

Leadership Concerns Toward Implementation Of The Texas Essential Knowledge And Skills (TEKS) For Technology Applications

Leo Wells
Texas Tech University
Camel1951@aol.com

Terence C. Ahern
Texas Tech University
dwtca@ttacs.ttu.edu

Educators have long exhibited concerns over changes in the curriculum. The political benefits of having the latest in educational technology are nothing new, reinforcing educators' cynicism about adopting innovations. New curricular standards for Texas have recently been adopted, requiring new hardware.

The Concerns-Based Adoption Model (CBAM) ascertains the concerns of educators as they implement innovations, a portion of which is the Change Facilitator Stages of Concern (CFSoc) survey with statements reflective of school leaders. This present research seeks to determine the concerns of change facilitators as they implement new curricula for technology applications.

Our study context is a six-school educational technology consortium. We will be interviewing superintendents, principals, and technology "experts." There will also be a confirming survey (CFSoc). We will review documents on technology implementation, including board minutes, policy statements, evaluations, grant applications, and archival records.

The study design is exploratory, avoiding assumptions over our informants' concerns and personal biases on our data analysis. Through the analysis method of pattern-matching, we will compare those concern patterns we find with established concern patterns of change facilitators.