ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment
What is the current reality in our school?

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ESSENTIAL CONDITION ONE: Effective Instructional Uses of Technology Embedded in Standards-Based, Student-Centered Learning

ISTE Definition: Use of information and communication technology (ICT) to facilitate engaging approaches to learning.

Guiding Questions:
- *How is technology being used in our school? How frequently is it being used? By whom? For what purposes?*
- *To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, CCSs)?*
- *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Technology is used daily by teachers to construct and guide learning.

Students use technology daily to build reading, vocabulary, comprehension, and math skills through resources such as Istation and Conceptua Math.

Technology is used to monitor student growth through assessments from Cobb Teaching and Learning System (CTLS), Reading Inventory (RI), Math Inventory (MI), and Istation. | Unfortunately, researched-based best practices are not always aligned to instruction.

There are no technology standards in place to align with our school improvement plan.

There is a need for more technology leadership to support teachers with integrating technology tools. | There are weekly grade level team meetings held for collaboration to discuss objectives and strategies for implementing standard-based lessons.

Teachers have the chance to collaborate with Literacy coach and EIP/Math coach to improve effective teaching skills.

In the future, there could be implementation of technology into the school improvement plan and also a technology team put together to support teachers with integrating technology more into the classroom. | Most teachers are not familiar with ISTE standards and therefore lack knowledge of how to enhance higher order thinking skills with integration of technology.

Some teachers are not as enthused about learning new technology tools due to limitation of time or feeling lack of confidence with implementing tools. |

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Summary of Results/Conclusions:
According to the Lead and Transform Diagnostic Tool our school is at the approaching mark when it comes to student-centered learning. Technology is used everyday to engage student learning and as a means for guiding instruction. It can often be seen as a method for allowing students to show what they know using the smartboard to articulate learned skills. We use technology in our school to also build as well as monitor student progress of academic skills. Students engage in learning through academic sites and work individually, in small groups, and whole groups throughout the day.

Our weaknesses but also possible opportunities are that we currently do not have technology standards as a priority focus in our school nor do we have a team on standby to provide technical support. We are still in the process of gaining more technology devices and being a Title I school causes other needs to be more of a priority as of now. Not only do we lack the number of teachers being knowledgeable about differentiated technology tools to support learning, but we also face the threat of finding enough teachers who are available to learn about digital tools and strategies due to limited time. Teachers are swamped with meetings and in most cases the allotted time for planning barely seems like enough so teachers are not as willing to give up the little "free time" they do have because they are busy making copies, grading papers, and trying to do their own personal planning aside from the team meeting planning. Then to top it off, most teachers have families or are in school, so even after school hours there are very few teachers available to help impact gaining and sharing knowledge of digital tools to promote student-centered learning in the classroom.

Recommendations from Gap Analysis:
In order to make any type of improvement there must be a plan set in place. It's imperative to have the support of administrators and school leaders to help drive digital learning in the community. Sheninger even suggests that administrators and school leaders interact with professional learning networks in and outside of local organizations (p.115 Sheninger, 2014). By building a team that can expand on the element of professional growth and development there will be more sense of security among teachers and therefore lead to greater participation of technology integration. "Schools and systems of education that do not embrace digital learning and place a high emphasis on standardization will always fail to resonate with our students" (p. 134 Sheninger, 2014). This is a sad reality and something that no school wants to face. It is every teacher's goal to build relationships with their students that will result in academic achievement.

"The ISTE Standards guide teachers toward designing learning experiences that permit student independence and foster lifelong learning." (Essential Condition, 2019) As educators, we want our students to be well equipped for the grades ahead and for their future careers. So, becoming familiar with ISTE standards and embracing the technical tools can increase higher order thinking skills that will lead to more leadership and student success. Being in a world that is quickly evolving around technology, it is our

job to prepare students for the roles that lie ahead. Being digital citizens enable students to take ownership of their learning, become explorers, and have a greater sense of authentic learning.

Supporting Sources: *Essential Conditions*. (2019). Retrieved from https://www.iste.org/standards/essential-conditions *ISTE Lead and Transform Diagnostic Tool* (Appendix A) Sheninger, E. (2014). *Digital leadership: Changing paradigms for changing times*. Thousand Oaks, CA: Corwin. Teacher Interview

ESSENTIAL CONDITION TWO: Shared Vision
ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.

Guiding Questions:
- *Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?*
- *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they believe about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?*
- *To what extent do educators view technology as critical for improving student achievement of the GPS/CCSs? To preparing tomorrow's workforce? For motivating digital-age learners?*
- *What strategies have been deployed to date to create a research-based shared vision?*
- *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?*

Strengths	Weaknesses	Opportunities	Threats
All stakeholders view technology as a major key to enhance student learning.	There is not a vision related to technology use for the school. All stakeholders are not aware of a vision for technology use.	A school technology vison can be designed. All stakeholders can play a role in creating the vision.	There could be possible challenges of getting all teachers on board with the shared vision.

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Educators view technology as important to improving student achievement of GPS.

The district has a vision for technology use. | All stakeholders are not participants of a shared vision for technology use. | Administration and teachers can be held responsible for ensuring implementation of the shared vision. | Challenges could occur with parent engagement for parents who are not strong participants when it comes down to communication or language barriers can also be an issue. |

Summary of Results/Conclusions:
The Lead and Transform Diagnostic Tool shows that our school is at the beginning mark when it comes to shared vision. The strength lies in the fact that the district has a vision planned for technology. This provides some type of hope being that the weakness is that our school currently does not have a shared vision for technology. Another strength includes educators agreeing that technology plays a great impact on improving student academic achievement especially when involving state standards. The stakeholders hold a heavy emphasis on our weaknesses and opportunities. Due to the absence of a school vision for a technology plan there is no way for everyone to collaborate on ways to measure technology skills or strategies that can implement researched-based and best practices for a shared vision. This is where the threats come into play because it's impossible to get teachers and parents on board when there is not a set plan of action to promote digital learning techniques. Looking at everything as a whole, it is clear to see how the school scored low (beginning) for the Lead and Transform Diagnostic Tool in the area of shared vision.

Recommendations from Gap Analysis:
Analyzing the results, it is imperative for leaders to establish a clear vision to staff members which will encourage strong and well thought out opinions, ideas, and behaviors that will promote change in the school (p. 32 Sheninger, 2014). The mission statement is "One Team, One Goal, Harmony-Leland Success." The success of our school relies on embracing pedagogical techniques that will better prepare our students to be achievers for today's society. Developing a technology team that can identify effective technology uses and align with a research-based technology shared vision will help motivate our students to be intrinsic digital-age learners. In a previous interview, the principal stated that if the school were to develop a technology plan it would be very similar to the Cobb County technology plan.

Forming a shared vision technology plan will help ensure that our students are receiving the skills they need to function in the evolving technology world in which they are adapting to daily. This being said, all stakeholders should provide input for the vision and understand how it impacts them. They need to know how to effectively apply the shared vision within their individual roles (Essential Condition, 2019). After a vision has clearly been designed, the next step is to make sure that all educators are aware of and understand the goals and expectations of the shared vision. This is the perfect time to introduce ISTE standards and the many ways it benefits student learning, higher order thinking skills, and strategies to correlate them with state standards and the school

improvement plan. Then, parents and other community members should be welcomed to held meetings about the shared vision preferably during the evening time for more convenience which will increase a higher chance of participation.

Supporting Sources:
Essential Conditions. (2019). Retrieved from https://www.iste.org/standards/essential-conditions
ISTE Lead and Transform Diagnostic Tool (Appendix A)
Sheninger, E. (2014). *Digital leadership: Changing paradigms for changing times*. Thousand Oaks, CA: Corwin.
Teacher Interview

ESSENTIAL CONDITION THREE: Planning for Technology

ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.

Guiding Questions:
- *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)*
- *What should be done to strengthen planning?*
- *In what ways does your school **address the needs of diverse populations in the school or district to include how race, gender, socio-economic, and geographic diversity** giving consideration to how these factors commonly affect K-12 students' access to school and beyond-school access to high-speed Internet, modern computing devices, software, knowledgeable technology mentors, culturally-relevant digital content, and other affordances critical to technology literacy acquisition.*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
There is a plan at the district level to guide technology. Students have access to technology devices throughout the school day and are required to use tools purchased to help support student learning.	There is not a plan in place that addresses socio-economic needs of our students in reference to internet access at home. A technology plan is needed to support planning in our school. Currently, there is not a technology committee to	The school could look into how internet services can be provided for families who need it. A future technology committee could plan meetings a few times a month. The technology plan can be monitored and adjustments can	There are limited numbers of educators who hold advanced technology literacy skills. Not enough teachers are familiar with technology standards.

The are plans to increase the amount of technology devices available to staff and students.	develop meetings for planned technology.	be made to the plan as necessary.	

Summary of Results/Conclusions:

Looking at the Lead and Transform Diagnostic Tool, our school is at the beginning mark when it comes to planning for technology. We have a long way to go with this specific essential condition. As stated before, there first step must be to create a technology plan that can be used to support planning for technology. Many teachers lack the technology literacy skills that are needed to prepare students for the digital world. Not only do they lack technology literacy but also the flexibility in order to learn and become familiar with technology standards. These weaknesses make it very easy to have threats of implementing innovative teaching strategies into the classroom. The good news is that once a plan is put in place and we have a team that is ready to help our school soar, we will be ready to meet goals as well as build a strong foundation with our stakeholders. Holding the strength of having technology available for student use throughout the day promotes learning with technology. The districts technology plan also is a strength being that it gives our school ideas off what we can include in the shared vision and also make connections that will support our school improvement plan.

Cobb's vision is to prepare digital-age learners for success in a global, ever-changing society. The three main goals for our district are as follows:

- Leverage technology to transform traditional classrooms into digital age classrooms.
- Create and support effective and ethical digital age learning environments.
- Empower digital-age learners, teachers, and administrators to use technology tools to enhance rigorous, relevant, and engaging learning experiences.

Recommendations from Gap Analysis:

As instructional leaders, one of our primary goals is to focus our attention on observing and evaluating instruction. By taking these steps we can better prepare our teachers to take risks, become knowledgeable about effective practices, share resources, and even be more at ease with implementing innovative teaching strategies (p. 34 Sheninger, 2014). It is imperative to think of all students who come from different socio-economic backgrounds, gender, and race. We want to make sure that our diverse population can be equipped with all of the tools they need inside as well as outside of the classroom. The instructional coach and other school leaders can collaborate with counselors and parent facilitators on ways to provide internet access for families in need.

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"The implementation plan provides a detailed roadmap for reaching critical milestones within the initiative. With it, the shared vision becomes concrete. Without it, the ability to maximize available resources and meet learning goals decreases" (Essential Condition, 2019). Planning for technology is more critical than most people would think, especially those who are not aware of the impact technology holds within an organization. School leaders must take the initiative to get all stakeholders on board with providing the necessary tools to support student-centered learning. There must be a vision set in place to orchestrate and monitor a technology plan and everyone should have an active role in making the technology plan a success.

Supporting Sources:
Essential Conditions. (2019). Retrieved from https://www.iste.org/standards/essential-conditions
ISTE Lead and Transform Diagnostic Tool (Appendix A)
Sheninger, E. (2014). *Digital leadership: Changing paradigms for changing times*. Thousand Oaks, CA: Corwin.
Teacher Interview

ESSENTIAL CONDITION FOUR: Equitable Access *(Specifically Low SES and gender groups)*

ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources.

Guiding Questions:
- *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
- *To what extent is technology arrange/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *To what extent are strategies needed to **address equity issues among Low SES and gender groups**? What are examples of strategies that would benefit your school/district? (required)*
- *Do students/parents/community need/have beyond school access to support the shared vision for learning?*

Strengths	Weaknesses	Opportunities	Threats
Students have access to technology devices and internet during the school day in the classroom.	Not all students have access to internet at home. We are not a 1:1 device school.	School can connect with organizations to provide internet access for families at home.	Some parents may not be willing to participate in after school digital learning. There may not be enough educators willing to support

Teachers can checkout laptop carts from the Learning Commons. The Technology Lab and Learning Commons has several computers available for students and teachers to use. The school embraces the BYOD policy.		More emphasis can be put to girls having leadership when they join the robotics club. There could be access for parent and student use to internet after school hours and teaching of digital literacy. Educators can partake in grants that will gain more technology devices for the school.	after school trainings for digital literacy.

Summary of Results/Conclusions:
Although we are not a 1:1 device school we are working our way up to meeting that goal. There are four laptop carts which house 30 laptops that are available for teachers to checkout. We have a Technology Lab that holds at least 30 desktops and also a Learning Commons that house at least 20 desktop computers. Every classroom has a minimum five desktop computers, a smartboard, and every teacher has their own work laptop and access to an iPad. The internet runs pretty well at our school so there are very few issues in regard to internet problems. We have an awesome STEM teacher who runs a robotics club and also engages our students with coding during their weekly visits to STEM for specials.

Recommendations from Gap Analysis:
According to the Lead and Transform Diagnostic Tool our school is at the meeting mark when it comes to Equitable Access. It is important for instructional coaches and school leaders to understand and remember that technology provides the opportunity to advance education for disadvantaged students. Acknowledging this fact, our school is making strides to increase the access of technology devices and has recently received another laptop cart for student use. In this course, it has been shared that girls tend to fall behind in their interests to technology leadership. This is something that needs to be changed and one way to do it is to create opportunities for girls to be more involved. If girls fail to be included in creating digital tools and solutions, these things will be created for them which means that they will most likely be unable to reflect their wants and rights in the future. (Plan International,

2019). The STEM teacher could support this concern by providing more leadership roles for students during their visits and also even come up with creative roles for females during robotics club meetings.

As educators begin to plan for technology implementation it's important for them to keep a few things in mind. First, they must consider the number of technology devices needed and also how to effectively use resources to meet learning and teaching goals (Essential Condition, 2019). To continue learning and teaching goals outside the classroom the school could collaborate with organizations amongst the community to provide inter access for families that need it. This would be a great way to support low socio-economic students' needs. It would also be helpful to provide opportunities for parents to come after school to learn technology literacy and technology tools so that they can support student learning at home.

In 2017, there was a study showing that students who used learning tools achieved higher rates of growth in reading comprehension opposed to other students who did not (Gonzalez, 2018). The awesome part about learning tools is that it enables low SES learners to be more engaged in school activities and projects. "A number of studies have found that students demonstrate stronger engagement, self-efficacy, attitudes toward school, and skill development when they are engaged in content creation projects" (Zielezinski, Goldman, & Darling-Hammond, 2014). Being a Title I school where there is a great amount of low SES students, we are striving to implement more technology in hopes of advancing our students to the digital world.

Supporting Sources:
Essential Conditions. (2019). Retrieved from https://www.iste.org/standards/essential-conditions
Gonzalez, J. (2018, April 15). *4 Ways Microsoft is Making Learning More Accessible*. Retrieved from
https://www.cultofpedagogy.com/inclusive/
Plan International. (2019). *Bridging the Digital Divide*. Retrieved from https://plan-international.org/education/bridging-the-digital-divide
Zielezinski, M., Goldman, S., & Darling-Hammond, L. (2014) *Using Technology to Support At-Risk Students' Learning*. Retrieved from https://edpolicy.stanford.edu/sites/default/files/publications/using-technology-support-risk-students%E2%80%99-learning.pdf
ISTE Lead and Transform Diagnostic Tool (Appendix A)
Teacher Interview

ESSENTIAL CONDITION FIVE: Skilled Personnel

ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.

Guiding Questions:
- *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?*
- *What do they currently know and are able to do?*

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- *What are knowledge and skills do they need to acquire?*

(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on "personnel," which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies.)

Strengths	*Weaknesses*	*Opportunities*	*Threats*
All teachers use technology daily in the classroom to enhance learning. Most teachers feel that they are skilled enough to use technology for their job responsibilities. All teachers have students using some form of digital resource at least once daily. The media specialist is available to assist those who need support. There is an assigned technology specialist to share technology resources with staff members.	Some teachers are open to new technology tools that can be implemented into the classroom. All teachers feel that they need more skilled personnel support on site to help meet everyone's needs. The technology specialist is shared with other schools so she is not always available when needed.	There could be more opportunities provided where both the technology specialist and media special could hold meetings informing staff members about engaging technology tools. Administrators could create incentives for those who participate in technology activities or meetings. Administrators could also encourage teachers to engage in held technology meetings by being participants as well.	Some teachers are concerned about technology errors and rather not be bothered with the frustration of technology issues. Time and funding could be an issue with training personnel.

Summary of Results/Conclusions:
An interview was given to the third-grade team and also included a special education teacher asking about their comfort level, ability, and knowledge with technology implementation in the classroom. Every teacher agreed that technology is used daily in the classroom to engage lessons and learning. They also felt as though they possessed the necessary skills to effectively meet the responsibilities of their job. Having a media and technologist is helpful, however there are many weaknesses, opportunities, and

even threats that come along with teachers not feeling as though they have enough technical support. Some teachers are not willing to deal with the headache of technical challenges and others feel that time just allow the option to explore new tools.

Recommendations from Gap Analysis:
Research shows that professional development of staff, new instructional skills, and teacher beliefs about instruction has a huge impact on the integration of technology. Exploring teachers' approach and attitudes towards teaching enables them to become better student-centered learners which in return encourages educators to be more intentional facilitators of technology (Sutton, 2015). Being familiar with teachers' approach and attitudes to learning will better help direct technology coaches and school leaders on how to engage and keep teacher's attention. There must be some form of analyzing ideas that will cater to teacher's concerns or fears so that there will be less resistance to change or implementation of new instruction. Many teachers feel like their concerns are not heard and as though their opinions matter. As leaders, we must give off a sense of partnership in hopes that teachers will see that they are influential stakeholders to the school and that their participation is what will help make the shared vision a success.

Every instructional technology coach has a goal to create a technology-rich culture in their schools. Leaders can set the atmosphere and motivate other staff members to become skilled personnel by modeling technology use themselves (Essential Condition, 2019). The Lead and Transform Diagnostic Tool shows that our school is at the beginning mark when it comes to skilled personnel. Having the support of administration is one of the best ways to encourage more teachers to explore new found ways to engage in technology. Most teachers like incentives so the principal can allow a free jeans day/week to teachers, raffle gift cards, or provide breakfast/lunch to those who participate in afterschool functions. Administration's presence is also a great way to motivate teachers to new learnings because if the principal and/or assistance principal is there then staff members will more likely see that there is some level of importance to what is being set in place.

Supporting Sources:
Essential Conditions. (2019). Retrieved from https://www.iste.org/standards/essential-conditions
ISTE Lead and Transform Diagnostic Tool (Appendix A)
Sutton, N. (2015, March 26). *What the Research Says about 1:1*. Retrieved from https://www.edutopia.org/discussion/what-research-says-about-11
Teacher Interview

ESSENTIAL CONDITION SIX: Ongoing Professional Learning

ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.

Guiding Questions:

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- *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
- *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
- *Do professional learning opportunities reflect the national standards for professional learning (NSDC/Learning Forward)?*
- *Do educators have both formal and informal opportunities to learn?*
- *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
- *How must professional learning improve/change in order to achieve the shared vision?*

Strengths	Weaknesses	Opportunities	Threats
Teachers have grade level meetings weekly. The attendance for grade level meetings is high. Teachers are very good with sharing ideas and resources to support student learning. The district requires teachers to go to assigned schools for professional learning opportunities. Administration is involved in professional development meetings.	Grade level meetings do not allow opportunities for collaborating with other grades to ensure everyone is on the same track. Technology-related professional learning is not always integrated into all professional learning opportunities. Technology specialist are not included in most professional learning meetings.	Meetings could be held quarterly to collaborate with different grade levels. More technology-related professional learning can be instructed. The technology specialist can join and even conduct more professional learning meetings so that technology-related professional learning can be increased.	The shared vision can be at risk due to teachers only collaborating with their grade level team members. Technology specialists may not be able to adjust their schedule to attend professional learning meetings.

Summary of Results/Conclusions:
Meetings are always in action at our school. Teachers are active participants and always seeking ways to improve learning techniques. The attendance is high in meetings and is monitored by administration using OneNote and sometimes in person visits. According to the Lead and Transform Diagnostic Tool our school is at the approaching mark when it comes to ongoing professional learning. Cobb County requires teachers to participate in professional developments in schools around the county. Each teacher has an assigned subject in every grade level and they are expected to attend and then come back to their school and share what they have learned with the team. The weakness comes in the fact that technology-related professional learning is not always

implemented in our school. Although there is a strength with opportunities for peer coaching there still could more technology-related sessions for staff members. Grade level teams also need the chance to communicate with other grade levels so that they can be on one accord with what skills to focus a little more on to better prepare students for the next grade level. Also, threats can possibly be decreased and opportunities increased by invited technology specialist to join in or even guide some professional development meeting so that technology-related resources can be incorporated.

Recommendations from Gap Analysis:
"One of the most important responsibilities of any leader is establishing a vision and inviting others to share in its development" (Farmer & Gabriel, 2009). Team building is the key to reaching goals and visions. Having enthused leaders who are clear about the school's vision will drive other educators initiative to support new techniques. Collaboration allows opportunities for grade level teams to share the strengths and weakness that they see amongst their students. Teams can also share ideas of possible opportunities that they would like to see for the school's improvement plan.

Ongoing training is imperative for teachers. They have to be able to stay up to date with changes in educational technology. Not only do educators need exposure to technology devices but they also need to have technology literacy so that they can properly implement skills into instruction. "All the technology in the world won't make a difference if educators don't know how to leverage it for deeper learning" (Essential Condition, 2019). This is why it is extremely important to develop a technology plan that includes ISTE standards and also correlates with the school's vision so that everyone can benefit from the outcomes of effective ongoing professional learning.

Supporting Sources:
Essential Conditions. (2019). Retrieved from https://www.iste.org/standards/essential-conditions
Farmer, P.C., & Gabriel, J.G. (2009, February). *How to Help Your School Thrive Without Breaking the Bank*. Retrieved from http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx
ISTE Lead and Transform Diagnostic Tool (Appendix A)
Teacher Interview

ESSENTIAL CONDITION SEVEN: Technical Support

ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.

Guiding Questions:
- *To what extent is available equipment operable and reliable for instruction?*
- *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current "down time" averages acceptable?*

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- *Is tech support knowledgeable? What training might they need?*
- *In addition to break/fix issues, are support staff available to help with <u>instructional</u> issues when teachers try to use technology in the classroom?*

Strengths	Weaknesses	Opportunities	Threats
All classrooms have reliable internet access that responds fairly quick. Tech support is knowledgeable and is always able to fix any issues quickly. The media specialist is available to help staff members when needed. All laptop carts are functioning and available for instructional use.	Technology support is shared between grade level schools so there is not immediate support available. When teachers encounter technology issues, they have to complete a ticket to the online help desk and then wait for technology support. It typical takes a few days for tech support to show up. A technology committee is needed.	A technology team can be developed in the school. The technology team can participate in trainings that will support troubleshooting strategies. The technology team can also train other educators who are willing to learn trouble shooting techniques.	Some leaders who are more proficient with technology are not experts with troubleshooting. Lack of immediate support intimidates teachers from wanting to learn new technology tools for lessons.

Summary of Results/Conclusions:
To summarize everything, the strengths include having reliable access to the internet all throughout the school. There rarely are any issues with connecting or having down time with the internet which saves teachers a lot of time and limits stress. The laptop carts are also resourceful and are managed well. Tech support is always reliable because they know how to quickly fix an issue once they are on site. It's also nice to have a media specialist available daily to support teachers. Looking at the Lead and Transform Diagnostic Tool our school is at the beginning mark when it comes to technical support. The weaknesses include having to share tech support with other schools, waiting days before support is provided, and not having a technology committee to support the needs of educators. The opportunities result from the weaknesses.

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Recommendations from Gap Analysis:
The opportunity goals are to develop a technology team, provide troubleshooting training for the team, and hopefully inspire other staff members to want to learn trouble shooting techniques to help support others. The threats come into play with teachers being fearful of the lack of tech support so they dismiss the idea having to implement new technology tools. Also, there are leaders who are not as knowledgeable when it comes to resolving technical issues so this too is a threat. By identifying these concerns, the leadership team can focus in on ways to make the opportunity goals possible.

Having technology support in school is a necessity because technology opens new doors for learning for both teachers and students. Providing consistent and reliable technical support helps to remove many barriers with educational learning. It also makes it possible for educators to better leverage the use of technology as an effective teaching and learning tool (Essential Condition, 2019). The more technology leadership that a school has the more likely students and teachers will be able to maneuver through technology devices and effectively manipulate tools and enhance learning skills.

Supporting Sources:
Essential Conditions. (2019). Retrieved from https://www.iste.org/standards/essential-conditions
ISTE Lead and Transform Diagnostic Tool (Appendix A)
Teacher Interview

ESSENTIAL CONDITION EIGHT: Curriculum Framework

ISTE Definition: Content standards and related digital curriculum resources.

Guiding Questions:
- *To what extent are educators, students, and parents aware of student technology standards? (ISTE Standards for Students)*
- *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?*
- *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/CCS as appropriate?*
- *How is student technology literacy assessed?*

Strengths	Weaknesses	Opportunities	Threats
There are some educators who have heard of the ISTE standards for students.	Most educators, students, and parents are not aware of student technology standards.	Educators, parents, and students can become aware of the ISTE standards for students.	Some educators may not want to participate in trainings that discuss ISTE standards for students.

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There are teachers who are willing to learn about ISTE standards to support student learning. Our media and technology specialist can help teachers learn more about the ISTE standards.	Technology literacy is not heavily assessed in the school. Many educators are not aware of digital curriculum resources that are available.	Training could be provided for educators to learn about the ISTE standards for students. Digital curriculum resources can be provided to teachers to promote integration of technology skills into GPS. Student technology literacy can be developed and assessed with the support of administration and technology team.	Some educators may not like having to integrate technology standards and may look at it as adding to their workload.

Summary of Results/Conclusions:
According to the Lead and Transform Diagnostic Tool our school is at the approaching mark when it comes to curriculum framework. Although we have some teachers who have heard of the ISTE standards and a media and technology specialist, there is still more work to be done to reach the "meeting" mark for our school. Unfortunately, most educators, parents, and students are not aware of the student technology standards. Being a Title I school comes with a lot of other challenges that causes a lot of things like technology literacy and standards to be put on hold. We are gradually working our way and first would like to make sure that there are enough technology devices available for all students before adding technology standards. Digital curriculum resources are another weakness added to the list. So, combining all of the weaknesses together presents many possible opportunities for improvement and hopefully can avoid the threats of teachers not wanting to participate in trainings or refrain from integrating technology standards.

Recommendations from Gap Analysis:
The first opportunity that we can partake in is informing all educators, parents, and students about the ISTE standards for students. Once educators are more aware with the standards and have a better understanding of they can build higher order thinking and enhance digital learning then the standards can slowly become implemented into instructional lessons. School and technology leaders can identify how the standards can tie into the SIP plan and then trainings can be arranged for teachers to learn and explore.

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Digital curriculum resources can be shared at the trainings and also during team meetings to support outstanding gaps and advance learning and teaching for all students and teachers. "A curriculum framework bridges the gap between overall curriculum goals and the use of technology for learning and teaching" (Essential Condition, 2019).

When creating a curriculum framework, it is important to consider what goals would like to be reached, strengths, weaknesses, opportunities and even possible threats. When implementing technology tools and standards there must also be acknowledgement of student technology literacy. Equipping educators with the tools they need and guiding them to a level of comfort with technology techniques and skills sets students up for a greater chance to succeed. Engaging parents, teachers, school leaders, students, and even members outside of the community will promote higher levels of learning. "It is important that all stakeholder groups contribute to a concrete, collective vision and work to create a plan for integration that clearly articulates why and how technology will be used to support education" (p. 65 Sheninger, 2014).

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Teacher Interview

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Appendices

Appendix A:

Results for Cobb County 04.05.19

Legend: Beginning, Approaching, Meeting

- Empowered Leaders: 26/100 (Beginning)
- Engaged Communities: 28/100 (Beginning)
- Shared Vision: 24/100 (Beginning)
- Skilled Personnel: 46/100 (Beginning)
- Equitable Access: 68/100 (Meeting)
- Implementation Planning: 24/100 (Beginning)
- Student-Centered Learning: 58/100 (Approaching)
- Support Policies: 32/100 (Beginning)
- Supportive External Context: 55/100 (Approaching)
- Assessment & Evaluation: 56/100 (Approaching)
- Consistent & Adequate Funding: 59/100 (Approaching)
- Curriculum Framework: 65/100 (Approaching)
- Ongoing Professional Learning: 54/100 (Approaching)
- Technical Support: 47/100 (Beginning)