

Title: School Leadership for Comprehensive and Effective Use of Technology

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Abstract

The new Technology Standards for School Administrators (TSSA Collaborative, 2001) represent a national consensus among educational stakeholders of what best indicates effective school leadership for comprehensive and effective use of technology in schools. We all know that leadership is a key issue in assuring successful use of technology for teaching and learning. How might the development of standards help to prepare our educational leaders? For the past two years an innovative partnership of California State University San Marcos, San Diego County Office of Education, California Technology Assistance Project (CTAP) Region IX, North County Professional Development Federation, South County Professional Development Consortium and over 25 area school districts have collaborated on issues such as this.

Objective: This partnership, Improving Learning for All Students through Technology (ILAST), has provided an opportunity to look at how technology standards for administrators can support school leadership.

Methodology: The ILAST leadership team has developed a standards-based curriculum specific to the TSSA in a 120-hour program completed over a one-year time period. The program applies the new administrator standards by engaging participants as they a) examine the use of appropriate technologies to maximize learning, b) create or expand site or district technology use plans, c) develop online communication skills to promote collaboration, exchange of resources and reflective practice, d) improve technology skills to advance professional practice and increase productivity, and e) use technology to assist in decision making including collecting and analyzing data, interpreting results and communicating findings. A pre-post survey is administered to assess the administrator perceptions of their learning and application of technology at their sites.

Outcomes: ILAST project leaders worked closely to design and implement a customized online assessment form that would serve to organize the collection of research data in a digital format. Participants' perception of what worked and what didn't work within the established framework of supported self-directed learning was analyzed and modifications were made for implementation during a second phase.