ITEC 7410 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*
Many teachers incorporate technology centers into their small group rotations. These centers cover literacy and math – this usually occurs daily. Alcova's STEM team created a variety of project based learning lessons that incorporated technology with each grade levels' standards. Many teachers are using their eCLASS pages to post content they are teaching, discussion posts for their students to utilize, and other resources for students to interact with. We are a Google Apps for Education school, and many	Many teachers use their technology as a game center where students can either play math or literacy games. As a rule, these games do not support student engagement, deep understanding of content, and transfer of knowledge – they are more for fun. Some teachers set aside a technology day or a technology "part of the day" rather than integrating technology seamlessly throughout their curriculum. Most teachers have not been using the PBL lessons that the STEM team created.	The vertical technology team that is forming at Alcova will be able to assist teachers in using technology that is aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge. This team consists of a teacher from every grade level in addition to some support staff and the LSTC. Gwinnett County has given Alcova (and some other schools) a PBL grant that gives some teachers additional training on how to effectively incorporate PBL in the classroom. In addition, the	Consistent use of a 3D printer gets very expensive. Many teachers are very nervous about implementing PBL and STEM in their classrooms because the amount of content they have to teach each nine weeks can get overwhelming. Due to all of the online testing that happens (ESOL testing, district developed assessments that happen every 9 weeks, etc.) many computers and computer labs are unavailable throughout large chunks of the school year forcing technology use to happen less frequently.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

teachers have been using these Google apps to support student learning in various content areas.	Many teachers are reluctant to incorporate PBL in their classrooms because it is a completely different way of teaching and learning, and they are hesitant to take the plunge.	grant has provided the school with several 3D printers that can be used for PBL and STEM projects.	

Summary/Gap Analysis:

Many teachers at Alcova Elementary School use technology very frequently in their instruction. According to a survey sent out to the members of the vertical technology team (a teacher from every grade level in addition to some support staff led by the Local School Technology Coordinator), the majority of teachers and students at Alcova use technology in a variety of ways – teachers use it to teach mini-lessons or to post information to their eCLASS pages; students use it to design products for the purpose of showing their learning; and teachers also use it to communicate with parents. However, despite these results, the area of effective instructional uses of technology can still be improved. Many teachers only use technology as a game center, and although some of the games are standards based, they are not the most effective way to use technology in a student-centered classroom.

Alcova's STEM team has worked very hard to create PBL activities that meet standards for each grade level. These lesson plans along with the materials needed were stored in Alcova's PBL room, and then teachers had the opportunity to bring their students to the room to complete a project. However, many teachers have not utilized this room with their students. These resources that the STEM teachers created support the ISTE Essential Condition of a Curriculum Framework. These lessons perfectly align content standards with technology, and that combination creates a very engaging learning environment that really supports student learning. The only issue now is to get teachers on board with this concept. This year, Alcova will have one full-time LSTC and one part-time LSTC, and these individuals will really work with teachers on using these PBL lessons with their students.

One of the ISTE Standards for Teachers is to "Design and develop digital age learning experiences and assessments." Teachers are definitely meeting this standard when they use their eCLASS pages and other Web 2.0 tools to create content based learning experiences for their students. The hope is for this to continue and spread to the teachers who are still not utilizing technology in the ways that they should. Many teachers get so bogged down by all of the content that they have to teach that they feel as if they cannot add anything extra to their lessons.

One of the major goals of the brand new vertical technology team for the 2016 – 2017 school year is to show teachers that technology is a fantastic tool for student learning. It does not mean that teachers stop doing other things that they have been doing, but it does mean that they become open to trying new things. Teachers should refer to the Indicators of Engaged Learning as they plan their lessons. That resource is a great way for teachers to know if their lessons are engaging to their students or not.

Data Sources:

"Essential Conditions." (2016). *International Society for Technology in Education*. Retrieved June 29, 2016, from http://www.iste.org/.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

"ISTE Standards – Teachers." (2016). *International Society for Technology in Education*. Retrieved July 8, 2016 from http://www.iste.org.

Responses from the Survey Instrument (in Appendix B) created by R. Yoder

Williamson, Jo. (2007 – 2013). "Indicators of Instruction for Engagement, Empowerment, and Deep Understanding, Retention, and Transfer of Knowledge." Retrieved July 8, 2016 from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/Indicators_of_Engaged_Learning.pdf.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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? Explain how will you advocate for a solution.*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Teachers at Alcova do view technology as critical for improving student achievement. Administrators and many teachers at Alcova believe that utilizing strategies such as STEM and PBL can transform education. Alcova had a team who piloted the strategy of project based learning in their classrooms with an end goal being to spread PBL throughout the	At this time, Alcova does not have an official vision for technology use. Other than a BYOD flyer, technology use at Alcova has not been formally communicated to parents.	The vertical technology team that is forming at Alcova will begin the process of creating a shared vision for technology integration at Alcova. Alcova's PTA will be able to collaborate with the vertical technology team and assist as a vision is created. As a Title I school, Alcova can dedicate at least one of its Title I workshops to explaining to parents Alcova's technology vision and giving them ways	Several teachers who have been teaching for a long time may not buy in to the vision for technology integration because they are hesitant to try new things. As a rule, Alcova does not have a lot of parent attendance during parent workshop nights.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

entire school. Alcova and the entire Dacula cluster received the eCLASS Innovation Grant due to their extensive use of eCLASS in their teaching to enhance student learning. This grant was made public by a video that stated the Dacula cluster's vision for eCLASS use.		they can help support this vision at home.	

Summary/Gap Analysis:

Currently, there is not a shared vision for technology development at Alcova Elementary School, and as a result, that area scored fairly low on the Diagnostic Tool. There is, however, talk of forming a vision. Alcova's vertical technology team, along with administration, will be formulating a vision for technology use before the brand new school year begins. This vision will align to the ISTE standards and the Essential Conditions.

Once this vision is created, it will be shared first with other teachers, and then it will be shared with parents and students. Currently at Alcova, parent involvement regarding technology use has not really been pushed. However, this year, the plan will be to have a parent meeting to explain the vision to them and to explain how they can help support this vision at home. In the past, teachers have talked with parents on how they can support technology use at home, but it has never been a schoolwide discussion.

In the survey sent out to the vertical technology team members, they were asked about the technology skills students should have after leaving each grade level. Their responses will help the team determine the types of technology and the technology skills that Alcova's students need to have before moving on to middle school.

The good thing is that many teachers do see technology as critical to student learning, so getting them on board with the vision should not be difficult. The vertical technology team along with the LSTC will be able to assist teachers as they begin making this shared vision a reality in their classrooms. Teachers are always more willing to do something new when they know they can call on extra help as needed.

Finally, this shared vision will be aligned with Alcova's current plan for improvement. The current plan emphasizes student achievement in math and literacy, and as a result, the shared vision will explain how technology will promote student learning in math and literacy. When teachers/parents/administrations see that the technology vision will help support the school improvement plan, they will most likely want to adopt it.

According to ISTE's Essential Conditions, the shared vision is an absolute necessity in order for a school to move forward. A school needs a plan, and since Alcova's school improvement plan does not cover technology, something else needs to be formed that will. The vision will be communicated in a variety of ways – it will be placed on the school website, it will be discussed in meetings

and parent workshops, and it will also be talked about consistently so that everyone is able to define it and understand how to make it a reality.
Data Sources: "Essential Conditions." (2016). *International Society for Technology in Education*. Retrieved June 29, 2016, from http://www.iste.org/. Lead and Transform Diagnostic Tool on the ISTE site (results in Appendix A) Responses from the Survey Instrument (in Appendix B) created by R. Yoder

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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*
Alcova has recently formed a vertical technology team that will be in charge of guiding technology use in the school. Alcova has had evening parent workshops that teach parents how to use the technology programs that the teachers use in their classrooms. Alcova has made available a form to parents every year that advertises cheaper internet and laptops for families that qualify (low SES families).	Technology is not explicitly integrated into the SIP. Currently, Alcova has not made a lot of effort to address digital equity for all students – especially those from a low SES background.	The brand new vertical technology team will be committed to coming up with strategies that will address the needs of diverse populations. Since Alcova is a BYOD school, teachers will be trained in the variety of apps/programs out there compatible with common devices such as Android and Apple. Emphasizing the reduced internet could potentially encourage parents to explore having internet installed in their home.	Many students come from very difficult family situations, and as a result, teachers tend to receive very little communication from these families – so discussions about internet/technology use could be difficult to have. The county is so focused on literacy and math scores on school improvement plans that technology is probably not emphasized as strongly as it should be.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

Summary/Gap Analysis:

Technology use is not integrated in the SIP, and as a result, that section scored very low on the diagnostic tool. This is something that is currently in the planning process by the vertical technology team. The team will be getting together very soon to discuss and formulate a plan for technology integration at Alcova. On the survey that the vertical technology team members filled out, they indicated which technology tools each grade level should focus on. That way the school can all be on the same page. This will strengthen every teacher's planning because for example, fourth grade teachers will know what technology tools their students learned in third grade instead of each teacher teaching different things.

ISTE's essential condition of Implementation Planning is so important because it is pointless to have a vision without a plan to implement it. The vertical technology team will really be taking the lead in the implementation process. With administrative approval, these teachers will become "lab classrooms," which means that they will be teaching a lesson that incorporates a technology tool. This lesson will be taught in front of their colleagues on the same grade level, and then after the lesson is over, they will all meet together to debrief how it went, and discuss how they can utilize the tool in their own classrooms.

One of ISTE's standards for teachers is to "Promote and model digital citizenship and responsibility." Due to the diversity of Alcova's students, many of them have not received any education in the area of digital citizenship at home. As a result, this responsibility falls on the media specialist, LSTC, teachers, and technology specials teachers. Digital citizenship and responsibility is going to be a big area to work on for the 2016 – 2016 school year because it is absolutely critical that students learn how to use technology appropriately and safely. According to Ribble, there are nine elements of digital citizenship. Several of these include literacy, etiquette, and responsibility, which are very important to teach to elementary students. Alcova really needs to be the place for students to receive quality knowledge of technology and how to use it appropriately and respectfully. Lessons geared toward these areas will be a priority for the upcoming school year. Student access to technology will be discussed in the next section.

Data Sources:

"Essential Conditions." (2016). *International Society for Technology in Education*. Retrieved June 29, 2016, from http://www.iste.org/.

"ISTE Standards – Teachers." (2016). *International Society for Technology in Education*. Retrieved July 8, 2016 from http://www.iste.org.

Lead and Transform Diagnostic Tool on the ISTE site (results in Appendix A)

Ribble, Mike. (2016). "Nine Themes of Digital Citizenship." *Digital Citizenship: Using Technology Appropriately*. Retrieved July 8, 2016 from http://www.digitalcitizenship.net/Nine_Elements.html.

Responses from the Survey Instrument (in Appendix B) created by R. Yoder

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

ESSENTIAL CONDITION FOUR: Equitable Access (Specifically address low SES and gender groups – ie. females.)

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?*
- *How will you **advocate** in regard to **digital equity issues among low SES and gender groups (ie. females)**?*
- *Do students/parents/community need/have beyond school access to support the shared vision for learning?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
All 2nd – 5th grade teachers have ten devices in their classrooms – a mixture of laptops and chromebooks. K – 1st grade teachers have laptops, tablets, and iPads in their classrooms. Support staff such as gifted teachers, special education teachers, and ESOL teachers also have access to at least 12 devices via either a laptop cart or devices in their rooms. Alcova is in the process of implementing BYOD. Alcova has two computer labs that teachers can sign out for whole class projects/activities.	Many teachers do not effectively use the devices they are given. Many teachers do not emphasize BYOD in their classrooms – or they only have BYOD once or twice a week. Equitable access is not a topic that is currently emphasized at Alcova. Many school families do not have internet access at home.	Training will be provided on how to effectively use devices such as laptops, chromebooks, tablets, and iPads with students. LSTC can provide assistance with engaging, standards-based, student-centered learning that teachers can utilize when they sign out the computer labs. The vertical technology team will be working on plan to effectively integrate BYOD.	There is nothing set in place to encourage digital equity for girls. Many parents do not attend the technology workshops taught at Alcova that teach them how to use technology with their children at home.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

Summary/Gap Analysis:

All teachers at Alcova have a good number of devices in their classrooms for student use. These devices consist of laptops, chromebooks, tablets, and iPads. Alcova is also a BYOD school, but that implementation has not gone well so far. Many teachers only have one BYOD day per week, and other teachers do not really use BYOD at all. In order for BYOD to be successful, it needs to be something that happens consistently. The hope is for this to change this coming year. The vertical technology team will be leading the way for full implementation, and they will also be creating a BYOD handout to send home to parents. This handout will list some possible apps that parents can download onto their child's device. The hope is for parents to see that BYOD really is used in the classrooms, and to therefore allow their child to bring their device to school.

So far, there has been no emphasis on digital equity for groups such as low SES families and girls. This year, teachers will be pushing an internet company that offers internet and even a laptop at a discounted price to low SES families. This handout has been made available in previous years, but no one has really pushed it. In addition, a plan is going to be formed that will allow students with no access at home to complete their assignments at school without feeling as if they are being punished. According to the survey sent out to the team members, their suggestion on this situation was to open a lab during the morning and/or the afternoon for students to complete their work. This is going to be discussed in-depth soon so that a concrete plan can be put into place.

Regarding the girls, the hope is to create an after school club that is specifically geared toward girls using technology. According to Ring, there is a significant digital divide between genders, but she does have some solutions to close it. Several of her suggestions include: girls should be provided with role models and they should be given projects that are authentic and solve problems. Finally, teachers need to be trained in how to effectively close the gender gap. Elementary school is a great time to do this since these girls are still young. If they can believe that they too can do great things with technology, their middle school and high school years will be more successful.

The area of equitable access did not score incredibly low on the diagnostic tool to the access that students have while at school. Now the thing to work on is access for students outside of school.

Data Sources:

"Essential Conditions." (2016). *International Society for Technology in Education*. Retrieved June 29, 2016, from http://www.iste.org/.

"ISTE Standards – Teachers." (2016). *International Society for Technology in Education*. Retrieved July 8, 2016 from http://www.iste.org.

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Responses from the Survey Instrument (in Appendix B) created by R. Yoder

Ring, Sara. (2008). "Tech:gURLS: Closing the Technological Gender Gap." *Edutopia*. Retrieved July 8, 2016 from http://www.edutopia.org/computer-science-technology-gender-gap.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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?*
- *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 very skilled in a variety of ways to utilize computer programs/Web 2.0 tools with their students. Many teachers also know how to successfully integrate eCLASS into their instruction and communication. Alcova's brand new vertical technology team is made up of teachers/support staff that are especially skilled in the area of technology integration.	Many teachers are unsure of how to implement technology effectively in their classrooms aside from educational games.	Teachers who are very skilled in utilizing computer programs/Web 2.0 tools with their students can share their knowledge with the more hesitant teachers. The vertical technology team will work with their grade levels in coming up with digital components for their lessons/activities.	Due to the emphasis on testing, technology use can sometimes fall under the radar since teachers are so focused on getting all the content taught before testing.

Summary/Gap Analysis:

The LSTC and the vertical technology team members are very skilled in utilizing technology, and this coming year, they will be available to assist teachers as needed. However, there truly are a lot of teachers at Alcova who are very computer literate and very good at coming up with authentic, engaging activities for their students to do. According to the ISTE essential condition "skilled

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

personnel," 'all educators and staff should model what it means to be a digital age professional.' This is an area that Alcova is still working on. Not everyone has necessarily reached that level, but the good thing is that Alcova has teachers who love to collaborate!! As a result, lots of knowledge is being shared around the building.

Since Alcova recently became a Google Apps for Education school, all teachers definitely need to acquire Google knowledge when it comes to utilizing Google apps such as Docs, Slides, Sheets, etc. with students. Also, because of how popular eCLASS has become in Gwinnett county, teachers need to have a solid understanding of how to utilize that tool with their students and parents. Many teachers are very proficient in Google and/or eCLASS, but many teachers still struggle with knowing how to incorporate those tools with their students. Alcova is approaching the skilled personnel standard in the diagnostic assessment due to the fact that some teachers are skilled in these technology areas while others are not.

Data Sources:

"Essential Conditions." (2016). *International Society for Technology in Education*. Retrieved June 29, 2016, from http://www.iste.org/.

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ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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:

- *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 attend a technology professional development twice every nine weeks. Teachers can also sign up for the LSTC (local school technology coordinator) for the purpose of receiving additional one-on-one assistance. The LSTC and the eCLASS instructional specialist also host "y'all come" sessions after school that teachers can attend – these sessions focus on some type of technology training. Other teachers who lead professional learning (ESOL teacher, numeracy coach, literacy coach, etc.) collaborate	Technology professional learning is not differentiated, so some teachers are sitting in on trainings that they already are skilled in. Many teachers will not attend a technology professional learning if it takes place after school.	The vertical technology team will work on developing differentiated professional learning opportunities based on what individual teachers need to learn more about or need more support with. The LSTC will send out teacher surveys to determine where teachers are in the area of technology knowledge.	Technology can sometimes take a back seat due to the focus on literacy and numeracy skills needed for testing. Many teachers are not fully engaged in professional development because of all of the other things on their plates.

with the LSTC so that they can add a technology component to their trainings.			

Summary/Gap Analysis:

Currently, Alcova has two technology professional learning sessions every nine weeks. This training covers the various technology skills that the teachers need to acquire such as eCLASS. In addition to this formal training, teachers have also had the option to sign up for the LSTC for one-on-one assistance as needed. This year, the vertical team will also be able to provide one-on-one support to teachers on their grade level who need additional support.

These professional learning opportunities that take place twice every nine weeks are very well attended because they are mandatory. Sometimes, the LSTC and the eCLASS instructional specialist offer after- school informal training sessions on various things such as chromebooks or eCLASS, and these sessions are also very well attended even though they are not mandatory.

As a rule, professional learning opportunities do reflect the Learning Forward Standards for Professional Learning. These professional learning sessions are done in learning communities since they are done by grade level. This has been very beneficial because it allows the grade level to work together to apply what they have learned. In addition, all of the resources discussed during professional learning are currently posted on the school's eCLASS page for teachers to go back and review as needed. The hope for this coming year is to create a technology website that will house all of the technology resources in one place to make for easier teacher access. Teachers also receive a lot of implementation support after professional learning. They have the option to sign up for the LSTC to assist them as they try something new with their students.

One way that professional development could be improved is that currently, it is not differentiated. As a result, some teachers are sitting in on sessions that they do not really need. This coming year, the vertical technology team will be working on fixing that. Instead of one professional learning session for the entire grade level, teachers who completed the technology survey suggested that teachers be given a choice of several sessions they could attend. That way they could attend the one that would be the most beneficial to them. Teachers who were surveyed also suggested peer observations as a great tool for learning. Teachers who observe a colleague teaching a specific technology tool would be likely to try it out in their classroom if they like what they see.

Alcova's shared vision covers a lot of skills teachers need to know, so the vertical technology team along with the LSTC need to make sure that the professional development plans will thoroughly support teachers in allowing this vision to become a reality. Also, ideally, these professional learning sessions will support all of the ISTE standards. Since the ISTE standards will be emphasized more this year, it only makes sense that professional learning will be geared towards them as well. This perfectly goes along with the Ongoing Professional Learning essential condition because one requirement of that essential condition is that "professional learning plans are continually updated to reflect current trends and technologies."

Data Sources:

"Essential Conditions." (2016). *International Society for Technology in Education*. Retrieved June 29, 2016, from

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What is the current reality in our school?

http://www.iste.org/.
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ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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*
The LSTC is available to assist with instructional issues when teachers utilize technology in their classrooms – many teachers sign up for the LSTC to either meet with them one-on-one as they plan their technology lessons or work with them in their classroom as they introduce the technology to their students. If a technology program is not working properly, the teacher emails the LSTC and she gets with the teacher to provide assistance as soon as possible. During the 2015-2016 school year, Alcova got retrofitted, meaning that they got brand new laptops for each classroom as well as the computer labs.	The TST does not respond to hardware problems in a timely manner.	Teachers will be trained in some simple troubleshooting strategies to try when technology does not work in their classrooms – teachers will also be able to pass on this troubleshooting knowledge to their students.	Many teachers immediately send students to the LSTC with a laptop that is not working – this cuts into instructional time since the student does not always find the LSTC.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

Summary/Gap Analysis:

Technical support has gone very well over the past year when teachers communicate to the LSTC for help. However, if the teachers have a broken laptop or other device that is the TST's responsibility to fix, then assistance is not as fast. The essential condition of technical support stresses the importance of "just in time" assistance. Sometimes things go wrong in the classroom, and teachers truly do need quick assistance. For the past several years, teachers have just sent the student and the device that is not working down to either the LSTC's office or the TST's office. However, that system has proven to be ineffective because there are numerous times when LSTC or the TST are in places other than their office. So the student ends up wasting time by walking around the building looking for someone to help fix the problem. Teachers who took the survey gave a great suggestion to fix this problem – teachers should be taught common troubleshooting strategies. A great way to promote technical support is to teach others how to solve their own problems just in case immediate help is not an option.

The tech support team receives training several times per year on various new technologies that are available to teachers. That way they know how to use them and can assist teachers when necessary.

Finally, this past school year, the LSTC was available to also assist with instructional issues. Teachers had the opportunity to sign up for her to come to their classroom and assist them in implementing new technology with their students. This was a great way for teachers to step out and take risks in their classroom since they knew someone else was coming in to help. This coming year, the vertical technology team will also be available to provide technical support. They will be trained in some common troubleshooting strategies, and they will teach these strategies to the other teachers on their grade levels.

Data Sources:

"Essential Conditions." (2016). *International Society for Technology in Education*. Retrieved June 29, 2016, from http://www.iste.org/.

"ISTE Standards – Teachers." (2016). *International Society for Technology in Education*. Retrieved July 8, 2016 from http://www.iste.org.

Responses from the Survey Instrument (in Appendix) created by R. Yoder

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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*
Many teachers integrate technology into the content areas they teach. This means that students will use some form of technology to research information, create a final product, answer a question, etc. The technology specials classes at Alcova are also aligned to content standards instead of just focusing on teaching isolated technology skills. Alcova has a STEM special that integrates technology consistently in the projects they do. All student textbooks are also online so that students can access them at home without having to lug home all of their	ISTE standards are not currently discussed extensively at Alcova.	The vertical technology team at Alcova that is starting for the 2016-2017 school year will begin a schoolwide awareness of the ISTE standards.	The focus on Georgia Milestone testing tends take everyone's time up with teaching the content areas, and they do not think they have time to teach technology too. Gwinnett County as a whole does not push the ISTE standards in schools.

ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

heavy books.			

Summary/Gap Analysis:

Currently, Alcova has done a fairly good job of making sure that technology is integrated effectively in the content areas taught. One of ISTE's essential conditions focuses on "curriculum framework." This means that ideally, content standards should align with technology standards that the students need to learn. Based on the survey sent out, many teachers are using technology effectively as they integrate it with another subject area such as literacy or social studies. According to the diagnostic tool, Alcova is almost meeting the standard of curriculum framework. Again, some teachers are still not integrating a lot of technology into their lessons, and Alcova as a whole has not stressed the ISTE standards for teachers and students.

There are so many digital resources out there for teachers to use in their teaching that sometimes they can get overwhelmed. One of the purposes of the vertical technology team is to create a place to house all of the technology tools discussed at professional development meetings. That way, teachers who are hesitant to go out and try things on their own have a central location that they can go to to pick out resources that have already been taught.

Currently, there is not a plan in place to assess student technology literacy. That process has just been embedded in the grade of the project as a whole. The technology specials teachers teach a lot of technology literacy in their classes, but they also integrate technology with content standards instead of just teaching the skills in isolation.

Data Sources:

"Essential Conditions." (2016). *International Society for Technology in Education*. Retrieved June 29, 2016, from http://www.iste.org/.

"ISTE Standards – Teachers." (2016). *International Society for Technology in Education*. Retrieved July 8, 2016 from http://www.iste.org.

Lead and Transform Diagnostic Tool on the ISTE site (results in Appendix)

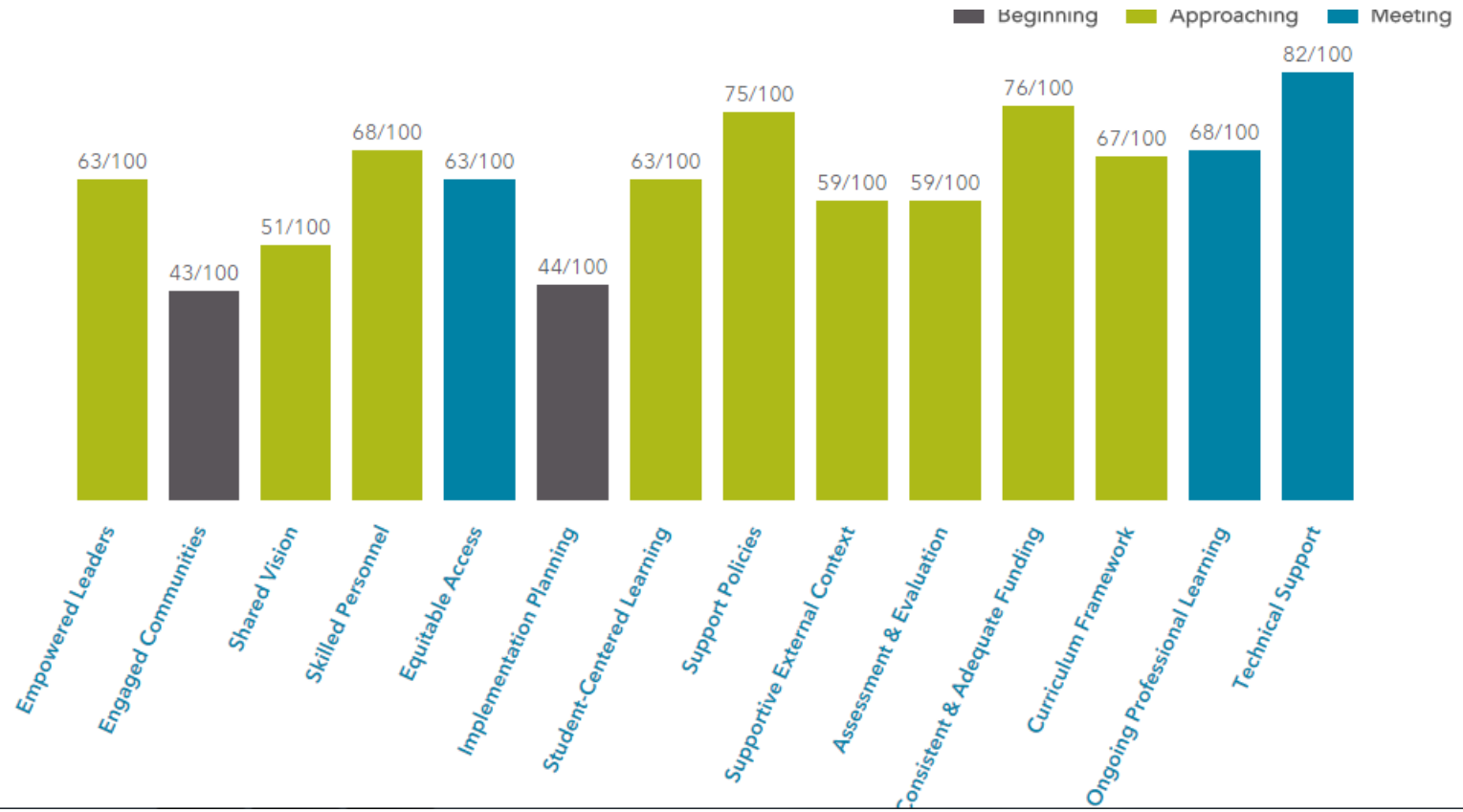
Responses from the Survey Instrument (in Appendix) created by R. Yoder

Williamson, Jo. (2007 – 2013). "Indicators of Instruction for Engagement, Empowerment, and Deep Understanding, Retention, and Transfer of Knowledge." Retrieved July 8, 2016 from https://www.softchalkcloud.com/lesson/files/iHQKMC8kSghBtm/Indicators_of_Engaged_Learning.pdf.

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

Appendix A

Diagnostic Tool Results



ITEC 7410 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

Appendix B

Survey

Survey Results