TECHNOLOGY STANDARDS FOR SCHOOL ADMINISTRATORS: AN EVALUATION OF GUIDELINES COMPARED TO PERCEPTION, PREPARATION AND PRACTICE

A Dissertation

by

AMELIA LEIGH WASHBURN CHENEY

Submitted to the Graduate School

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DOCTOR OF EDUCATION

May 2005
Doctoral Program in Educational Leadership
Reich College of Education

TECHNOLOGY STANDARDS FOR SCHOOL ADMINISTRATORS:
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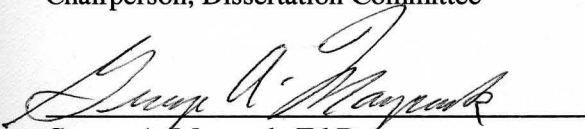## PERCEPTION, PREPARATION AND PRACTICE

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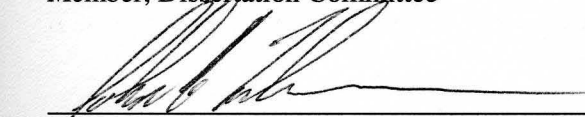
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Richard E. Riedl, Ph.D.
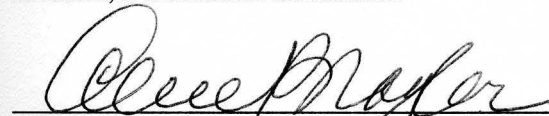Chairperson, Dissertation Committee

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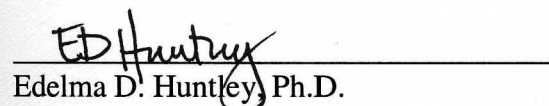George A. Maycock, Ed.D.
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ABSTRACT
TECHNOLOGY STANDARDS FOR SCHOOL ADMINISTRATORS: AN EVALUATION OF GUIDELINES COMPARED TO PERCEPTION, PREPARATION AND PRACTICE
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The leadership of the school principal is mentioned frequently as a crucial factor for effective use of computers and related school technology, yet a clear definition of technology leadership is not in evidence. In 2001, national Technology Standards for School Administrators were released in an attempt to provide framework for this leadership. This study employed a survey of principals in North Carolina to determine their impressions of the clarity and importance of the performance indicators imbedded in these Standards, as well as the preparation for and practice of expected behaviors. This research showed that, while principals understand and appreciate the Standards, the described behaviors are not practiced consistently, and principals feel unprepared to perform in ways expected of them. The study also demonstrated that principals define technology leadership in terms far less broad than those of the Technology Standards for School Administrators. Key concepts in principals' definitions included resource acquisition, modeling of use, and encouragement of use of technology in instruction, but have little emphasis in areas such as vision, planning, and policy.

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