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*
• All teachers have access to Apple laptops, which our county provides for us along with Google Suites. • Technology is used daily by students, teachers, and administration with student achievement goals. • Technology is assessed through the use of tools and apps that are aligned to GSE and Common Core standards. We currently use IXL and Study Island that our school	• Not all teachers are encouraging higher order thinking skills in all lessons. • Unfamiliarity on how to implement technology in the classroom.	• More professional development addressing technology implementation • More professional development for teachers wanting to implement more higher order thinking into their lessons • Teachers are provided with weekly opportunities to collaborate with other teachers to discuss technology tools and implementation into classroom lessons	• Some teachers think that technology is difficult to use and they do not want to try and implement. • Some teachers may feel that time and training are holding them back from learning to implement these technologies into their classroom. •

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purchases to drive student learning. • iPad and laptop carts are available from the media center around the county. • At NLE we have two computer labs that are accessible for students and teachers each day. • At NLE we have 1:1 chromebooks for students in grades 3-5.		• The creation of a technology team for NLE	

Summary of Results/Conclusions:

Walker County has provided many schools in our district with the technology necessary to implement these strategies into their classrooms. They do have a strategic plan, but it was created in 2016, and it outdated. However, the things inside the plan still apply to our goals as a county. We are focusing on the number one goal in this plan, which is to make sure that we are using the technology in order to improve student achievement. Our school system has implemented basic training for teachers who may be struggling with the idea of using technologies in their classroom. However, they have made these trainings option, and many of the teachers choose not to participate in these after school training opportunities.

Recommendations from Gap Analysis:

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According to the diagnostic tool and survey, this is an area of weakness. During teacher collaboration time, teachers meet with our Academic Coach to discuss different topics that may be of interest. Teachers should be able to collaborate with and observe other teachers using these technologies in their classrooms. Throughout the recommendations of peer coaching, collaboration, and an integration of a technology team, teachers should become more confident in the idea of integration. The "stress" that they feel about having time to implement these strategies will go away as they become more confident in learning how to use these tools. Online trainings should also be made available for those teachers who cannot attend the after school sessions.

Supporting Sources:

ISTE Lead and Transform Diagnostic Tool (See Appendix A for Results)
ISTE Standards for Educators. (2017). Retrieved from https://www.iste.org/standards/for-educators
Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: Corwin Press.
Teacher Observations and Personal Interviews
Walker County School District 2016-2017 Strategic Plan

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 <u>believe</u> 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?*

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Strengths	*Weaknesses*	*Opportunities*	*Threats*
• Many teachers participate in professional development or attend conference independently to help with technology needs	• There is a district strategic plan in place, but it is from 2016-2017, so some of the focuses are out of date • Currently, each school in our district does not have a technology plan • Students are not involved in the process of technology planning	• Schools will each begin planning their individual technology plans/visions • Teachers will be held accountable for implementing the plan/vision • Evaluation of the vision and strategies being used to carry our the vision will be monitored and discussed as necessary changes may need to be made depending on school resources allotted • Technology teams will be developed at each school and include administrators, teachers, students, parents, and community members • Professional development participation will directly relate to tech team supports	• Some parents lack communication with the school so it may be more difficult to involve them in decision making • Teachers may become overwhelmed by the technology plan/vision • Stakeholders are not aware of the plan of the district or the technology initiatives that may be planned out

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Summary of Results/Conclusions:

According to the ISTE Diagnostic Tool for Walker County, we are in the beginning category for our district. There is not an updated version of our District Technology Plan. There are no clear technology plans for individual schools, and if these plans are being created then the stakeholders have not had effective communication about it. All stakeholders need to be involved in the development and update of the strategic plan throughout the timeline given.

Recommendations from Gap Analysis:

As a result of the analysis, it is recommended that the shared vision involve a collaboration of all stakeholders, roles and responsibilities of those stakeholders, and how it will impact them. Parent communication and involvement will need to be a priority as well, and since this is a weakness at our school, we will need to send out a parent survey or hold an informational meeting at night to involve these parents in the decision making as well. No improvement will be shown if all stakeholders are not on board and willing to express their input into the vision for the school.

Supporting Sources:

ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)
Teacher Interviews

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*
• Our district and school	• There is not an updated plan on the district level	• After-school hours could be offered	• Teacher resistance in technology

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both recognize that there is a need for a technology plan.	to guide technology use. • There is currently no technology coach position at our school. • A technology vision is needed to strengthen planning in our school. • The district/school do not have a plan as to how to address the economic status of students in regards to internet access at school.	through our media center or literacy lab a night or two per week to involve students and families who lack internet use at their home. • Technology team could meet more frequently. • Agreements for students to take technology home for use. • Tech team needs to involve students and families of various economic statuses. • Technology plan should be developed by a committee and include both short and long term goals. This plan should be presented to all stakeholders.	implementation • Teachers are unaware of ISTE technology standards • Difficulty for involvement of students and families of low-socioeconomic status for communication, transportation, internet access nights, etc.

Summary of Results/Conclusions:

When completing the ISTE Diagnostic tool, this was one of the areas that we were in the "beginning" category as well. The main areas that we need to be working on include the raised awareness of the ISTE Essential Conditions in regard to technology planning, as well as roles and responsibilities for the individuals who may serve as technology coaches in the schools throughout the district. With 1:1 technologies in grades 3-5, we need a technology coach to teach/assist our teachers with learning how to correctly implement these devices into their lessons. Our school currently does not have a plan or vision for technology use.

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Recommendations from Gap Analysis:

Every stakeholder must have input in order to address all of the needs of our students. The parents and community members should also plan a vital role in the completion of this vision/plan. While our strategic plan does exist, it needs to be updated to address all of the concerns of the technologies that we have been provided in the past few years. Our technology team will need to meet more frequently in order to work on improving the plan and working toward the long term and short term goals that will be outlined in this plan.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)

Teacher Interviews

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*
• 1:1 devices for grades 3-5, grades K-2 are equipped with ipads	• Devices do not go home with students • Students/families may	• More utilization of the iPad/chromebook carts, as well as the computer and media center	• Minimal funding or staff to be available for after school technology lab use

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• Each student has access to a Google username and password and can access their accounts anywhere • Each classroom is equipped with several devices (if not a class set of them), a Promethean board, desktop computer, and a projector • Resources have been purchased to serve as differentiated instruction for our students to use on these technologies (Study Island, IXL) • All classrooms have WiFi that students can connect to. • Internet plans are offered to students with low-socioeconomic status at a discounted rate	not have internet access at home. • Educators may not use the chromebook/iPad carts or media center/computer lab that they have access to.	• Tech time for students and families outside of school hours • Tech team involving student input with help plan for all students • The tech team will involve both male and female students	• Teachers are still struggling to integrate technology due to inadequate knowledge • Availability of funding for technology coaches in the schools

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Summary of Results/Conclusions:

This was an exciting area because according to the ISTE Diagnostic tool, our school system is "meeting" in the area of Equitable Access. Although we received a "meeting" score, I believe that this is an area that we still can improve in. Every classroom in our school has technology devices. Each classroom has devices, a desktop computer, projector, and a Promethean board. There are also computer labs available in the Literacy Lab and Media Center, as well as chromebook/iPad carts available for check out. Each classroom has WiFi available for student use. Walker County is moving forward with technology use, and we will continue to improve in this area as long as we continue to plan accordingly for the changes that will occur in the future. There is technology throughout the schools, but that does not mean that teachers are using it effectively. Also, families who do not have access at home to devices or internet is a main concern for our school.

Recommendations from Gap Analysis:

We will encourage students to be a part of the technology team. We will include both boys and girls so that the gender gap will be closed. There could also be an agreement that students and parents fill out to take their technology devices home on certain days. Also, the labs could be available for students and parents to use after school on certain days of the week. Teachers could take turns signing up for days to stay after school to monitor the use of the equipment. Another problem that needs to be addresses is the resistance of teachers to use the technologies that they have available. The tech team could plan support sessions for teachers who may be struggling with these concepts.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf
ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)
Teacher Interviews

ESSENTIAL CONDITION FIVE: Skilled Personnel

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

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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?*
- *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*
• Many teachers are attending conferences and individual trainings to support their technology use in the classroom	• Tech support is not immediate when needed at the schools • Tech specialists only come to schools one-two days per week, so teachers have to be on a list to get help with difficulties • Administration is not very familiar with the technologies. They encourage use, but are not well-versed in how to explain to use it as well. • Technology coaches are not currently a position in our county.	• Technology will be embedded in the weekly grade level meetings to show how to use it effectively in the classroom setting • The tech team will provide quick help/feedback with technical or integration issues from teachers	• Staff may have a negative view of technology use in the classrooms. • Time and funding are issues that teachers will need to work through • Administrators are not as familiar with technology as staff would like.

Summary of Results/Conclusions:

Our results from the ISTE Diagnostic tool showed that we were in the "beginning" range on Skilled Personnel. This was not surprising to me at all, because the staff is constantly confused about technology and how to use it in their classrooms in order to be beneficial to

student learning. Also, as previously stated, our county does not employ technology coaches in the system, yet. Therefore, it is a struggle for teachers to get the help that they need with technology because the technology specialist that we do have is spread between three different schools, and may only be there one day per week to help with our specific technology concerns.

Many of our teachers do use the training opportunities that are provided, as well as attend conferences to better themselves in the technology aspect of education. However, It is also hard for our teachers to grasp the importance of the technology integration when our administration does not fully understand the implementation of technology. Although they use technology for basic things each day (email, internet, etc.), they do not understand how to show our teachers how to successfully implement these devices in their classroom while maximizing instructional time.

Recommendations from Gap Analysis:

Our county can address issues of skilled personnel by providing more professional development opportunities, and have the administration be a part of these trainings as well. Although we do have a weekly grade level meeting with our Academic Coaches, we do not normally discuss technology. More of these weekly meetings need to be focused on the technology devices that we have, how to trouble shoot with these devices, and how to successfully implement these technologies when focusing on student success.We also need to put the position in the budget for technology coaches in the county. We need to at least have one coach for every two schools. This will help teachers with the feedback that they need to be able to implement these technologies successfully. Having these coaches will also help with the implementation of a technology team at each school. These coaches can help guide the team into the right direction for their individual schools. These teams should be made up of coaches, administrators, teachers, students, community members, parents, etc. All of these stakeholders should have input in the plan/vision that each school will plan for. These teams will help with the support for teachers, as well as the administration.

Supporting Sources:

ISTE Essential Conditions. (2017). Retrieved from http://www.iste.org/standards/essential-conditions
ISTE Lead and Transform Diagnostic Tool (See Appendix A for Results)
Teacher Observations and Personal Interviews

ESSENTIAL CONDITION SIX: Ongoing Professional Learning

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

Guiding Questions:

- *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*
• Professional development opportunities have been available through the school system about basic Google apps. • Our schools are allotted a certain amount per year to support teachers with attendance to conferences and training opportunities • Our county held a technology instructional fair this year that was led by our own teacher in the county. • A few teachers from our county attended the GaETC conference this past fall.	• At NLE, trainings for new teachers are rarely available to teach them how to use the technology resources that we have available for student instructional purposes • No specific technology coach position in our county that provide support for the teachers trying to implement technology within the classroom • Professional development opportunities that are available are after school and most teachers do not want to attend	• More teachers may be encouraged to lead sessions at the county instructional fair next year. • A website will be created (via Capstone Project) for new teacher training on instructional resources • Time will be set aside during inservice days for teachers to vertically plan with other grade levels • Professional development opportunities specifically for technology related areas within our school	• Time and funding issues for participation in professional development opportunities and conferences • Professional development should be offered at an appropriate time. Most educators find instructional time and planning time very important and do not want to use that time for professional development.

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	• Not all teachers are able to attend the GaETC conference in the fall due to funding. Some teachers have to pay their own way and can't afford to do that. • Most grade level meetings each week are grade level specific, therefore there is minimal vertical collaboration.	district.	

Summary of Results/Conclusions:

According to the diagnostic tool, this was our second highest category. We also scored in the "meeting" category for this topic. Teachers are constantly trying to find more professional development opportunities that are offered at appropriate times for the appropriate amount of money. Teachers sometimes view professional development as a punishment, because it takes time away from their planning or instruction, as well as sometimes is offered to teachers who are performing below standard.

In addition to attending other trainings offered, this year our county hosted it's own technology fair, and let the teachers be the session leaders. This was a free opportunity to see just how technology can work in a classroom setting, and how teachers in our county are using it to be beneficial for student learning. There is also a GaETC Conference offered in the fall in Atlanta each year. This year, a few of the teachers from our school were able to attend, and brought back a lot of great resources that could be used in the classroom.

Recommendations from Gap Analysis:

While this was one of our highest scoring areas, we can still offer room for improvement in this category as well. One area of weakness is that a lot of our teachers were not able to attend the GaETC conference in the fall because the schools did not have the funding to send a lot of teachers. Some teachers had the choice of paying for themselves to go, but then they had to pay for conference, room, food, and that could get pricey for people.

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There is a great need for professional development to be offered at appropriate times and prices for teacher participation in our county. Without the presence of a technology coach in schools, the pressure will be put on the technology team and specialist to work out. If enough educators become a part of the technology team, then everyone can work together on trouble shooting issues that they may be having, and then teachers would not have to wait as long to get these issues resolved in their classroom. During grade level meetings, teachers are normally with their specific grade levels, and there are minimum opportunities for vertical planning to occur.

Next year, more teachers will be encouraged to present at the county technology fair. Also, teachers may be able to learn more creative ways to integrate the resources that we have at NLE by using the website that will be offered for professional development. This website will house instructional videos on how to use these resources.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)

Teacher Interviews

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

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• Equipment is available for the daily use of our school system	• Technology support is split between different schools, so we may only see a technology	• Technical staff can be involved on the tech team to be able to offer support and advice on	• Not all teachers can provide troubleshooting help if training is not provided

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• Walker County does have three technology support specialists employed at this time • Educators employed are provided with an Apple Macbook for professional use • All classrooms are equipped with WiFi access	specialist one-two days per week at the school • To be provided technical support, you will need to fill out a tech-request and then wait, possibly a few days, for a response	the goals that the school should be addressing • Tech team will also need to be expanded to include more teachers in the building to offer support • Tech team will need to receive training to be able to help other teachers will troubleshooting issues that may occur	• Some teachers may not want to use technology in the fear that something may go wrong and they won't know how to fix it • No tech staff available to offer help and support with how to implement technology into classroom instructional methods

Summary of Results/Conclusions:

According to the diagnostic tool, we scored in the "approaching" category for this topic. I do feel like this is accurate, because we are making improvements each year with the technical support that we are receiving. Students have different equipment that can be used in classrooms with WiFi access. Also, each educator employed is provided with a Macbook for professional use.

We need to be specifically moving toward implementing technology coaches into our schools. The technology team will also be used to help support teachers with technology difficulties that they may be having. Currently, we have a technology specialist that is split between two schools. We have to fill out a tech request when we have an issue, and the problem may be solved within a few days.

Recommendations from Gap Analysis:

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Our technology team will need to be expanded in order to have more teachers get familiar with trouble shooting issues that may occur. The more teachers that have experience with this, the easier it will be to be able to collaborate with other teachers to solve problems. Then, we will not have to wait days for a technology specialist to answer our request for help.

Supporting Sources:

ISTE Lead and Transform Diagnostic Tool (See Appendix A for Results)
Interview with Technical Support individuals
Teacher Observations and Personal Interviews

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*
• State testing is now occurring online. Teachers are using the technology to become familiar with technology. • ISTE standards are directly aligned to state	• Teachers are not aware of the ISTE standards. Therefore, they are not including these standards in the lesson planning. • Most teachers are unaware of how to	• Teachers, parents, and students will become aware of the ISTE standards • A training for teachers will be provided on the ISTE standards and how to integrate these	• Teacher feedback on standards to follow and implement along with all of the other state standards • Parents may not be on board with students using technology more

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content standards • Teachers have digital resources to use that align with content standards	effectively teach students using the technology devices that they have to use.	standards into their lessons • Teachers can continue to explore professional development opportunities to enhance the instructional technology that he/she may have available to use	in the classroom than they already are.

Summary of Results/Conclusions:

According to the ISTE diagnostic tool, we are in the "beginning" category in this topic. I agree with that rating. A lot of our teachers (probably 90%) are unaware as to what ISTE standards actually are. Sure, some of them are addressing these standards and don't even realize it, but then again, some are not. Each school in our county has technology resources that they are using to address content area standards.

Recommendations from Gap Analysis:

We need to be able to offer trainings on the ISTE standards. We need to show teachers how to integrate these standards into their lesson planning. We also need to host trainings for parents to become involved. They need to understand what these standards are as well, so that they can help the students with the support that they need to be able to be successful in the classroom. By making an effort to integrate these standards into the daily lessons, teachers will be meeting students' needs even faster than before. Teachers may be overwhelmed by the thought of more standards to address, but what they are unaware of is the fact that they are already using these standards in lessons and are not even noticing it.

Supporting Sources:

ISTE Lead and Transform Diagnostic Tool (See Appendix A for Results)
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Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: Corwin Press.

References

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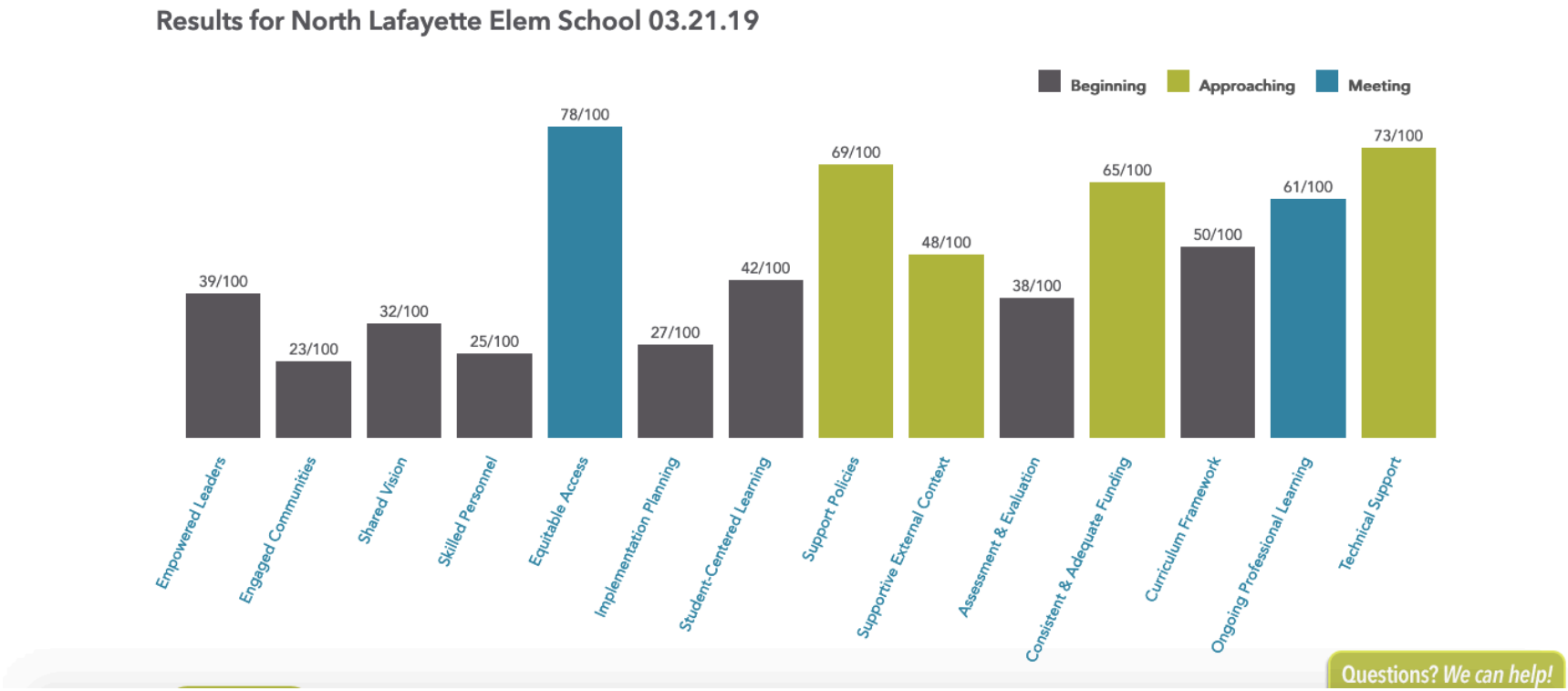
Appendices

Appendix A:



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