SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

Name: ITEC 7410, Semester:

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, QCCs)?*
- *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? (See Creighton Chapters 5, 7)*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Certified Staff Use: Infinite Campus is used daily for attendance, logging on to SLDS learning games, and obtaining student contact info. Email to communicate with administration, parents and colleagues. SMARTBoard Technology with YouTube, BrainPOP, Google Earth, United Streaming, Tumble Books, Discovery Education to present to students songs, videos and teacher made templates. **Students use:** Students independently use a variety of software that	Teachers primarily use technology for their basic duties of writing lesson plans and communicating through email. Students are rarely given choice to use technology for student initiated interests. Teachers are not aware how to embed technology into project based learning that uses higher order skills. Only two technology standards are included in kindergarten Common Core standards (writing). Survey results indicate 50% of teachers are aware of technology standards for	Staff now includes four members with Instructional Technology degrees that can be a valuable asset to the school and help raise awareness of how to best embed technology in existing learning plans. Parents who work in technology related fields that can volunteer. High school interns with technology expertise can work one on one with students.	Staff resisting ideas to technology integration. Parents who resist believing teachers are occupying students with games. Funds could be allocated to other areas.

includes; BrainPOP, Edmark Games, PBS Kids, TVO Kids, Reading Eggs, Harcourt Math and SLDS games either on personal computers or the SMARTBoard. Computer Lab special area for students. Server to house projects on so that other teachers may view and/or use them.	teachers.		

Summary/Gap Analysis:

Although most technology is used at Hand in Hand primarily by teachers for administrative duties, there are pockets of teachers allowing students more choice in what and how they use digital tools. Survey results indicate 50% of teachers are aware of the technology standards for teachers. Teachers at Hand in Hand need, not only training to use digital tools, they also need education in how to create and embed these tools into engaging and meaningful lessons and projects. Each teacher has space on the server to back up important documents; however, the server also has a drive for shared materials. This year several teachers have placed class created projects on the server for others to use or edit for their class. Hopefully, more teachers will utilize these projects and engage their students in higher order learning activities. Professional learning needs to spend more time educating teachers in ways to use the technology they already possess in more engaging ways that engage students in higher order thinking skills.

Data Sources: ***Survey***

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?*

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- *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/QCCs? 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*
Thomas county has a vision statement for technology use that states; "computer- assisted instruction, and good teaching can become tools in the service of rich curricula, enhanced pedagogies, more effective organizational structures in schools, stronger links between schools and society and the empowerment of disenfranchised learners." Thomas county has a technology initiative that states the development is in its infancy. SPLOST funds are funding new technologies in; iPads, assistive technologies, netbooks and SMARTBoards.	29% of the teachers surveyed knew of Thomas County's vision for how technology should be used. 35% of the teachers surveyed knew DOEs requirements for students to be literate in technology. Professional learning at Hand in Hand has consisted on teaching "how" to use hardware not on "educating" how to use digital tools in "rich curricula and enhanced pedagogies." Hand in Hand SIP does not address technology.	Thomas' County's vision statement is clear and aligns with the state and federal vision statements. Hand in Hand follows this plan and this provides many opportunities to focus professional learning on technology. DOE vision to assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.	Professional learning is not implemented on how best to use the current digital tools in a rich curriculum with enhanced pedagogies for young students.

Summary/Gap Analysis:

Thomas County has a clear vision that aligns with state and federal goals; however, Hand in Hand does not address these goals through School Improvement Plan or through their vision statement. Through the survey teachers at Hand in Hand indicate they are unaware of the Dept. of Education requirements for students to become literate in technology by the 8th grade. Additionally, the survey indicates teachers are not aware of how the technologies in place should be used. It appears technology is not viewed by kindergarten

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teachers as a significant tool for teaching.

Hand in Hand needs to include a vision for technology that is unique to the population of the school and aligned with the county's vision. Awareness of technology standards for students and teachers need to be addressed, to help teachers understand what is required of students throughout their school career. As well, professional learning needs to focus on "how" to incorporate technology into developmentally appropriate lessons that achieve greater learning outcomes for students.

Data Sources: **Thomas County Strategic Improvement Plan** **Survey** **Thomas County Three Year Technology Plan** **U.S. Department of Education** **Hand in Hand School Improvement Plan**

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?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Thomas county has a technology plan in place that aligns with the state of Georgia plan and the DOE plan. Students attend Computer Lab once a week as a special area. Support teachers implement lessons created by Technology Coach. Weekly Better Seeking Team (BST) meetings for professional learning. An	Hand in Hand does not have a vision plan for technology nor is it included in the school improvement plan. Some teachers use technology as a reward and/or punishment. Some teachers use technology for drill and skill only. Additionally, there are days student stations are not turned on and there is no plan for implementation that day.	There is an opportunity for Hand in Hand to create a plan tailored to the special needs of a primary school. Through BST meetings teachers can collaborate and investigate ways to use technology for higher order thinking projects.	Teachers implement technology as they see fit, usually through drill and skill activities. Teachers are unaware of the importance technology plays in students' ability to be successful in school. Teachers are unaware of the county vision for technology.

already existing platform to address technology related concerns.			

Summary/Gap Analysis:

Hand in Hand Primary School needs special considerations as it is a two grade school for PreK and kindergarten only. Professional learning needs to include how to best use technology to enhance lessons using the digital tools that are currently in place. This education needs to have a focus on best practices for kindergarten students that adhere to practices that are developmentally appropriate for this age group. These issues I believe can be best addressed in the committees already in place; the language and math committees and the BST meetings. These committees are talented and capable of making recommendations on embedding technology in lessons that would incorporate more than the drill practice they are currently used for.

For this to work the school needs a vision for how technology is to be used at Hand in Hand. Staff is in a good position to create a vision for the school and help parents understand and support that vision.

Data Sources: **Thomas County Three Year Technology Plan** **Thomas County Strategic Improvement Plan** **Hand in Hand School Improvement Plan**

ESSENTIAL CONDITION FOUR: Equitable Access

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?*

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- *Do students/parents/community need/have beyond school access to support the vision for learning?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Each classroom has a minimum of four student stations. The school maintains a computer lab that includes approximately 30 stations to accommodate an entire class of students. Weekly computer lessons are conducted during students' special area time. The lab also contains a SMARTBoard which is used for various instructions of both students and faculty. Teachers maintain classroom websites that include news, tutorials, photos of students at work and links to important information. Teachers use the SMARTBoard daily to create and present morning work and encourage class participation in adding to the work. Each teacher has a computer and a reliable printer to use for communication with parents and print materials for struggling students.	Not all students have access to a computer after school. Parents who do not have access to a computer cannot follow the information the teacher places on the class webpage. Having only 1 iPad per room does not allow for small group activities. Teachers need approximately six iPads for small group instruction. The software available is used for low level instruction; drill and skill.	Coaches could periodically conduct technology literacy workshops for parents in the computer lab to help build computer skills that will ultimately help their child. Use iPads during student led conferences so students can demonstrate their skills. Technology leaders investigate project based learning and demonstrate how it can satisfy common core standards.	The isolation of teachers does not promote the sharing of work from teachers who **are** using technology for more student centered learning activities. Majority of teachers do not know how to create student learning activities that incorporate technology. This keeps them from imparting important knowledge to parents.

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Many educational games are available to students including; BrainPOP Jr., Edmark Games, PBS Kids, TVO Kids, Reading Eggs, Harcourt Math and SLDS through Infinite Campus.			

Summary/Gap Analysis:

Teachers need more opportunities to see project based learning similar to that featured in the Edutopia article, *Why Teach with Project Based Learning?* Even if project based learning was not adopted, teachers would realize their current methods of integrating technology engages students at a low level of learning. Without this knowledge teachers cannot help recommend to parents technologies that are beneficial to their student. Most parents have smart phones and there are some wonderful apps they could use with their child. However, there are many apps and games that have no value and without direction parents may use them.

Hand in Hand is a big beautiful school with a complete Computer Lab that could accommodate workshops to help parents who do not have access to a computer. Parents educated in what to look for in educational software would pay huge dividends to the student.

Data Sources: Edutopia **Survey**

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.

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Strengths	*Weaknesses*	*Opportunities*	*Threats*
Most of the staff is proficient in using word processing, accessing Infinite Campus for attendance, email and using the internet. Teachers know how to use the basics of SMARTBoard technology, upload pictures from digital camera and including the basics in class webpage. Technology coach is on campus and trouble shoots technology problems quickly.	Staff is not proficient in using helping their students create projects that use audio and video. Staff does not have time allocated for the learning of new technologies and how to implement them. Teachers' knowledge of creating SMARTBoard lessons is very limited. Currently they are used as digital chalkboards and T.V. screens.	Technology department offers classes after school on using various technologies. School now has four teachers with degrees in Instructional technology which can play an important role in professional learning.	Teachers who are not proficient at using technology are less likely to move their students to use it.

Summary/Gap Analysis:

Hand in Hand is in a good position to make a difference in the ways technology is used by students. Four staff members will receive specialist degrees in Instructional Technology from KSU this year. These staff members can make a difference in professional learning by demonstrating some of the ways technology can contribute to student learning.

Teachers must become aware of the county, state and federal visions for technology. Additionally, administration needs to provide time and modeling for teachers to become confident and proficient in the skill of implementing technology for student centered learning.

Data Sources: Personal anecdotes

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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)?* • *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 learning consistently centers on creating meaningful and authentic lessons that help students achieve learning goals. Staff and Principal are cognizant of keeping activities developmentally appropriate for kindergartners. Technology coach is willing to give mini lessons during teacher planning time. Teachers have the opportunity to take short courses at the board office after school.	No technology training that "shows" what implementation of digital tools looks like with five and six year old students. Administration not flexible with professional learning to spend some of the time researching and incorporating technology for student learning. Not embedding technology in the existing curriculum. Courses at board office are not well attended and usually center of the needs of the adult not the student.	Online videos that demonstrate the use of digital tools for higher order thinking skills. Information on Project Based learning. Staff field trips to view schools already implementing technology with young students.	Teachers who are uncomfortable and feel incompetent in using digital tools may not "buy in" to technology vision and use. Teacher and administration's lack of knowledge in the vision statements and technology standards for teachers.

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Summary/Gap Analysis:

Hand in Hand possesses some advantages for using technology with students such as; new and well maintained equipment. To date there the school has no vision statement for technology use in the classroom. However as Creighton points out, "there should be no technology plan, there should be a school improvement plan that has technology as an important component in it." Currently the only place technology is addressed is in the Common Core kindergarten standards for writing. There are only two standards and many teachers seem to be satisfied with meeting them and stopping.

Until my enrollment at KSU I was unaware of the ITSE technology standards for students, teachers and coaches. This was new information for me, and the teachers at Hand in Hand who do possess knowledge of them, were recent college graduates. These standards need to be addressed at professional learning, as they could inform staff of their importance in student learning.

Data Sources: Creighton, T. (2003). The principal as technology leader. Thousand Oaks, CA: Corwin Press, Inc. Common Core Standards Language

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*
Hand in Hand has some of the latest technology that includes equipment that is of quality and is reliable. Additionally, internet service is rarely interrupted.	Equipment needed: Laptops, class set of iPads, quality digital cameras and video equipment. Technology specialist is	High school interns with technology expertise can work one on one with students and/or trouble shoot problems for teachers.	The Technology coach has a tremendous work load and needs assistance. Interns, volunteers and parents could help address problems faster.

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A technology specialist that is proficient at trouble shooting hardware and software problems. The specialist is also adept at giving meaningful and informative workshops. Several staff members who are proficient in using digital tools and are a help to those who need it. Thomas County has a very efficient system where staff creates a ticket through an online system that notifies technology specialist of the problem. The school has server space that allows teachers to keep a folder on one of the drives to back up materials. There is also a shared drive in which teachers can place material to be shared.	overworked and at times need support staff. Tutoring for staff to trouble shoot their own minor problems. Some adaptive keyboards for young students who have fine motor control issues.	Student's parents who have expertise with technology. Hand in Hand's media specialist is currently pursuing an Ed. Specialist degree in Instructional Technology who will be a tremendous asset to the faculty.	

Summary/Gap Analysis:

Hand in Hand's internet service is rarely interrupted and this allows communications to run smoothly between office and staff. This keeps intercom messages to a minimum and instructional time is rarely interrupted. Teacher equipment is relatively new and runs smoothly. Students have a variety of software programs they can use to help develop language and math skills. Additionally, the school has a full time technology specialist that is also the technology and math coach. She wears many hats and is at times is overwhelmed and could use some assistance from volunteers, parents or interns.

The system for reporting problems is very efficient, as teachers use an online system to create "a ticket" which is passed on to the appropriate personnel. If some of technology specialist duties were covered by support personnel she could be free to; conduct

workshops, tutor teachers, and/or creating lessons that incorporate technology.
Data Sources: Personal anecdotes

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? (QCCs/NET-S)* • *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/QCCs as appropriate?* • *How is student technology literacy assessed?*			
Strengths	*Weaknesses*	*Opportunities*	*Threats*
From survey results 64% of the teachers were aware of the effects of technology on student learning. Teachers are very familiar with Common Core standards as this is the third year of their implementation. This possibly makes it easier for teachers to align technology standards.	From survey results 21% were aware of the ITSE standards. From survey results 50% were aware of technology standards for students. However, I believe this awareness is of the Common Core standards not the ITSE standards. From survey results 29% were aware of Thomas County's vision for technology. Only two technology standards in writing are aligned to content standards.	Professional learning has the opportunity to introduce and plan for collaboration on implementing technology standards in more than the writing curriculum. The technology coach can be instrumental in showcasing how technology was used in project based learning.	Lack of digital curriculum resources that help teachers integrate technology into the common core standards. Technology literacy is never assessed except for two writing standards. Teachers are overwhelmed at the implementation of the Common Core standards and adding additional standards might have a negative effect.

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Summary/Gap Analysis:

From survey results and conversations at school, I believe there is a great deal of confusion about technology standards. I am concerned that teachers do not know the difference between the Common Core technology standards and the ITSE standards for students. Additionally, I am concerned that staff is not aware of the county or the federal vision statements for technology.

The school's strength is in the collaborative groups that already exist and the professional attitude of the majority of the staff. These teams have the ability to engage the staff in aligning content standards with technology standards. The exercise of this alignment could potentially raise the technology literacy of both teachers and students.

Data Sources: Common Core Standards Language Personal anecdotes