Administrators' Planner for Effective Technology Supervision and Leadership

Principals and administrative leaders are powerful change agents. Research shows that 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 (O'Dwyer, Russell, & Bebell, 2004). This planner can be used to support and guide administrators in their work as they identify effective technology use, including assistive technology (AT), and mentor teachers and staff. Suggestions for use include staff discussion of service quality, goal setting, supervision and continuous improvement efforts, monitoring and progress assessment.

Effective Technology Leadership for Principals and other Administrators	Yes	No
Principals and teachers have clearly defined, shared expectations on the importance of implementing technology, including AT, in teaching and learning.		
Administrators' expectations for technology use including AT 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.		
Effective Technology Practice for 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 to use the technology, including assistive technology, written in their IEPs.		
Teachers routinely include specific evidence about technology use when reporting student progress to parents.		
Effective Technology Use by 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 use technology to access information, acquire knowledge and demonstrate skills.		
Students who experience difficulty with writing use technology to demonstrate knowledge and skills.		
Students who experience difficulty with physical or sensory access to classroom materials use technology to access the curriculum and demonstrate knowledge and skills.		
Students who experience difficulty with math use technology to access information, acquire knowledge and demonstrate skills.		
Students who experience difficulty with oral communication use technology to support communication efforts.		

© QIAT Leadership Team (2013), www.qiat.org

Encouraging Effective Technology Use in Schools

One of an administrator's responsibilities is to manage the technology that is currently used. However, it is important to point out that when considering AT for an individual student, a wide range of options should be considered in addition to what is available in the district.

A school leader can encourage appropriate and effective use of technology by:

1. Involving staff in the creation of a school-wide technology plan that includes AT.
2. Leading staff in becoming familiar with the educational and assistive technology available at their school.
3. Encouraging staff to become familiar with resources to support technology use at school, district and statewide levels
4. Periodically assessing the technology training needs of staff at your school.
5. Planning professional development about teaching with technology.
6. Using universal design for learning strategies to support the needs of diverse learners.
    - Advocating for technology that supports accessibility for diverse learners
    - Promoting the use of technology-based learning activities in line with curriculum objectives
7. Recognizing effective technology use (e.g., highlight effective practices at staff meetings, bulletin board postings, peer sharing, and newsletter articles)
8. Creating 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
9. Monitoring AT consideration at IEP meetings to ensure that AT is considered for every student receiving special education.
10. Making a master list of assistive technology included in each IEP.. Prior to a teacher observation, check the master list to determine which students should have technology available and operational in that class.
11. Ensuring timely technical support and repairs to support continuous student achievement.

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).

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

QIAT resources for Administrative Support of Assistive Technology Services can be found at *www.qiat.org*