

Before

The research focus of this study is how the principal's leadership and support impact the integration of classroom technology as it pertains to critical thinking, creativity, communication, and collaborative skills for Low Socio-Economic, African-American and Latino students attending schools in urban settings. As technology use has blossomed in school settings across the country, students have color of experienced have experienced increased access to the physical hardware, but have not benefited from the advantaged that technology integration offers to the same degree as White students. As a result, minority students are experiencing a gap in learning experiences that will likely impact their college matriculation and graduation, earning power, and access to the promise of the technology revolution .

After

A principal's leadership and support impact the extent to which technology is integrated into the classroom and instructional strategies. Effective use of technology can have important outcomes for critical thinking, creativity, communication, and collaborative skills. This is especially true for low socio-economic African-American and Latino students attending schools in urban settings. As technology use has blossomed in schools across the country, students of color have experienced increased access to technology, but they have not benefitted from this access to the same degree as White students. As a result, minority students are experiencing a technology gap in learning experiences that will impact college readiness, matriculation, and graduation as well as career readiness, employability, and future earning power. In a broader context, they are denied access to the promise of the technology revolution that impacts every facet of life in the 21st century.