

## ASK A REL Response

### School Principals and the Use of Technology and Information Systems in the Management of School Business January 2014

#### Background

REL Southwest received a request for information seeking research that indicates whether technology and information systems aid in the management of school business and the principal's role in using such technology, and if there are known gaps.

#### Search of Databases and Websites

ERIC database ([www.eric.ed.gov](http://www.eric.ed.gov))

EBSCO's Academic Search Elite database

#### Keywords and Search Strings Used in the Search

(principals OR school principals) AND (information technology OR technology uses in education OR educational technology) AND (school administration OR business)

#### Criteria for Inclusion

REL Southwest selected the following resources that provide research on the role of school principals in using technology in school administration practices.

**Date of the Publication:** The most current information (primarily published from 2006 to the present) was included.

#### Resources

Agnew, D. W. (2011). *Administrative obstacles to technology use in West Virginia public schools: A survey of West Virginia principals*. (Doctoral dissertation). West Virginia University, Morgantown, WV. Available from ProQuest Dissertations & Theses Full Text database. (Order no. 3476400.) *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university library systems.*

*From the ProQuest abstract:* Public school principals must meet many challenges and make decisions concerning financial obligations while providing the best learning environment for students. A major challenge to principals is implementing technological components successfully while providing teachers with the 21st-century instructional skills needed to enhance students' utilization of technology. For this study, technology consisted of areas related to infrastructure (facilities, hardware, software, funding), social issues (staffing, staff development, principals' motivation, teacher and student perceptions), and policy affecting how principals implement technology in elementary, middle, and high school environments. These areas of technology are greatly impacted through the administrative decision making process.

Fletcher, G. H. (2009, May). A matter of principals. *T.H.E. Journal*, 36(5), 22-28. Retrieved from <http://thejournal.com/Articles/2009/05/01/A-Matter-of-Principals.aspx?p=1>

*From the ERIC abstract:* Scott McLeod says the great sin in the way professional development is provided in this country is one of omission. On his blog, McLeod, an associate professor in the Department of Educational Leadership and Policy Studies at Iowa State University and the coordinator of the department's Educational Administration Program, writes, "Most of our school leaders have received no training whatsoever when it comes to 21st-century schooling." Asked if there is any hope, McLeod points to programs under way at Chicago Public Schools and in the state of Maine that both provide ongoing and structured opportunities for principals to learn and share experiences and support each other.

Gosmire, D., & Grady, M. L. (2007, February). A bumpy road: Principal as technology leader. *Principal Leadership*, 7(6), 17-21. Retrieved from <http://www.nassp.org/portals/0/content/55193.pdf>

*From the ERIC abstract:* Technology expenditures and usage in schools have risen by nearly 300 percent during the last three decades. Few principals claim to be technology experts, but most aspire to design a map that leads their schools to success with educational technology. The key to success on the journey is not to know everything, but to ask the right questions. This article presents ten questions that will help principals lead others to technology success: (1) What are the technology trends I need to know about?; (2) What does the research say about schools and technology?; (3) What do I need to know about technology to move my school forward?; (4) Are there guidelines to help me?; (5) How do I construct a safety net for technology in the school?; (6) How do I know I have created effective policies and plans?; (7) How do I promote the integration of technology in the classroom?; (8) How much will all of this cost and where do I get the funds?; (9) How do I work with technology experts?; and (10) How will I measure success?

Haughey, M. (2006, February). The impact of computers on the work of the principal: Changing discourses on talk, leadership and professionalism. *School Leadership & Management*, 26(1), 23-36. *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university library systems.*

*From the ERIC abstract:* This paper, based on a two-year study involving interviews with 30 principals about the impact of computers on their work, explores their responses through the concepts of talk, distributed leadership, professionalization and knowledge management. Gronn's elucidation of the ways power is handled through discourse is an interesting counterpoint to the principals' accounts of the use of email and the push for immediacy. The current emphasis on distributed leadership mimics the distributive power of the network. There is some evidence that schools are becoming networks rather than hierarchies while professionalization has created communities that go beyond the boundaries of the school. Knowledge management is evident both in regulated activities and in informal communities used to support the dynamic structure of school life.

Korach, S., & Agans, L. J. (2011, December). From ground to distance: The impact of advanced technologies on an innovative school leadership program. *Journal of Research on Leadership Education*, 6(5), 216-233. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ95>

*From the ERIC abstract:* An educational leadership preparation program for the 21st Century not only makes use of innovations in teaching and learning, but pushes the educational experience forward through the effective use of advanced technologies. This idea frames the delivery methodology for a blended online principal preparation program. The blended online program was designed upon the foundation of an existing innovative classroom-based principal preparation program. The technology enhanced program relied on three instructional technologies: high-participation threaded online discussions through Blackboard, the use of digital portfolios for project management and evaluation, and the establishment of online communities of inquiry and supportive networks. Since the classroom-based and blended online principal preparation programs share a common evaluation framework and project design, this consistency offers a unique opportunity to explore the impact of the utilization of advanced technologies in the delivery of a professional preparation program. Initial findings reveal that program participants in the blended online program report similar outcomes as those in the classroom-based program. The power of the field-based inquiry projects and the implementation and impact of the technologically advanced delivery system are discussed along with implications for program development.

Sheninger, E., & Cavallone, P. (2013, January). From the principal's office: Addressing edtech at the principal level. *Technology & Learning*, 33(6), 19. *Note: We were unable to locate the full-text version of this resource. Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.*

*From the EBSCO Academic Search Elite abstract:* The authors discuss the impact of educational technology on school principals in the U.S. They state that a career development campaign to prepare for the integration of technology to support teaching and learning methods has been sought by principals. The authors note that technology reforms can be modified in competitive educational markets.

---

ASK A REL is a service provided by a collaborative of the REL Program, funded by the U.S. Department of Education's Institute of Education Sciences (IES). This response was prepared under contract ED-IES-12-C-0012 with IES, by REL Southwest, administered by SEDL. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.