

Effective Strategies K-12 School Leaders Can Use to Improve Technology Integration in Classrooms

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Abstract

With the rapid rise in demand for effective technology integration in K-12 classrooms, particularly in nonpublic schools, strong leadership is crucial. The absence of effective strategies can hinder student learning outcomes, posing a significant challenge for educators who are striving to improve academic success. This qualitative research project included a pragmatic inquiry design to explore the strategies that some K-12 school leaders apply to improve classroom technology integration and enhance student learning outcomes. Grounded in the Technology Integration Matrix framework, the study involved a purposive sample of five school leaders from non-public K-12 institutions in Maryland. Data were collected through semistructured interviews and analyzed using thematic analysis. Key findings revealed eight themes, including the importance of differentiated professional development, building teacher buy-in, ensuring digital equity, and selecting appropriate tools through inclusive decision-making. The project also highlighted the pivotal role of leadership in modeling and sustaining innovation. A key recommendation is for educational leaders to invest in systems that provide continuous support for teachers while creating a culture that encourages responsible, student-centered technology use. The implications for positive social change include the potential to expand equitable access to digital learning tools in nonpublic schools, which may help educators create more inclusive and effective learning environments for all students.

Keywords

Classroom technology, instructional practices, K-12 education, professional development, technology integration.