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*
Students, teachers and administration use technology daily to encourage student achievement. Teachers who use technology use it in a variety of ways that are aligned to research-based best practices and are most likely to support transfer of knowledge and deep understanding of content.	Research-based best practices are not consistently used in daily instruction. Some teachers use drill and practice and are confident that they are integrating technology not understanding that there are different LoTi levels of technology integration. Teachers underestimate students and are afraid to delve into real-world applications instead of having expectations of knowledge transfer.	Teachers have the opportunity to collaborate with the core X team on long term real-world activities. With over 1,000 devices in the school all students and teachers should be comfortable using technology for project-based and authentic learning activities. Teachers at Brumby are becoming Microsoft Innovative Educators (MIE) giving them Web 2.0 tools to use on a day-to-day practice aligned with research based best practices.	Technology devices age and do not get updated or replaced because they are not being used with the goal of productivity and student achievement. Teachers being forced to participate in professional learning activities that are beyond their skill set, instead of seeking input from staff.

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Summary of Results/Conclusions: Brumby Elementary School is strong in the area of having technology resources available. Teachers have the autonomy to explore with technology freely and innovatively. However, the digital divide rest heavily on the knowledge, experience and beliefs of individual teachers. Teachers who are confident in using technology and understand the need to provide our digital natives with skills is a strength. Conversely, those who do not see a benefit in the use of technology for anything other than drill and practice are a weakness. The lack of knowledge and understanding that we are teaching digital natives and preparing them for a future in a tech savvy world is a weakness.

Recommendations from Gap Analysis: As shown in the diagnostic tool and survey this area could be improved. Teachers need to be aware of researched-based best practices and given tools to support practices in daily instruction. Expectations must be set, goals made and accountability enforced. With given expectations of transforming classrooms into digital learning spaces stakeholders should have a voice on their needs to be successful in transformation. Brumby should offer a summer PL opportunity open to several grade level representatives with technology or standards expertise. Teachers can work collaboratively to align standards-based learning with student-center, project-based, authentic learning opportunities.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u-8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

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ESSENTIAL CONDITION TWO: Shared Vision

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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?*

Strengths	Weaknesses	Opportunities	Threats
Brumby's vision aligns with the Cobb County School District technology vision. The plan was created by a very involved technology coach. The technology coach and academic coach are very familiar with the plan and have use it to support the improvement of student achievement.	The vision was created by one person. Stakeholders were not involved in the creation of the technology vision. Staff members, community members, and parents not in educational graduate classes are unaware of plan. Administration does not advocate technology implementation. Failure to implement plan.	Create a unique vision that is specific to the needs, wants and expectations of Brumby. Needs assessments have been administered to the staff, use these to create wanted professional development. Involve stakeholders in creating a plan to implement shared vision. Several staff members are perusing instructional technology degrees, utilize them to meet staff needs per needs assessments.	Stakeholders unwilling to participate in shared vision due to lack of goals and structure put in place by administration. Stakeholder with technology awareness will not share valuable information with others. Being unaware of a vision is detrimental to improved student achievement.

		Students from underserved communities and underrepresented groups (low SES, minority and girls) experiencing technology rich environment that fosters critical and higher level thinking to promote improved student achievement.	

Summary of Results/Conclusions: Brumby has a shared vision that aligns with the Cobb County School District's shared technology vision. Many of the stakeholders are unaware of the technology plan and shared vision, including some key leaders in the school. Brumby has a wealth of resources and partners giving them the capability of being a top technology school in the district. Involving stakeholder in planning and implementation of a shared vision would empower participants to carry out said vision. Many stakeholders believe in the benefits of technology researched best practices, however the lack of communication has not allowed the trickle down affect to take place.

Recommendations from Gap Analysis: Brumby has a shared vision that aligns with the Cobb County School District's shared technology vision. Many of the stakeholders are unaware of the shared vision, technology plan and SIP. Brumby has monthly PTA, rotary, staff and foundation meetings where this information should be shared to keep stakeholders abreast to the initiatives. Stakeholder should be given information on the value of technology to support student achievement and prepare students for tomorrow's workforce.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u-8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

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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*
District has a three year technology plan. Brumby has a technology coach and a county tech support representative.	The SIP does not integrate technology vision or plan. Expectations for technology team are unclear. The needs of diverse populations are not addressed. Sharing relevant information with parents regarding affordable internet access.	Address the needs of diverse populations. Give diverse populations engaging learning opportunities. Have Comcast present at open house to sign parents up for discounted internet service.	Some teachers believe the way they have always done things is just fine. Brumby has very diverse population and not having a strong plan threatens an already threatened population not being able to compete with tech savvy peers.

Summary of Results/Conclusions: According to the diagnostic tool Brumby is in the "beginning" in this area. The district has a specific plan that is clearly written with defined goals. Brumby's SIP is not clear, detailed or include goals that address technology.

The SIP does list one way in which technology will be used in a drill and practice fashion to address students performing below grade level in math. The plan also fails to address the need for student-centered activities, engaging learning opportunities or real-world authentic learning. Researched-based best practices are not taken into consideration when trying to promote student achievement.

Recommendations from Gap Analysis: According to the diagnostic tool Brumby needs improvement in this area. Brumby's SIP should be revised during post planning. The SIP is vague overall and does not incorporate technology other than drill and practice which is not research-based best practices. The plan needs to address the diverse and underserved population and make suggestion to address the digital divide outside of school. Stakeholders need to be made aware of the technology plan and have input on how to implement the plan. Again this should be done at post planning to set expectations for the upcoming year.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u-8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

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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?*

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

Strengths	Weaknesses	Opportunities	Threats
Brumby is close to having one to one technology access. Partner donations allow us to purchase needed and wanted tools and programs. Low SES and gender groups have equitable technology access at school. After school clubs that are technology driven: SeaPerch, Tech Club, and Science Olympiad.	Equitable access for students is teacher dependent. Families not aware of Comcast program for affordable internet. Split level building can make finding laptop carts difficult. Core X teachers not having equitable access to devices.	Take devices to students. Brumby students mostly live in apartment complexes. Devices could be taken to nearby complexes in a weekly rotation. All students have access to technology regardless of teacher.	Low SES and gender groups not having equitable access to technology. Students that are placed in classes consecutively that have teachers who do not utilize technology. Partner donations diminish due to the lack of school wide technology integration.

Summary of Results/Conclusions: Brumby is close to having one to one technology access. Brumby serves a low SES population, minorities, and underrepresented gender groups. There are several after school clubs that are technology driven and are open to all students. Teachers at Brumby vary for new teachers to veteran teachers soon to retire. Theses teachers have varying technology backgrounds, comfort levels and interests. This plays a role in equitable access for students. If students have teachers that are knowledgeable and comfortable with technology they will have access. Students who have teacher with low to no technology knowledge or skills will use technology at most with drill and practice.

Recommendations from Gap Analysis: With almost one-to-one technology to student access students at Brumby should have high technology literacy. Equitable access for students relies heavily on the attitudes, beliefs, knowledge and skill of teachers. Thus, expectation should be understood that the use of technology to increase student achievement in non-negotiable. If teachers and other stakeholders have a voice in making decisions they are more likely to "buy-in" to the program. Therefore, stakeholders should devise a plan to make sure all students are using technology daily for student-centered learning. Brumby administration and staff should discuss the Bring Your Own Device (BYOD) option. Brumby is a Title I school with 72% of students receiving free or reduced lunch. Comcast offers affordable internet services for these families. Brumby should invite Comcast to open house to enroll families into the program on the spot instead of sending flyers that may not make it home or cannot be read because it is in English.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u-8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

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ESSENTIAL CONDITION FIVE: Skilled Personnel

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

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

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

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

Strengths	*Weaknesses*	*Opportunities*	*Threats*
All staff members are skilled enough in the use of technology to check their email. Approximately 30% of staff members are skilled in the use of technology appropriate for their job responsibilities. Technology coach is very skilled and knowledgeable.	Not all teachers are skilled in the use of technology appropriate for their job responsibilities. Teachers need varied levels of technology knowledge and training. Many teachers are lacking knowledge of technology standards for students.	Show teachers how and why the use of technology, through research-based best practices, is critical to increase student achievement. Teachers share technology skills they are highlighting in their classrooms to inspire others.	Teachers are not aware of why they need to change, the way they have always done it works just fine. Teachers do not know how to transition to a digital learning environment. Technology coach is pulled from coaching to attend to other tasks.

Summary of Results/Conclusions: Brumby does not foster a technology-rich culture. Only 30% of staff members support digital age learning environments. Teachers are lacking skills themselves therefore are unable to pass knowledge on to students. Many teachers are unaware that ISTE Standards for Students exist. The technology and academic coaches try to force staff members aboard the digital age journey. However, possibly due to under confidence in her own technology skills, staff members are not hearing the voice of our school and are yearning for direction and purpose from their leader.

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Recommendations from Gap Analysis: The number of staff members who are skilled in the use of technology appropriate for their job requirements is extremely low. Brumby needs to devise a plan on increasing the proficiency in teachers and offer trainings at all levels. Teachers also need to be exposed to ISTE Standards for students. Brumby staff should go through a cultural responsive course. The staff make up at Brumby does not represent the student population. Teachers need to understand that by not giving our digital natives digital equality we are denying them fair opportunity.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u-8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

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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/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

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Brumby staff member are participating in Microsoft Innovative Educator (MIE) monthly. Brumby teachers are selected to participate in Cobb STEM Innovation Academy quarterly for one year. Teachers are free to seek out professional learning opportunities.	MIE is mandatory without explanation or purpose. The program is not differentiated and does not meet all teachers at their comfort or instructional level. Brumby provides few professional learning opportunities. The opportunities provided do not seem to have input from teacher needs assessments.	Provide teachers with needs assessments and develop professional learning opportunities based on the needs. Teacher leaders that are tech innovators in the school provide ongoing professional learning. To maximize time teachers can record lessons or how to videos and post on a staff blog.	MIE frustrating to teachers who are not at an advanced technology user level causing them to turn away from further use of technology. Professional learning opportunities are often not met with dedicated time to practice or ongoing support. Once the training is over there is no plan for continuance and its back to business as usual.

Summary of Results/Conclusions: Brumby staff members are participating in MIE certification. All staff members participate in a monthly class during their planning time (4&5, 2&3, K&1, core X and administrators). These meetings are well attended because they are mandatory. Participation in these meetings is low as is attentiveness. After classes teachers are to produce homework. Many teachers are currently enrolled in graduate courses making this an added "to do." Others are lost due to the pace and skill level. Many teachers feel this is just another thing we are doing and when we are certified what is the plan for ongoing training and use?

Recommendations from Gap Analysis: Brumby's administration needs to incorporate technology into ongoing professional development. There also needs to be a mixture of selective professional learning and mandatory professional learning opportunities. Administration should use technology resources to create needs assessments to get input from stakeholders on desired professional learning wants and needs. Brumby has many resources in the building with several teachers perusing a degree in Instructional

technology. Use these teachers and other technology leaders in the school to demonstrate technology lessons and provide ongoing professional development.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http://file:///home/chronos/u-8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

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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 <u>instructional</u> issues when teachers try to use technology in the classroom?*

Strengths	Weaknesses	Opportunities	Threats
Onsite technology coach is available to help troubleshoot problems.

Brumby technology coach, tech support specialist and | Technology support specialist is shared between three to six schools. Thus, issues are rarely addressed when the problem arises. Tech support specialist is not housed at Brumby | Tech support can create troubleshooting videos so staff can try to fix problems on their own. These videos can be stored on Office 365, "frequently asked questions" | Technology support staff may intimidate some staff members causing them to avoid submitting work orders. Equipment does not get fixed |

Cobb County Technology Specialist are very knowledgeable. Several staff members are able to help others troubleshoot and assist with instructional technology issues.	therefore it can be difficult trying to reach her when support is needed. Technology devices often have issues that are no longer covered by warranties and the county is unwilling to pay to fix the problem or replace the device.	or "reoccurring technology problems in the classroom."	and students are without resources. Technology coach is often asked to troubleshoot instead of going through the recommended process taking her away from her coaching responsibilities.

Summary of Results/Conclusions: According to the diagnostic tool Brumby is in the "approaching" range, this was one of the highest scoring sections. Brumby has an onsite technology and academic coach as well as support for a technology support specialist assigned to the school and a Cobb County Technology Specialist. The two specialist are shared between several schools. All four support people are knowledgeable and skilled. The technology coach is the only tech support person onsite full time so she often gets pulled for troubleshooting and taken from coaching responsibilities. When devices go down or a problem arises there is usually not immediate assistance available. However, when it comes to instructional technology issues many teachers and support staff are knowledgeable and willing to assist others.

Recommendations from Gap Analysis: Technology support was one of Brumby's strengths. Brumby has a strong support system with knowledgeable skilled people in place. The one recommendation is that Brumby decide and define the roles of the technology coach. She is rarely able to go into classrooms and provide direction and support because she is being asked to troubleshoot technology or she is assisting with various responsibilities around the building. The technology coach could be a great asset to the struggling non-tech teachers.

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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
Technology coach is aware of ISTE Standards for Students. Teachers enrolled in the enrolled in the Instructional Technology Leadership program are aware of ISTE Standards for Students.	Most stakeholders are unaware of ISTE Standards for Students. Teachers are not integrating technology skills in day-to-day instruction. Student technology literacy is not assessed.	Brumby is a STEM certified school with 1,000 technology devices. This is a great opportunity to involve stakeholders with ISTE Standards for Students. Promote awareness, offer before and after school programs, take resources to them and share resources.	Brumby will continue to acquire technology resources with no awareness of ISTE Standards for Students. Teachers will use equipment with no goals or objectives in mind. Teachers will not integrate technology skills in day-to-day

Interested teachers applying to participate in the ISTE summer conference.		Invite teachers to participate in a summer professional development where teachers create or find ways to integrate technology in day-to-day instruction with aligned technology standards to content standards. Familiarize staff with ISTE Standards for Students and have stakeholder input on how to assess technology literacy.	instruction to promote higher order thinking. Student technology literacy will continue to not be assessed and students will move on to middle school behind their peers in technology skills.

Summary of Results/Conclusions: Brumby is in the "beginning" area according to the diagnostic tool. ISTE Standards for Students are only know by a handful of teachers, the technology coach and the academic coach, most stakeholders are not aware they exist. Brumby has a wealth of technology resources and they are not being integrated into day-to-day instruction to promote student centered activities, authentic real-world learning, or project-based learning. Due to the lack of awareness of technology standards students' technology literacy is not being assessed.

Recommendations from Gap Analysis: Brumby staff should have a post planning meeting that educates them about ISTE Standards for Students. The academic coach is great a making breakout boxes. She could create a hands on activity that also requires teachers to use technology to gain awareness of ISTE Standards for Students. When teachers are sent to trainings or outside learning opportunities Brumby administrators should provide time for redelivery of material. Brumby students are under achieving and have been on a consistent decline for several years. We find many excuses to place the blame, now it is time for us to admit we are not doing something right and we have to make a change.

Supporting Sources:

ISTE Standards for Teachers. (2008). Retrieved from http:///file:///home/chronos/u-

8142ad2fba766f0cde5a282cdc4e124c30171c5c/Downloads/ISTE%20Standards-T%20PDF%20(2).pdf

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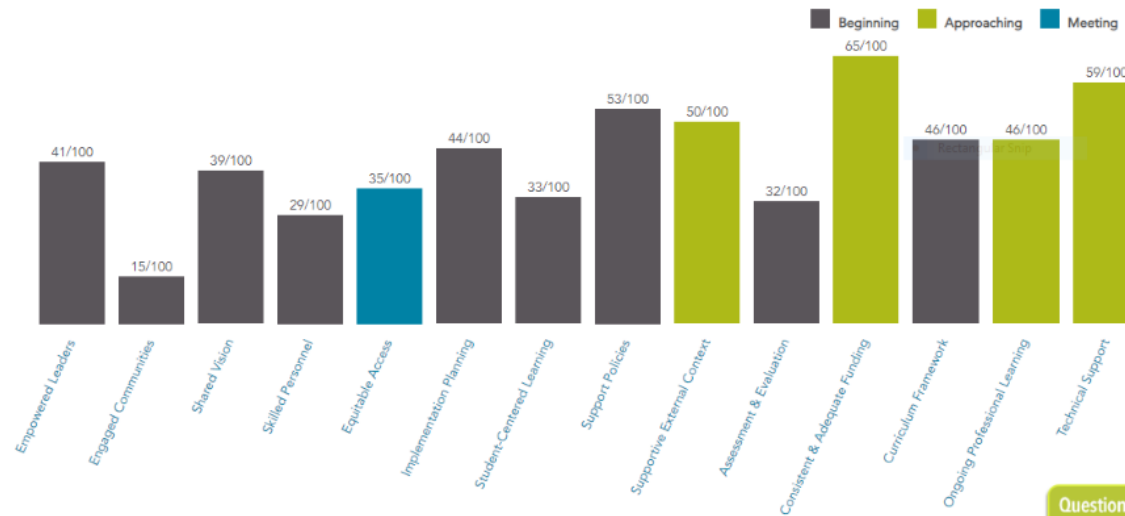
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Appendices

Appendix A:

Results for Brumby Elementary School 03.26.19

Appendix B:

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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

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

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