



Administrators Guide to Effective Technology Leadership

Principals and administrative leaders are powerful change agents. According to O'Dwyer, L. M., Russell, M. & Bebell, D. J. (2004) perceived pressure from principals and other administrators to use technology is one of the most powerful factors in increasing technology use for teaching and learning.

What does effective technology use look like?

Principals and other Administrative Leaders	
	Principals and teachers have clearly defined, shared expectations on the importance of implementing technology, including assistive technology, in teaching and learning.
	Administrators' expectations for technology use are communicated across the school year in a variety of ways.
	Administrators ensure that teachers have equitable access to current technologies, software, appropriate technical support, and the internet.
	Reward structures (e.g., recognition, opportunities to share, credits toward salary advancement) are in place to support technology in teaching and learning.
	Administrators ensure that principals and teachers know how to access resources to support students who need additional technology assistance.
Teachers	
	Teachers are skilled in the use of technology for preparing and delivering instruction.
	Teachers access professional development opportunities to support technology use in teaching and learning.
	Teachers ensure that technology is available and operational and seek technical assistance in a timely manner.
	Teachers utilize innovative ideas for using technology resources to support standards-based instruction.
	Teachers facilitate appropriate student use of technology-based resources using a variety of applications.
	Teachers regularly measure the effectiveness of technology for learning.
	Teachers proactively incorporate technology into teaching and learning activities to support diverse learners.
	Teachers ensure that students have the opportunity use technology, including assistive technology, written in their IEPs.
	Teachers routinely include specific evidence about technology use when reporting student progress to parents.
Students	
	Students regularly use technology, including assistive technology, as required to participate in learning activities, complete assignments and interact with peers.
	Students who experience difficulty with reading utilize technology to access and utilize information resources.
	Students who experience difficulty with writing utilize technology to demonstrate knowledge and skills.
	Students who experience difficulty with physical or sensory access to classroom materials utilized technology as needed to access the curriculum.
	Students who experience difficulty with math utilize technology to acquire and demonstrate knowledge and skills.
	Students who experience difficulty with oral communication utilize technology to support communication efforts.

Encouraging Effective Technology Use in Schools

What a school leader can do to encourage appropriate and effective use of technology:

1. Involve staff in the creation of a school-wide technology plan that includes assistive technologies.
2. Lead staff in becoming familiar with the educational and assistive technology available at your school and resources to support their use at school, district, and statewide levels.
3. Assess the technology training needs of staff at your school periodically.
4. Plan proactively professional development about technology for staff at your school.
5. Use universal design for learning strategies to support the needs of diverse learners.
 - Advocate for technology that supports accessibility for diverse learners.
 - Promote the use of technology-based learning activities in line with curriculum objectives.
6. Recognize effective technology use (e.g., highlight effective practices at staff meetings, bulletin board postings, peer sharing during training events, newsletter articles)
7. Create a database of all assistive and educational technology used in the building in order to:
 - obtain information about what the district has committed to provide to meet individual student needs
 - monitor building-wide usage
 - plan for future needs
 - provide documentation for compliance with IDEA
8. Monitor AT consideration at IEP meetings to ensure that AT is considered for every student receiving special education.
9. Make a master list of assistive technology that are listed in every IEP, so that you know what will be provided for your students. Prior to a teacher observation, check the master list to determine which students should have technology available and operational in that class.
10. Ensure timely technical support and to support continuous student achievement..

Resources
<ul style="list-style-type: none">○ Bowser, G. (June 2003). <i>Assistive Technology Model Operating Guidelines for School Districts and IEP Teams</i>. Roseburg, OR: Oregon Technology Access Program. Download from www.otap-oregon.org.○ Bowser, G. & Reed, P. (2004). <i>A School Administrator's Desktop Guide to Assistive Technology</i>. Arlington, VA: Technology and Media Division of the Council for Exceptional Children. Available for purchase at www.tamcec.org.○ Consortium for School Networking Leadership Initiatives. <i>Accessible Technology for All Students</i>. www.COSN.org○ International Society for Technology in Education (2003). <i>National Educational Technology Standards for Teachers</i>. Eugene, OR: ISTE www.iste.org○ Minnesota Department of Education (2003). <i>Minnesota Assistive Technology Manual</i>. Roseville, MN: Minnesota Department of Education. Download from http://education.state.mn.us/html/intro_speced_at-res.htm○ Minnesota Department of Education (2006). <i>An Administrator's Perspective on Assistive Technology</i>. http://education.state.mn.us/html/intro_speced_at-res.htm○ Texas Assistive Technology Network (2004). <i>Administrator's module</i>. Download from www.texasat.net○ <i>Quality Indicators for Assistive Technology</i>, www.qiat.org

References

O'Dwyer, L. M., Russell, M. & Bebell, D. J. (2004, September 14). Identifying Teacher, school and district characteristics associated with elementary teachers' use of technology: A multilevel perspective, Education Policy Analysis Archives, 12 (48).

ISTE (2003) National Education Technology Standards for Teachers. Eugene, OR: International Society for Technology in Education (ISTE).