Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels."(p.7)

Complementary Plans:

- In 2009 the latest technology standards for School Administrators were introduced.
- Officially called **NETS-A (National Educational Technology Standards Administrators**) this set of standards closely defined what school leaders needed to know to be effective technology leaders.
- So what do principals need to know about technology to lead effectively?

The NETS-A standard

- **Standard 1** -Visionary Leadership, appealed to principals to inspire and make possible the maximum use of digital-age resources.
- **Standard 2**, Digital-Age Learning Culture, called for principals to create and promote a dynamic, learning culture which would provide a provide a rigorous and engaging education for all students.

The NETS-A standard

- **Standard 3**, Excellence in Professional Practice encouraged principals to lead and be innovative so that student learning would be
- **Standard 4** Systemic Improvement expected school leaders to provide technology resources to continuously advance their schools. Administrators should seek to establish and maintain a robust technology infrastructure to support teaching and learning.
- **Standard 5** Digital Citizenship urged principals to promote and model responsible social interactions in the use of current technologies, including web-based and mobile technologies. This standard also expected school leaders to establish school policies which provide for safe, legal, and ethical use of digital information. (3)

NASSP (National Association of Secondary School Principals) 2010

- Encouraged school leaders to model the appropriate and responsible use of current social technologies so that students would have opportunities to create and share their creativity and maximize learning.
- Saw principals leading in providing resources for the investment in a technology-rich culture.
- Also stressed that principals don't have to be technology experts to guide a school forward in effective technology use, **but they must be informed.**

Informed About What?

- I believe that there are 2 critical conditions:
- **Be informed** about the absolutely critical conditions for technology implementation in classrooms?
- **Be informed** about what are the largest barriers militating against effective technology integration?

Necessary Conditions:

- In 2009, the International Society for Technology in Education (ISTE) identified fourteen conditions, described as "necessary" to successfully influence the use of technology for learning, these are:
- *Shared Vision*
- *Empowered Leaders*. (Stakeholders at all levels empowered to be leaders in effecting change)
- *Implementation Planning*
- *Consistent and Adequate Funding*.
- *Equitable Access*.
- *Skilled Personnel*.

Other critical conditions

- *Ongoing Professional Learning*. (Plans with dedicated time to practice and share ideas)
- *Technical Support*.
- *Curriculum Framework*. (Content standards and digital curriculum resources)
- *Student-Centered Learning*. (Planning, teaching and all assessments center around the needs and abilities of students)
- *Assessment and Evaluation*.
- *Engaged Communities*.
- *Support Policies*.
- *Supportive External Context*.

“Barriers” - from PhD Research

- Pasquerilla (2008), found that funding, staff resistance, and poor infrastructure all were significant barriers.
- Wisniewski (2010), identified three barriers, including a lack of access to technology, a lack of time for professional development and lack of teacher time for mastery.
- In essence, principals felt less successful in implementing technology then they thought they would, because of the length of time required for faculty mastery.

Administrator's Role in Technology Integration, (Education World, 2009)

- The most effective way for school administrators to promote technology use was for them to become knowledgeable and effective users of technology.
- The article also affirmed that **technology integration is highest** where the principal is involved and excited about technology and its possibilities.
- Starr concluded, "*Modeling technology usage is key if administrators want teachers to play an active role in technology integration*." (p. 1).

Don't have enough resources?

- Boss (2008) advocated for **5 innovative no-cost steps** which could overcome technology implementation barriers:
- Being innovative with tools that are already in schools and a novel concept of having principals and teachers learn with their students.
- Urged teachers to learn about technology in the context of their own classroom, side-by-side with their students. http://www.edutopia.org/technology-how-to-implement-classroom

Other Excellent FREE Material

- Web Book - ***Planning into Practice Resources for Planning, Implementing, and Integrating Instructional Technology, (2007)***
- Gives a great overview of the connection between student learning and technology and the tasks which principals need to accomplish in order to achieve their vision for total technology integration
- http://www.seirtec.org/P2P.html

Two Excellent Website Resources

- ***21 Things for the 21st Century Administrator*** (2009) based on the National Educational Technology Standards for Administrators (NETS-A). http://www.21things4administrators.net/
- ***10 Internet Technologies Educators Should Be Informed About – 2011 Update***. This is a must read, thorough rendition, of the latest technologies impacting and changing, society and education.
- http://www.emergingedtech.com/2011/09/10-internet-technologies-educators-should-be-informed-about-2011-update/

Conclusions:

- Gosmire & Grady's article, ***A Bumpy Road: Principal as Technology Leader*** (2007) says:
- The key to success for principals on the uncomfortable road to technology integration is to not pretend to know everything but to be perceptive enough to ask to ask the right questions.
- The article argues that by **answering 10 questions -** principals will lead others to be successful with technology.
- So what are these questions?

Some of the 10 Questions:

- What are the technology trends I need to know about?
- What do I need to know about technology to move my school forward?
- How do I construct a safety net for technology in the school?
- How do I promote the integration of technology in the classroom?
- How will I measure success?
- All of these questions are well worth considering. http://www.nassp.org/portals/0/content/55193.pdf

Next to the END….

- This Digital Age demands more and more technology in teaching and learning.
- Meanwhile, there is hope, optimism and a realization that principals don't need to know everything about the latest technologies.
- Nor do they need to carry a smart phone or an iPad to be a technology leader.

The END…

- Gosmire and Grady (2007) correctly assert, technology leadership is "about asking the right questions, exploring the answers to those questions, and creating a road map for the effective use of technology by the students and teachers in your building."
- **Principals, start your engines! The keys to success for technology in your school are in your hands.**