Educational Leadership Faculty Take the High Renaissance Challenge: Preparing Tomorrow’s Leaders to Lead (PTL²)

Abstract:
Preparing Tomorrow’s Teachers to Use Technology without Preparing Tomorrow’s Leaders to Lead is like having the Renaissance without Michelangelo. Somebody has to inspire the art and ignite the vision for the technology skills necessary for the 21st century work place. Educational leaders must be equipped with the tools and knowledge necessary to lead and enable teachers to equip students for the requirements of No Child Left Behind and enable them to be productive, technologically proficient citizens. See how one PT3 Catalyst Project turned K-12 and Educational Leadership faculty non-technology leaders into visionaries and advocates for technology. Session participants will receive copies of the brief papers and CD-ROMs containing sample videos of leadership training sessions, training materials, evaluation tools, and results of effectiveness studies.

Proposal:

Despite the fact that technology has been in education since the early 1980’s, teachers still do not feel prepared to integrate technology into their curriculum in rich and meaningful ways (Technology Counts, 1999). Reasons for the lack of success in integrating technology is cited throughout the literature as deficits and gaps in expertise and support (Colburn, 2000; Hanby, 2000).

These findings support the fact that technology specific leadership skills need to be provided not only to non-technical principals and superintendents, but also to the educational leadership faculties to Prepare Tomorrow’s Leaders to Lead.

The Alabama’s Preparing Tomorrow’s Teachers to Use Technology (AlaPT³) grant collaborated with the Alabama Renaissance Technology Academy for School Leaders to provide leadership training to K-12 leaders and Educational Leadership faculties. More than 52% of the K-12 superintendents and principals and 30% of educational leadership faculty received training based on TSSA and Alabama Technology Standards for Administrators in the areas of planning, funding, and data driven decision-making. Participants received job-embedded instruction. AlaPT³ provided curriculum, resources and evaluation while training was provided by Renaissance trainers on-site, online and through video conferences. Participants completed a job embedded project demonstrating technology skills and application. Evaluations utilizing the Alabama Technology Survey for School Leaders were administered via the Profiler web site. Taking a Good Look at Technology (TAGLIT), an instrument designed to give a detailed picture of the integration of instructional technology within a school, was also administered to each participant’s school.

This session will present the results of a two year study, samples of curriculum, training schedules and assessment instruments.
Author1: Dr. Shannon Parks, Alabama’s Preparing Tomorrow’s Teachers to Use Technology (AlaPT³), Director; Alabama Department of Education, Technology Initiatives
Email: sparks@alsde.edu

Author2: Ms. Tracee Synco
Organization: Alabama’s Preparing Tomorrow’s Teachers to Use Technology (AlaPT³), Best Practice Coordinator, and Trainer, Alabama Department of Education
Email: tsynco@uab.edu

Author3: Ms. Stephanie Ash
Organization: Alabama’s Preparing Tomorrow’s Teachers to Use Technology (AlaPT³), Associate Director Alabama Department of Education
Email: sash@uab.edu

Author4: Ms. Jennifer Fritschi
Organization: Alabama’s Preparing Tomorrow’s Teachers to Use Technology (AlaPT³), Professional Development Coordinator and Trainer, MarcoPolo State Administrator Alabama Department of Education
Email: Fritschi@uab.edu