

# TECHNOLOGY INTEGRATION MATRIX (TIM) - Principal

		<b>SUBSTITUTION/ EMBELLISHMENT</b>	<b>AUGMENTATION/ ENHANCEMENT</b>	<b>MODIFICATION/ INFUSION</b>	<b>REDEFINITION/ TRANSFORMATION</b>
<b>Key Aspects of School Technology Leadership</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>DEVELOPING CRITICAL-THINKING SKILLS</b>	<b>Entry</b> Technology is seldom used and has no real impact on the school's organization and management or on student achievement.	<b>Substitution/Embellishment</b> Technology allows for different ways of doing things, with no improvements in the school's organization and management or in student achievement.	<b>Augmentation/Enhancement</b> Technology allows for improvements in the school's organization and management as well as in student achievement	<b>Modification/Infusion</b> Technology allows for significant changes in the school's organization and management, and the exercise of decisive influence on student achievement.	<b>Redefinition/Transformation</b> Technology allows for a redefined management style and the modelling of innovative practices in all areas of the school, with a view to impact student achievement.
<b>Data Collection</b>	The principal occasionally conducts <b>written surveys</b> .	The principal <b>occasionally</b> conducts <b>surveys, sometimes written, sometimes electronic, within the school</b> (e.g., use of digital forms for conducting surveys).	<b>At certain points</b> in the year, the principal <b>and school team</b> conduct <b>surveys, sometimes written, sometimes electronic, among certain members of the school community</b> (e.g., the principal implements electronic parent surveys).	The principal <b>and school team</b> conduct <b>electronic surveys</b> among <b>certain</b> members of the <b>school community</b> (e.g., the principal uses electronic surveys in order to obtain feedback after each activity involving members of the school community).	The principal <b>and school team</b> conduct <b>electronic polls or surveys, and periodically collect data from all members of the school community from a variety of sources</b> (e.g., the principal sends parents an electronic survey after every parent-teacher interview).
<b>Data Analysis and Dissemination</b>	The <b>principal</b> <b>summarily analyzes</b> the data from the written surveys. Data obtained from outside the school are sent to the school community via traditional means of communication.	The <b>principal</b> <b>uses the data collected according to the format</b> of the survey (e.g., written, electronic, interview), in order to meet <b>administrative needs. The results are sometimes communicated</b> to the school community in the traditional manner or via an established technology tool (e.g., school website).	The <b>principal and school team</b> use the collected data and <b>analyze them more or less effectively</b> based on the format of the survey (e.g., written, electronic, comments on the blog), so that the data <b>can be taken into account in the decision-making process</b> . The <b>results are sometimes communicated</b> to the school community.	The <b>principal and school team</b> use the electronically collected data and <b>analyze them effectively, so that they can be taken into account in the decision-making process</b> . The <b>results are communicated</b> to the school community.	The <b>principal and school team</b> use the data collected at school by the student information management system and by external sources (e.g., EQAO, PISA), and <b>analyze the data effectively and thoroughly, in order to draw up a full school-needs profile. Results are communicated</b> to the school community in a systematic manner. This approach allows for informed decision regarding the school's important issues.

<p><b>Planning</b></p>	<p>The principal develops the school improvement plan <b>as prescribed</b>, using mostly external data (e.g., EQAO tests).</p>	<p>The <b>principal develops the school improvement plan</b> using some <b>internal data and some external data. Occasionally, he/she adjusts the plan</b>, based on observations, the school's progress, and what few data have been collected.</p>	<p>The <b>principal and school team develop the school improvement plan</b> using <b>internal and external data</b>. At <b>specific points in the year, the plan is adjusted</b>, based on observations, the school's progress, and the data collected. The plan is established using technology tools appropriate to the task.</p>	<p>The <b>principal and school team develop the school improvement plan</b> using a <b>number of internal and external data</b>, and <b>invite teaching staff members to contribute to the plan and comment on it at strategic points</b> throughout the year. Thus, the plan is adjusted, based on the data and comments collected, with the help of effective and appropriate technology tools (e.g., collaborative documents used at staff meetings).</p>	<p>The <b>principal and school team develop the school improvement plan</b> using a <b>number of internal and external data</b>, and, via various technological means, invite <b>the entire school community to contribute to it and comment on it throughout the year</b>. Thus, the plan is adjusted, based on the data and comments collected (e.g., collaborative document available on the school portal for collecting comments throughout the year).</p>
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