ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

What is the current reality in our school?

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

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

Guiding Questions:

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

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Technology is being used by teachers and students daily for purposes of instruction and assessment, which affects student achievement directly and indirectly. Technology use is aligned with GPSs in various subject matter. Programs that support student engagement include Mathletes, iRead, and Seesaw. Day-to-day instruction includes use of technology for introducing essential questions/learning targets, project-based learning, and individual assessment.	Although instruction is guided by use of technology and best practices, all instruction does not involve technology use by students. In using technology for instruction and assessment, all teachers do not align technology with GPSs for every subject matter. In specific content areas, all instructional goals do not involve project-based learning or authentic experiences.	Grade level teachers have daily common planning that provides time for collaboration and communication of how to best use technology to support learning goals. Instructional Technology and Academic coaches are available to model use of technology, assess teacher and student needs, and support those needs specifically determined by grade level chairpersons. Technology and Science/STEAM Hype (Helping Young People Excel) Teams are in place to	Because of the amount of technology available, many teachers feel overwhelmed in how to best support their students through programs or devices. Although training is provided on an ongoing basis, effective implementation of technology for project-based and authentic learning is difficult due to time and varying demands upon teachers. Many teachers are more comfortable using technology to introduce and assess a product/learning outcome, but are not willing to put the technology in students' hands.

		encourage staff in use of technology for best practices.	

Summary of Results/Conclusions: In the area of student-centered learning, our school is considered "approaching" according to the ISTE diagnostic tool. Brumby Elementary School has strengths in use of technology for instruction and assessment, and providing time for collaboration and communication among teachers of the same grade level and subject matter. This strength does not transfer completely into use of technology for project-based or authentic learning, or specific student use of technology. Instructional Technology and Academic Coaches are available to assist with technology implementation and incorporation, but with a student population of almost 1000, more support is needed.

Recommendations from Gap Analysis: Because we are approaching in this area, there are several aspects that can improved upon to help our school meet the requirements of this essential condition. The Technology Hype Team could be expanded to include representatives from each grade level and subject area, and could be trained to support their own specific grade level needs to support standards-based, student-centered learning. Technology use for project-based learning and authentic learning, as opposed to drill and practice, could be supported through the Technology Hype Team as well as the Academic Coach. Common planning could include specific time set aside for technology trainings directly related to increasing student engagement and achievement through technology.

Supporting Sources:

ISTE. (2019). *Essential conditions.* Retrieved from ISTE Central: http://www.iste.org/standards/essential-conditions

ISTE. *Lead and Transform Diagnostic Tool* results

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:

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- *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?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
The vision for technology use in our school includes a Technology Strategic Plan that is aligned to GPSs. This plan is also aligned to our general School Improvement Plan (SIP) that supports student achievement by improving standardized test scores by 3% in Math and Reading/Language Arts. This plan is also aligned with our school's mission statement and vision statement for technology. It provides for devices, software, programs, and teacher training/professional development for use of technology to support	The Strategic Technology Plan was created by the Technology Coach with input from the Instructional Coach and Administration, but no other stakeholders were directly involved. With no other stakeholders being directly involved, most teachers are unaware that this plan exists to support their technology goals and needs of themselves and their students. This also means that various staff, parents, and community stakeholders also do not know that this plan exists, and therefore do not have the opportunity to support teachers and students in this vision.	The plan could be revisited after analyzing results from staff surveys concerning technology uses. The plan could then be shared with staff as it reflects their input, and can be further adjusted according to learning goals. Parent, student, and community surveys could also be created to assess understanding of the shared vision. Results could influence adjustment of the strategic technology plan, and then be shared among stakeholders. The plan and vision can then be monitored and readjusted as necessary, based upon	Any survey administered to students must be explained, as their age levels are not necessarily conducive to understanding survey questions and goals. Due to current minimal parent involvement, an accurate depiction of parent input may not be realized due to either low participation or language barriers.

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curriculum, instruction, and assessment.		continued surveys and achievement scores.	

Summary of Results/Conclusions: The ISTE Diagnostic Tool indicated this condition is also in the "approaching" phase. Although a Technology Strategic Plan has been created in alignment with our SIP and GPSs, the lack of involvement by various stakeholders and lack of a means of evaluation for this plan pose more serious threats to its implementation. A strength is that teacher surveys are already in place, the results of which show a great amount of support in use of technology for student engagement and achievement. However, if staff and stakeholders are unaware of the results of the surveys and the plan itself, it loses purpose and focus as a tool to guide instruction.

Recommendations from Gap Analysis: The Technology Strategic Plan should be re-evaluated and adjusted after implementation and analyzation of staff, parent, student, and community surveys. The plan should not only align with the SIP, but should reflect survey responses so that all stakeholders have input. Both the Technology Strategic Plan and School Improvement Plan should be realigned and explained in a way that involves use of technology for instruction and assessment along with use of best practices for student engagement and achievement. The resulting shared vision should also be monitored and evaluated to ensure that it is meeting the needs of all stakeholders, with a focus on students and teachers.

Supporting Sources:

Cobb County School District. (2016). *2018-2020 CCSD Technology Plan*. Retrieved from Cobb County School District: http://www.cobbk12.org/centraloffice/Technology/TechPlan18-20v01.pdf

Georgia Department of Education. (2018). Retrieved from Brumby Title School Improvement Plan: http://www.cobbk12.org/brumby/TitleI/Brumby%20Title%20School%20Improvement%20plan%20FY18-19%20Revised%207%2019%2018.pdf

ISTE. (2019). *Essential conditions.* Retrieved from ISTE Central: http://www.iste.org/standards/essential-conditions

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Lake, S. (2019.). *Brumby Elementary: Strategic technology plan.*

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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 school's Strategic Technology Plan is separate from our School Improvement Plan (SIP), but the technology plan is in align with and supports the SIP. The Strategic Technology Plan was developed mainly by our Instructional Technology Coach, with input from the Academic Coach and Administration. We currently have close to a 1:1 ratio per student access to technology at our school (desktops, laptops, tablets) including carts for teacher	The Strategic Technology plan does not include input from a variety of stakeholders, including teachers, students, parents, or community. There is not a plan in place to support device or internet access for diverse populations outside of school, whether categorized by race, gender, socio-economic, or geographical (English Language Learners or ELL). Although we have both an Instructional Technology Coach and Academic Coach, our teacher and student populations' needs may reach	There are local plans that provide internet access at low cost to disadvantaged families. Research and surveys could be conducted to determine needs and qualifications. Further surveys could be administered to teachers, students, and community stakeholders to provide input for the Strategic Technology Plan. Meetings between the Technology and Science/STEAM Hype Teams could occur on a monthly basis to ensure that the goals of each committee are in alignment	More surveys and meetings means more time commitment from those participating and those analyzing results. If our coaches are already stretched thin, other sacrifices will need to be made to accomplish these goals. Many teachers are currently unaware of not only the Technology Strategic Plan, but also the SIP, as well as ISTE Standards for Teachers.

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checkout during the school day. The Technology and Science/STEAM Hype (Helping Young People Excel) Teams provide leadership concerning access to and implementation of technology devices and programs.	beyond what each position can provide, as far as individual support.	with each other and the SIP/Tech Plan. The Strategic Technology Plan could be further integrated into the SIP so that our staff and stakeholders could focus on one plan, and more specific goals, for student engagement and achievement.	

Summary of Results/Conclusions: This Essential Condition is in the 'approaching" phase, according to the ISTE Diagnostic Tool. The SIP is available, but many teachers are unaware of its details and/or do not use it to guide instruction. The Strategic Technology Plan was developed by a small group from the school's leadership team, mainly the Instructional Technology Coach and Academic Coach, and does not include input from teachers, students, parents, or community stakeholders. The goals of the technology plan are aligned with the SIP, but no time frame or evaluation method is in place.

Recommendations from Gap Analysis: The Strategic Technology Plan can be further aligned with the School Improvement Plan pending input from stakeholder surveys. The two plans can be merged to create a clear focus for technology implementation to support student engagement and achievement. Measurable goals should be outlined and resources determined to support those goals. A timeline of evaluation should be developed so that all staff and stakeholders are fully aware of goals and needs at any given point.

Supporting Sources:

ISTE. (2019). *Essential conditions.* Retrieved from ISTE Central: http://www.iste.org/standards/essential-conditions

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Lake, S. (2019.). *Brumby Elementary: Strategic technology plan.*

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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 <u>and</u> 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 device access for student population in homeroom classes. Devices are provided in the form of classroom laptops, grade level laptop carts, grade level iPad carts, laptop cart checkout through media center, and Music/Art shared iPad cart. Every teacher is provided with a laptop, and every classroom is equipped with a Simplicity TV and Recordex device. Students of both genders participate in technology fairs, STEAM Showcases, and Sea Perch (STEM) club.	Although students have 1:1 access in homeroom classes, that is not 100% true for support classes (such as our Core Extension). No devices are available for student checkout, and many families do not have access to personal devices or internet access, due to diverse populations, low socio-economic levels, and high transiency rates. Students of both genders are encouraged to participate in the variety of technological opportunities that our school offers, but there is no tool to measure the number of	Surveys can be distributed that allow teachers, students, parents, and the community to offer input as to how technology can be used, supported, and accessed. A student technology asset could be created from a class that is currently using technology for project-based learning. This could inform a student committee that would become a part of decision making. An effort could be made to analyze how many students from each gender base participate in various technology clubs/activities,	We have no current committee of parents or students that influence technology choices or timelines. We have no plan for student access outside of school, or opportunities in place for parents to interact with technology available from the school. There is no real perceived gap between genders as far as technology use, so this aspect may be overlooked when strategies are being developed for equitable access.

	participants from both genders, nor the long-term commitment of these students to their respective clubs/activities.	and monitor participation over the time period that the students are part of our school population. Students of both genders could also create presentations about their participation in technology activities for the morning news, and be a mentor to a younger student of the same gender to motivate and inspire an interest in learning through technology.	

Summary of Results/Conclusions: Although the diagnostic tool says "meeting", this may be due to our commitment to working with our high transient rate, as well as the administration and teachers' visions of how we meet needs and goals of our diverse population through technology. Also, just because each classroom is equipped with a teacher laptop, Simplicity TV, and Recordex, doesn't mean all teachers know how to use these for more than instruction and/or assessment. Having 1:1 technology available throughout the school is one way that we are specifically meeting equitable access within the school building, and teachers are definitely making use of these devices to support student engagement and achievement.

Recommendations from Gap Analysis: The gap in equitable access at our school is more due to high transiency and low socio-economic status than gender. However, this does not mean that there is not a gender gap. Within our school programs, we can assess the number of males/females involved in clubs and activities that involve technology and STEM/STEAM, and invite women in technology from the community to interact with our students, whether in person or through use of technology such as Skype. To further address the socioeconomic gap, research could be conducted through surveys to determine households with little to no internet access, and device access outside of school. Surveys could also address the willingness of families to use a low to no cost service provider, and to check out devices from school for students to use at home. The Technology Hype Team could also research programs that provide these services for our district to determine cost and availability. Workshops or trainings for parents could also be held after school or in the evenings to familiarize parents with internet/device options and school-wide programs such as Office 365. While parents are attending trainings, students could be given an opportunity to practice with loaner devices, and then students could share with parents the classwork that they can continue working on outside of school. By making these teacher/student/parent connections, we can work towards closing this digital divide.

Supporting Sources:

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ISTE. (2019). *Essential conditions.* Retrieved from ISTE Central: http://www.iste.org/standards/essential-conditions

ISTE. *Lead and Transform Diagnostic Tool* results

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*
Teachers consistently use technology for instruction and assessment. Almost half of the teacher populations feels knowledgeable in using technology beyond instruction/assessment, including developing their own resources and implementing project-based learning. Less than half of teachers described their students as	Less than a fourth of teachers surveyed seek opportunities for training pertaining to new ways to use current technology. Over half of teachers are satisfied with current use of technology for teaching strategies. Three-fourths of teachers need further support before incorporating new technology	Technology Hype Team can provide opportunities for teachers to receive in-class training, so that teachers can participate hands-on and experience technology use in-action with their students. Individual teachers not on Hype Team can demonstrate how they are using specific programs and devices with their students in support of authentic, project-based learning.	Many teachers are satisfied with their current use of technology and do not feel they have the time to try anything new, or to use existing technology in a new way. Some teachers are intimidated that many students already know more about device, program, and application use than they (as educators) may understand, and are nervous

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using technology in the form of digital devices or programs/apps that allow students to show their learning, as opposed to drill and practice. Instructional Coach and Academic Coach, as well as District Technology Coach, provide trainings to improve skills of staff, and include staff as part of the train-the-trainer model, so that staff can support each other.	into their teaching strategies/student activities. Instructional coach and academic coach availability is spread thin for individual training. Teachers do not fully possess the skills needed to implement technology for student-centered learning.	Teams in office 365 could be utilized to create a training group, with lesson plans and troubleshooting advice that can be uploaded per the Files tab. Teachers could be encouraged to visit classrooms (during their planning time or pre-arranged times) so that implementation of technology for student engagement could be experienced firsthand.	about putting technology into students' hands. Support from District Technology Coach must be pre-scheduled.

Summary of Results/Conclusions: The area of Skilled Personnel is also considered "approaching", in that in general, less than half of the teacher population rates themselves as skilled in personal and/or student use of technology. A technology use survey was conducted, with results showing that most teachers use technology daily, but less students use technology daily. Technology is used for classroom management, instruction, presentation (teacher and student), productivity tools, Office 365, and various learning activities. Creating and implementing their own lessons is a skill teachers are lacking in, although many feel more confident in using technology to teach pre-constructed lessons. Student use of technology often involves working in pairs/groups and presenting new knowledge, after being trained on presentation tools by the teacher. Teachers have a need for in-class demonstration before using a tool with whole group, as they do not want to waste instructional time implementing a tool they do not feel proficient in using.

Recommendations from Gap Analysis: The Technology Hype Team purpose could be revisited to extend responsibilities from Instructional Coach and Academic coach to those team members, in an effort to provide added support for classroom teachers. Teams in Office 365 could also be used as an interactive approach to supporting skills of staff, as teachers who feel confident in a specific area of technology use could share their knowledge and expertise through lesson plans, troubleshooting tips, and outside resources. As a school, we could determine specific days for our District Technology Specialist to be on campus for in-class skill support. MIE certification of all staff could be extended to include in-class and post-training opportunities.

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Supporting Sources: ISTE. (2019). *Essential conditions.* Retrieved from ISTE Central: http://www.iste.org/standards/essential-conditions ISTE *Lead and Transform Diagnostic Tool* results Levels of Technology Use survey

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 are required to participate in Microsoft Innovative Educator training monthly. Sessions include use of Office 365 for teachers and students, but mostly teachers. Teachers are required to complete modules based upon different components of Office 365,	Many teachers are unable to attend technology conferences, as it is usually reserved for members of specific technology teams. Although trainings are abundant, they are not necessarily content-specific, nor grade-level specific. Teachers can collaborate on	Teachers who were part of the STEM/STEAM innovation academies are encouraged to present at Stemapalooza and various Cobb County Tech Fairs. Teams in Office 365 will be utilized to share tool and resources, as well as to	Teachers are already stretched in completing MIE homework, which they do not all feel can be incorporated into instructional time. Title 1 funding is adequate for technology needs, but there is still no program in place that gives every teacher the same

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such as OneNote, Teams, Forms, and Sway. The county provides opportunities for professional learning such as Stemapalooza and Cobb Innovative Academies (STEM/STEAM). Sessions are led by instructional technology leads, as well as teachers throughout the county who are proficient in technology integration and implementation. Our school sends several teachers to various technology conferences throughout the state and nation.	the requirements of the Office 365 certification, but vertical collaboration is not necessarily an option. Our school consists of almost 1000 students and 70 plus staff; therefore, one technology coach and one academic coach cannot suffice for the amount of need per teacher and/or student.	implement project-based learning. Hype Team will determine times to advocate for student use of technology, and how teachers can support student achievement and engagement through tech tools and programs. MIE will reach beyond teacher communication and collaboration, into student-centered learning and teacher/student/parent interaction. Follow-up trainings could occur in clusters or during the school day so that teachers could have an opportunity for support in their classroom, with their students, within their specific subject matter.	opportunity for professional learning. Many teachers are unaware of the opportunities that do exist, or don't want the burden of arranging for a substitute and leaving their classroom. Hype Teams are interactive among grade levels, but can only do so much to support teacher goals for themselves and their students.

Summary of Results/Conclusions: Ongoing Professional Learning is recognized as "approaching" based on the ISTE Diagnostic Tool, but moreso a strength in that the opportunities for professional learning are available, whether taken advantage of or not. Our county is not lacking in providing professional development, but the question is whether teachers are able to use these PD sessions for their specific grade levels or subject area, and for specific student achievement. Also, there is a lack of support resources for teachers in their actual classrooms, post-training. How do teachers implement what they've learned with students, and how do they request support for devices/programs/apps in the moment? One-on-one or small group application of technology trainings could result in more direct impact upon student achievement.

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Recommendations from Gap Analysis: Although Title 1 funding is adequate, there will come a point where our funding cannot keep up with our needs, based upon school population and growth. Additional funding and advertisement can be put into place for teachers who want to attend professional learning sessions, but aren't aware of the availability or purpose. Monthly meetings of Hype Teams could be all aligned to the Technology Strategic Plan and School Improvement Plan, so that professional learning is an ongoing support system. After county-level trainings, technology leaders could plan follow-up sessions with teachers in clusters within the school district, so that questions could be answered and in-class implementation could be further supported.

Supporting Sources:

ISTE. (2019). *Essential conditions.* Retrieved from ISTE Central: http://www.iste.org/standards/essential-conditions

ISTE. *Lead and Transform Diagnostic Tool* results

Lake, S. (2019.). *Brumby Elementary: Strategic technology plan.*

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*
New Simplicity touch screen TVs and Recordex devices in every classroom. New building with internet and Wi-Fi throughout.	Specific support for technology programs is divided between schools, as we have a shared personnel. Staff can submit a tech ticket for issues but will be	The Technology Hype Team can include a member from each grade level and could also work with other Hype Teams (such as Science/STEAM, Math, Writing, and Reading-Social Studies) to ensure	Not all members of the Technology Hype Team are experts at problem solving and troubleshooting. Tech ticket work well in theory, but teachers become

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Technology Hype Team committee that oversees technology implementation. Instructional Technology coach that works with Academic Coach to ensure use of technology for best practices. Technology Support Specialist that works between three schools to support infrastructure and specific device needs. District Technology Specialist that works within our county cluster to train teachers in specific programs (such as Microsoft Innovative Educator and components of Office 365, as well as Simplicity TVs and Recordex devices).	addressed as time allows as it is relayed to our District Technology Specialist. The first floor of the building does not receive effective Wi-Fi service due to the construction of the building, which means internet is not accessible on individual devices except those assigned specifically to the county (such as iPads).	technology is being used for best practices in all subject areas. The Technology Hype Team can work with the Instructional Technology Coach and Academic Coach to become aware of specific issues and support that could be provided across grade levels and subject matter. The Teams app in Office 365 could be used as a quick resource for those with minor issues that need solving. The District Technology Specialist can be requested for individual or group training for any technology need.	frustrated that they don't have a timeline for when their issue will be addressed. Internet connections are not consistent throughout the building.

Summary of Results/Conclusions: Technical support is in the "approaching" phase according to the ISTE diagnostic tool. Teachers feel adequately but not completely supported. Most teachers know what to do and who to contact when an issue arises with tools, devices, or programs, but can be confused about when to submit an actual tech ticket and the timeline of expected service. The Technology Hype Team is available to help with minor needs, and to support the Instructional Technology Coach and Academic

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Coach as far as use of technology for best practices. With a school of almost 1000 students, having only one tech coach does not 100% meet the needs of the school. The Technology Support Specialist who manages tech tickets works between three schools, and the District Technology Specialist assigned to our area is available at our physical location a few days per month, and as pre-scheduled for specific needs. Teachers are encouraged to ask for help, but immediate help is not often available.
Recommendations from Gap Analysis: Although technical support is in the "approaching" phase, there are several recommendations for moving towards "meeting" this standard. The Technology Hype Team could be realigned to include more than one member from each grade level/subject area, and this team could meet with other Hype Teams to determine any reoccurring technical needs and how to solve those needs quickly when they arise. Each grade level team could then have one specific leader who can answer questions and meet minor needs. As part of MIE certification, these team members could be proficient in all applications in Office 365. A clear flow chart of who to contact for specific needs would be beneficial, as well as a test ticket response with a workable timeline.
Supporting Sources: ISTE. (2019). *Essential conditions.* Retrieved from ISTE Central: http://www.iste.org/standards/essential-conditions ISTE. *Lead and Transform Diagnostic Tool* results

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*

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Educators that are involved in Instructional Technology degrees and those on the Technology Hype Team are aware of the ISTE Standards for Students. Through available technology, many teachers are already implementing some of the standards, even if they are unaware of the specifics. ISTE Standards for Students are aligned with GPSs and our school Technology Strategic Plan.	Many teachers and parents are unaware of the student technology standards. No assessment exists for technology literacy of teachers, students, or parents. No assessment exists for implementation of ISTE Standards for Students within lesson plans or activities.	Teachers, students, and parents can be made aware of the student technology standards through workshops/trainings. Teachers can be shown how they are already implementing ISTE Standards for Students through technology they are currently using with students. Trainings can be provided to show teachers how to easily make connections between many of the ISTE standards and their subject matter. Assessments can be developed to determine how students are meeting, exceeding, or not meeting ISTE Standards for Students, and results can inform changes in teacher practices using technology.	Teachers already have many standards to teach and time is already short. Parents have a difficult time keeping up with student responsibilities, so adding another aspect of learning may be overwhelming for both students and parents.

Summary of Results/Conclusions: Our score on the ISTE diagnostic tool was approaching; however, based on awareness of ISTE Standards for Students, we may be more in the beginning phase. Most of the staff aware of ISTE in general or the standards are those working towards a degree in Instructional Technology, as well as the Instructional Technology Coach and Academic Coach. Other teachers who have been involved in various STEM/STEAM Innovation Academies have been exposed to the standards but not in a way that encouraged them to connect the standards to what they are already doing or to implement them as part of a lesson plan. There is also no way of assessing how the standards are being met, or whether students or parents are aware of their existence. There is a Technology Hype Team in place that can educate staff and students to the standards and how they apply to various subject matter and grade levels. Several teachers are meeting many of these standards already, even if they are not fully aware of what each standard entails.

Recommendations from Gap Analysis: The Technology Hype Team should consist of at least one member from each grade level/subject matter, and should meet/connect with various other Hype Teams (Writing, Science/STEM, Reading/Social Studies).

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What is the current reality in our school?

This will allow the Technology Hype Team to share the ISTE Standards for Students with each team, including how they may already be meeting specific standards and what support is needed to further implement the student standards. Further training can be developed based on teacher and student needs, and assessments can be created to determine student understanding of the standards as well.
Supporting Sources: ISTE. (2019). *Essential conditions.* Retrieved from ISTE Central: http://www.iste.org/standards/essential-conditions ISTE. *Lead and Transform Diagnostic Tool* results Lake, S. (2019.). *Brumby Elementary: Strategic technology plan.*

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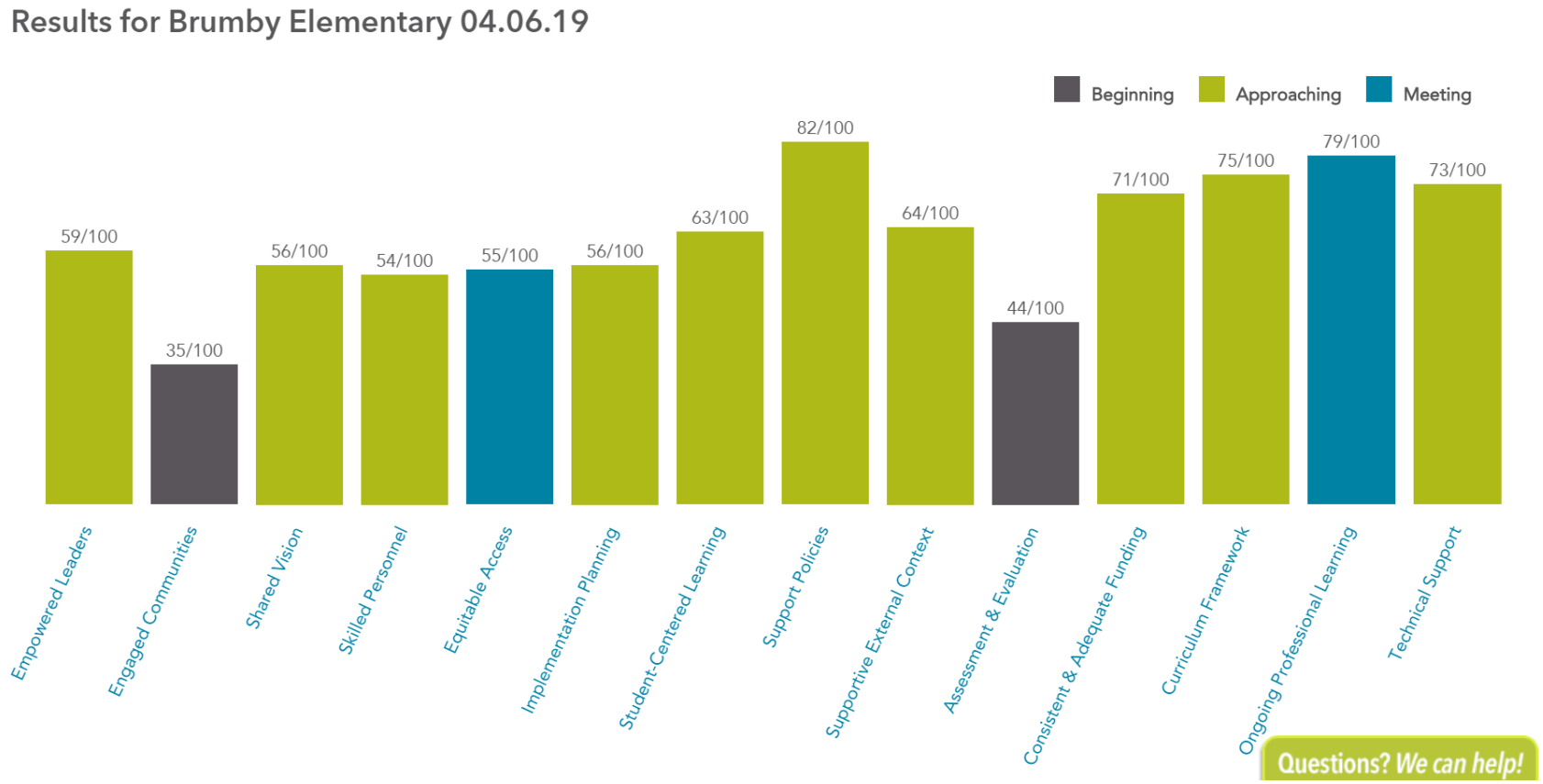
What is the current reality in our school?

Appendices

Appendix A:



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What is the current reality in our school?

Appendix B:

Levels of Technology Use Survey

Please answer the following questions based on what you and your students do in your classroom (do not base your answers on activities in which students may participate in another classroom).

* Required

1. Students in my classroom use web-based projects (e.g. WebQuests) to learn and demonstrate understanding of grade level standards. *

- ◯ Several times in a nine-week grading period
- ◯ Once during a nine-week grading period
- ◯ Less than 4 times in a school year
- ◯ Never

2. My students have the opportunity to collaborate with content area experts from outside the classroom. *

- ◯ Several times in a nine-week grading period
- ◯ Once during a nine-week grading period
- ◯ Less than 4 times in a school year
- ◯ Never

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What is the current reality in our school?

3. Students in my classroom participate in web-based projects that involve collaboration with students or professionals in locations beyond our school building (via Skype, email, etc.). *

- ○ Several times in a nine-week grading period
- ○ Once during a nine-week grading period
- ○ Less than 4 times in a school year
- ○ Never

4. I use the following digital resources to communicate with important stakeholders (check all that apply): *

- ☐ Online newsletters
- ☐ Class webpage
- ☐ Blogs
- ☐ Online lesson plans
- ☐ None of the above

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What is the current reality in our school?

5. Students in my classroom use digital portfolios (e.g. Showbie or Seesaw) to showcase their work and to store artifacts of their learning. *

- ○ Frequently, and in multiple subject areas
- ○ Frequently, in one subject area only
- ○ Occasionally, in multiple subject areas
- ○ Occasionally, in one subject area only
- ○ I am beginning to use digital portfolios in my classroom.
- ○ Students in my room do not use digital portfolios.

6. On a scale of 1-5, how confident do you feel in your ablitiy to implement digital portfolio use in your classroom? *

	1	2	3	4	5	
Not confident at all	○	○	○	○	○	Highly confident

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What is the current reality in our school?

7. On a scale of 1-5, to what extent do student-generated questions guide the content and product of learning experiences in your classroom? *

	1	2	3	4	5	
Never	○	○	○	○	○	Student-generated questions are the focus of the majority of our class projects.

8. Students use the digital resources in my classroom for practice and reinforcement of skills I have taught. *

- ○ On a daily basis
- ○ Several times a week
- ○ Several times a month
- ○ Infrequently
- ○ Never

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What is the current reality in our school?

9. Students in my classroom choose the digital resources they will use to meet learning targets or desired outcomes. *

- ○ On a daily basis
- ○ Several times a week
- ○ Several times a month
- ○ Infrequently
- ○ Never

10. To what extent does your classroom have well-established procedure for self-directed learning using digital resources? *

	1	2	3	4	5	
My class does not have set procedures for technology use.	○	○	○	○	○	Students follow classroom procedures for digital resources and are fully engaged in self-directed learning.

SUBMIT