The purpose of this qualitative case study was to examine teachers' and administrators' perceptions of the integration of instruction and technology in a small Midwestern school district and to discover factors that impede or contribute to this process. A review of literature provides information on the importance of adhering to the principles of adult learning when delivering professional development for integrating technology and instruction to teachers. An examination of professional development practices found the needs of adult learners were not always considered during delivery. Literature about the knowing-doing gap revealed ways to assist teachers in adopting new processes with confidence and motivation, thus alleviating barriers to implementation. This study used semi-structured interviews with teachers, a focus group of administrators, document review, and observation with field notes to determine themes district leaders can use to understand how teachers and administrators view and experience professional development and practices concerning technology. The themes were: a) Integration of Technology and Instruction; (b) Professional Development; (c) Accountability; and (d) Barriers Contributing to the Knowing-Doing Gap. The findings provided district administration with implications for practice, which will allow teachers and leaders to develop a shared vision of the technological practices in the classroom and may aid in decisions regarding software, hardware, professional development, and level of support.