

**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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>Technology is used as an assessment tool. District assessments and the Georgia Milestones are given on a computer. The Technology Coordinator also sets up all summative assessments so that they can be scored online through a program called SchoolNet. Classroom teachers make up the questions at the end of each unit and the Technology Coordinator is able to add them online. Once the tests are scored online the results are used to decide on what needs to be retaught in day to day instructions.</p> <p>Teachers are also encouraged to use their eClass page which</p>	<p>The weaknesses are that teachers are not aware of the technology standards so they are not able to use them to help with student achievement.</p> <p>Technology is also not used by all teachers every day in their classrooms to help with student engagement and for best practices like real world application and problem based learning.</p>	<p>All schools in Gwinnett County have a Technology Coordinator in the building at all times that is able to help with technology in terms of learning. That person is able to help with setting up technology and troubleshooting as well as co teaching if needed. She is also aware of how to implement technology in lessons and is aware of new technology that can be used in classrooms through going to professional development.</p> <p>Each grade level also has one teacher that is on a technology team so they are able to help</p>	<p>Many teachers at the school are not willing to use technology because they say that it takes too much time to figure out and that they have problems with connection so they waste instructional time. They do not like to change their lessons that they have used for many years so they are unwilling to implement technology in their classrooms.</p>

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<p>is the Learning Management System in Gwinnett County, to give homework as well as to communicate to parents when events are and post resources for at home use. These are encouraged to be updated weekly.</p>		<p>teachers on their grade level if needed.</p> <p>There is also a eClass coordinator for the district who is at the school once a week to help teachers if needed.</p>	
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#### ***Summary of Results/Conclusions:***

Technology is used at Taylor by the teachers to assess students through summative assessments. The technology coordinator sets everything up for the teachers so that the assessments are easy to use. These assessments give quick data so that teachers can use the results to guide their instruction. Teachers also use their eClass page to update information for the parents weekly. Although there is a lot of support from the Technology Coordinator and the eClass coordinator as well as grade level technology leaders, teachers are still hesitant to use technology. Teachers indicated in an adopter survey included in Appendix B that the most difficult part of using technology is learning how to use the tool on their own. Because teachers are so hesitant to use technology they are not using the technology for real world applications and problem based learning. They are also unaware that there are technology standards that they should be using in their classrooms to integrate technology to engage students. Due to the fact that teachers do have the support of many people in the building to help with technology we need to move toward getting teachers on board and comfortable in using technology at a higher level.

#### ***Recommendations from Gap Analysis:***

In this category of using technology to enhance student centered learning there could be an improvement in the way that teachers feel about embedding technology into teaching practices. Students are not getting the technology time in authentic tasks because the teachers do not feel comfortable using the technology because they feel it is too hard to figure out on their own. In the ISTE Standards for Educators one of the standards includes creating planning time to work together to create authentic learning experiences with technology (2019). Teachers would feel more comfortable with technology if they were able to collaborate on how it can best serve their students through authentic learning. This way there would be less resistance because teachers would have to time to figure out the tools as well as find the best way to use it in their lessons. According to Sheninger, "Digital leadership is not only a change in mindset, but also a change in professional behavior that will pave the way to create a more relevant school through the seamless integration of twenty first century tools." If teachers find that the school is working toward a technology centered integration, then they will feel more comfortable changing their mindset on technology. The ISTE Lead and Transform Diagnostic

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Tool shown in Appendix A shows that Professional Learning is at the approaching stage. The recommendation is to give teachers professional learning time with the support of the technology coordinator to explore technology tools and integrate them into lessons. This will get the school to the meeting section as well as creating a better mindset when using technology for authentic learning in classrooms

#### **Supporting Sources:**

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

Responses from the Survey Instrument (Created by Alyssa Sills, See Appendix B for results)

ISTE Standards for Educators. (2019). Retrieved from <https://www.iste.org/standards/for-educators>

Sheninger, E. (2014). Digital Leadership: Changing Paradigms for Changing Times. Thousand Oaks, CA: Corwin

### **ESSENTIAL CONDITION TWO: Shared Vision**

*ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.*

#### **Guiding Questions:**

- *Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?*
- *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they believe 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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
More than half of the teachers interviewed believe that technology is a positive in their classroom and they have	There is no official vision for technology use in the county. There is an old vision that has not been revisited and the new	A technology vision will be created for technology use in the school	Stakeholders not being involved in the creation due to lack of communication and interest.

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<p>positive beliefs about using technology to motivate students.</p>	<p>vision has not been added as of present.</p> <p>Taylor Elementary also does not have a vision for technology and there is nothing in the works in terms of a technology vision.</p>	<p>A technology vision will be released for the county to guide the technology plan at the local school level</p> <p>Stakeholders will have a say in the vision for the county as well as the school level.</p> <p>After teachers implement the shared vision there will be a follow up evaluation on how valuable the vision has been.</p>	<p>The school or county not seeing value in working toward a technology vision as soon as possible.</p>
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***Summary of Results/Conclusions:***

Teachers do have positive beliefs toward technology even though they are hesitant to change but there is no technology vision for the county or the school. The county had a vision in 2012 that was met in 2015. This vision included the use of an LMS as well as getting more resources into the school. After 2015 there has not been an updated Technology Plan. Due to the fact that the county does not have a plan the local school also has not set up a plan. The conclusion is that there should be a new technology plan created at the county level and then at the local school level where stakeholders have a say in the shared vision. The only threat to this plan is that there is not an emphasis on creating the plan so this shared vision may not be a priority for the district as well as at the local school level. This would hinder the advancement of the county in terms of technology.

***Recommendations from Gap Analysis:***

After looking at the results from this analysis the recommendation is for the county to create a new and updated technology plan. In the previous three-year plan Gwinnett County created a goal stating “Goal 5: GCPS will meet the continuing and changing demand for essential information through technological systems and processes that support effective performance and desired results (2012). This goal should still stand true. It is recommended that Gwinnett County gets input from stakeholders which would be teachers, students, parents, and community members to help them come up with the updated technology plan that will suit the needs of the changes in technology. Students should be ready for the workforce one day so we should ensure that there is a concrete plan for how technology can be implemented in the county. Once stakeholders decide on a vision for the county then the local school can create their own plan that aligns with Gwinnett County’s plan. Taylor elementary plan should align with Gwinnett County’s plan but it should also include its own goals that are also decided on by the stakeholders at Taylor.

***Supporting Sources:***

Interviews with Teachers

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Gwinnett County Public Schools (2012). Three Year Technology Plan. Retrieved from <https://publish.gwinnett.k12.ga.us/gcps/wcm/myconnect/f7343ec6-409b-4f2a-8ace-e0bde9392c12/GCPSTechPlan2012-2015.pdf?MOD=AJPERES>

### 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.*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>Students use technology in a technology specials class, STEM specials, and every Friday there is a STEM day.</p> <p>There is a technology coordinator that helps with any technology needs as well as a technology team made of teachers called “innovators.”</p> <p>The school has high-speed internet, 3 computer labs, 3 laptop carts, and 5 iPad buckets that can be used by teachers in a sign up process.</p>	<p>There is no technology plan to guide use at Taylor Elementary School (nothing embedded in the SIP).</p> <p>The school does not have a specific plan to help diverse populations gain access beyond school.</p> <p>The technology team only meets when there is a digital learning day or an emergency meeting that is called to tell the team something specific.</p>	<p>The technology team could meet on a regular basis and discuss new technologies to be used in the classroom as well as a new technology plan.</p> <p>There could be low cost deals set up through the school to get discounts on internet and device costs.</p> <p>More resources could be added for after school use.</p> <p>Technology could be embedded into weekly teacher</p>	<p>There is not a lot of time to add technology meetings or to add technology into planning because it is all filled up with lesson planning.</p> <p>Some families may not get the information about internet and device discounts due to communication issues.</p> <p>Low funding for resources.</p> <p>Teachers are not aware of technology standards.</p>

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		planning days so that teachers can think about how to add in technology and how to differentiate for diverse populations.  Teachers could use the technology standards in their STEM day lessons	
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### ***Summary of Results/Conclusions:***

When looking at the Diagnostic tool, included in Appendix A, Implementation Planning was at the beginning stage. The school has enough resources to effectively use technology in classrooms. There are also STEM days on Friday where teachers plan one lesson related to technology in a real world scenario. This is a step in the right direction because teachers could use technology standards to enhance their lessons and make them align. The problem here is that teachers are unaware of the standards and the technology team does not meet enough to talk about the standards. The school also does not have a plan for diverse learners and how their can get access at home instead of just at school. There should be a way for students to get a discount through the school or be able to use resources at the school after school hours.

### ***Recommendations from Gap Analysis:***

When completing this analysis, it stood out that there are many opportunities in this category meaning there are a lot of ways that we can grow in this area. The ISTE standards for Educators state that educators should, “Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings (2019)” Without all students having access and the communication tools they need at home they cannot take ownership of their learning goals. A recommendation for this category would be for the technology coordinator and technology team meet on a regular basis and research ways that students can get discounts on access as well as devices and make sure that communications are sent out in various ways so that all guardians are getting the information (newsletters, email, calls, etc.). Teachers should also be aware of the technology standards. It is recommended that the teachers on the technology team meet with their grade level and discuss the standards so that in planning meetings the technology standards can be added into the ideas for lesson plans. Another recommendation is for grade levels to write grants for additional funding for technology. This way there will be more technology at the school during the day. The school should also be sure to get stakeholders advice on what is most needed- do parents need an afterschool time for the students to stay and work online or would they rather have take home devices, or would they rather have discounts. Once stakeholders figure out what would be the best option funds should be raised to meet those needs.

### ***Supporting Sources:***

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

ISTE Standards for Educators. (2019). Retrieved from <https://www.iste.org/standards/for-educators>

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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 arranged/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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>The school has high-speed internet, 3 computer labs, 3 laptop carts, and 5 iPad buckets that can be used by teachers in a sign up process</p> <p>All students and teachers have a Google Classroom log in as well as an eClass log in so they are able to access work at home.</p>	<p>The school does not have 1:1 devices</p> <p>Devices and computer labs are often booked due to the limited number.</p> <p>There are no strategies in place to address equity issues for low SES and gender groups.</p> <p>There are families that do not have devices at home/internet access.</p>	<p>The school will get more funding to acquire more devices for students to use during the school day.</p> <p>There will be specific clubs set up for females with a strong female technology leader as the teacher for the club so female students are encouraged to join.</p> <p>Career days will include women in the technology field so female students will see a good role model.</p> <p>Parents will be provided with information on discounted internet/devices.</p>	<p>Even with extra devices and funding not every teacher will implement technology.</p> <p>Teachers may not apply for grants or funding so there will be no extra funds for 1:1 devices.</p> <p>Teachers will have to volunteer to run the clubs before or after school.</p> <p>To create a place where families can go to use the computers there needs to be teachers or volunteers who are willing to monitor during before or after school hours.</p>

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		Programs will be set up where families can go and use the computers before and after school.	
<p><b><i>Summary of Results/Conclusions:</i></b></p> <p>At Taylor Elementary there are many resources that teachers can use in regards to technology. Teachers can sign up to use the iPads and lap tops in their classroom or they can book the computer labs any time. Even though there are resources that can be used they are frequently booked during testing times as well as during normal times. This can cause a problem where the school needs more funds to buy new technology for the school. Teachers would have to apply for grants so that students could have 1:1 devices. A good thing about the programs that we have like eClass and Google Classroom is that students can access their work at home. Google classroom has a drive that stores their work. eClass is also a great way for parents to get information and have discussions at home. Due to the fact that there is no plan for Low SES and gender issues with technology the school needs to implement ways that students can have access to computers after school and a way that females feel valued in the technology field.</p>			
<p><b><i>Recommendations from Gap Analysis:</i></b></p> <p>Even though the diagnostic tool in Appendix A shows that equitable access is meeting for the school right now there is so much to improve upon. The recommendation would be for the school to make a goal to get to 1:1 devices and set up an after school or before school program for students to use the technology. Each grade level of teachers should write a technology grant for funding if the county will not provide any more money. Teachers will be led by their technology team leader in creating the grants. Another recommendation would be for females to be empowered to used technology. There should be a few clubs for girls that have a strong female technology leader as the teacher for the club. Females will feel more empowered when they see a teacher being tech savvy. There should also be females in technology fields during career day. This recommendation will help young girls see themselves in this role in the future when they see a female adult in this role. The ISTE standards specifically discuss how students should be empowered when using technology and sometimes girls do not feel empowered because technology can be so male focused. If girls see themselves in an empowered technology leader, they are more likely to want to go into that field one day.</p>			
<p><b><i>Supporting Sources:</i></b></p> <p>ISTE Lead and Transform Diagnostic Tool (See Appendix A for results) ISTE Standards for Educators. (2019). Retrieved from <a href="https://www.iste.org/standards/for-educators">https://www.iste.org/standards/for-educators</a></p>			



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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?*
- *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.)*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>75% of teachers said that they use technology in their classroom daily</p> <p>The technology coordinator and eClass specialist are very up to date on best practices and are available to help teachers when needed.</p> <p>Administration is on board with using technology- one administrator was a former eClass specialist.</p>	<p>50% of teachers said they use technology that is content related</p> <p>Most teachers surveyed said that their students were using technology to apply what they know but not using higher order thinking skills to create or analyze.</p> <p>Teachers stated that they need help making technology meaningful instead of a place filler.</p>	<p>Technology is already used daily in most classrooms so teachers have to opportunity to expand on technology instead of starting new.</p> <p>Teachers should use planning time to ensure they are abreast of new technology.</p> <p>The technology coordinator and the eClass specialist are able to help with technology questions at any time.</p> <p>Teachers can learn about technology through a trial and error. They will plan their technology usage with their grade level and then discuss</p>	<p>Some teachers do not see value in learning new technology</p> <p>There is only one technology coordinator and one eClass person and sometimes they are both booked.</p> <p>Teachers may only use technology for drill and kill instead of having students used authentic learning.</p>

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		what worked and what didn't do figure out their knowledge and skills.	
<p><b><i>Summary of Results/Conclusions:</i></b> Most teachers already use technology in their classroom daily and they know that they have resources like the technology coordinator as well as the eClass specialist. Even though teachers are using technology in their classroom frequently they are not aligning it to content and they are not making it meaningful and a challenge. Teachers should be using technology for higher order thinking skills instead of for a placeholder. Teachers have a responsibility to the students to link technology to the standards and content so that students are more engaged in their learning so the teachers need to help students become 21<sup>st</sup> century learners and use technology in a more in depth way.</p>			
<p><b><i>Recommendations from Gap Analysis:</i></b> In the diagnostic tool the results state that Taylor Elementary is begging in many categories including one about empowering technology leaders. Taylor needs to make sure that teachers are empowered to work with technology and ensure it meets standards as well as teachers being able to use higher order thinking skills to make technology worth their time. The recommendation for skilled personnel is to ensure that teachers are using technology in their classroom to go further than just scratch a surface. The technology coordinator should do demonstrations on how to use technology in lessons to enhance learning rather than just stick a student on a device. The technology coordinator and the eClass specialist will also have office hours that the teachers can come and learn more and discuss their issues or successes with technology so that they have a set time to get some support. Teachers will plan their technology during planning with the technology coordinator and then they will be able to receive feedback on their lessons during office hours. If a technology plan went poorly the coordinator can help by discussing what happened and how to fix the problem. This will create evaluation which will help teachers who are struggling to adopt technology.</p>			
<p><b><i>Supporting Sources:</i></b> ISTE Lead and Transform Diagnostic Tool (See Appendix A for results) Teacher interview</p>			

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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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>Teachers are required to attend 1 hour of math professional learning each week and 1 hour of reading professional learning.</p> <p>Teachers also are required to attend a different SOAR University session every 2 months. This is a class on a select topic- sometime technology, behavior, reading or any other various subjects.</p> <p>The technology coordinator and administration attend most of the reading planning meetings.</p> <p>The principal sends one teacher and the technology</p>	<p>Teachers are not required to attend any other professional learning other than planning during the school day.</p> <p>Not all teachers choose to go to the technology training during SOAR university so only about 25 teachers are getting technology training – technology training also is only offered as a class once in a school year.</p> <p>Even though the technology coordinator attends meetings she is usually there to talk about how to find data not use technology in the lessons.</p>	<p>Technology could be integrated into weekly planning due to the fact that the technology coordinator usually attends the meetings</p> <p>SOAR university would be a good way to integrate more technology training for teachers by offering more technology options throughout the year.</p> <p>Teachers on the technology team should be required to attend professional development through the county and bring that information back to their grade level.</p>	<p>There is not enough time in weekly planning to do lesson plans and technology</p> <p>Teachers are the ones who teach SOAR University classes and not many teachers feel qualified to volunteer to teach a technology class.</p> <p>The Technology Coordinator or another teacher volunteer will have to take the time to put together resources and keep the Google Drive updated each week.</p> <p>Many teachers are not willing to look at the information on the Google Drive because they</p>

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<p>Coordinator to the GaETC each year to bring back information.</p>	<p>Technology is not integrated into all professional learning just one class for SOAR University as well as sometimes in planning.</p>	<p>There will be a folder on the school Google Drive that gives directions and technology resources for teachers to access.</p> <p>There will be added incentives for teachers who attend technology professional learning and set goals for technology professional learning.</p>	<p>feel they are too busy and do not have the time.</p>
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#### ***Summary of Results/Conclusions:***

Ongoing Professional Learning is at the approaching phase according to the diagnostic tool. There are a few forms of technology professional learning. During weekly planning for reading and math the technology coordinator sits in the meeting in case we need technology support but she does not give it unless she is asked. This would be something that we could improve on. There is also something called SOAR University which is a form of professional development. Once a month for 3 months there are sessions on given topics. Once a year for one set of 3 months the school offered a technology session taught by a teacher. The sessions are all taught by teachers on a volunteer basis so many times teachers are not willing to teach about technology because they are not comfortable. There are also technology training sessions that are free and are offered through the county but most teachers do not sign up for them. There are many opportunities available to teachers but it is hard to get teachers to be willing to go to the training.

#### ***Recommendations from Gap Analysis:***

According to ISTE Standards for Educators we should be setting professional learning goals so that we can use pedagogical approaches in technology as well as staying current on technology research (2019). Even though there are opportunities to learn about technology at the school and at the county they are not being used to fidelity. The recommendation is for teachers to be incentivized to attend professional development that has to do with technology. Teachers should all have a goal to meet throughout the year in terms of technology development- attending a certain number of hours of professional development. At Taylor jeans and leggings passes are very popular so teachers could be incentivized this way. This way there would be no funding needed. After teachers attend the professional development they will know more about technology and then be more willing to teach a SOAR University class for the other teachers. This way the school can offer more technology meetings at the school. Another recommendation is to use the schools Google Drive to add information about technology. The teachers need to have resources to use so that they feel connected with the training. Shenger states that, "Digital leadership requires connectedness as an essential component... (2014). Teachers need to feel as if they are connected to what they are learning so an online component that teachers could access anywhere could help them feel better about integrating technology.

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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 instructional issues when teachers try to use technology in the classroom?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>The technology coordinator is always on call for technical issues.</p> <p>The IT person is always in the building and will respond to a ticket within an hour or two or will respond to emails quickly</p> <p>The technology coordinator and the IT person are both knowledgeable or they know how to find the information needed to help with any technical difficulties.</p>	<p>Laptop carts can be out of battery</p> <p>IPad disconnect from the Wi-Fi so teachers have to re-click the Wi-Fi for students each time they go to the internet.</p>	<p>Teaching students to manage the technology equipment in the right way so that they know how to plug in computers when finished and can connect to Wi-Fi on their own to make it easier on teachers</p>	<p>Teachers feel that technology is not worth all of the issues that arise so they do not use it.</p>

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The technology coordinator is available to help with instructional issues with technology at any time during the day.			
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#### ***Summary of Results/Conclusions:***

According to the diagnostic tool technical support for the school is on the higher end of approaching due to the fact that the technical support at Taylor is great. There is an IT person who responds quickly to technical problems and troubleshooting. If he cannot get to your room right away he sends an email and tries to give troubleshooting options right, then. The technology coordinator is there to help with instructional issues as well as technology troubleshooting so there are two people that can be contacted if something arises. The issue with the technical support is the resources available. Many times the iPads are not connected to the correct Wi-Fi even if the technology coordinator sets them up. Wi-Fi will disconnect if the iPad is off for a while so before a teacher does a lesson using them many students end up having a problem where their iPad will not connect and the teacher has to stop the lesson to troubleshoot which many times means it needs to be connected to the correct Wi-Fi. There is also the problem where teachers and students do not plug in the lab top carts or the iPads and they are not charged when they need used. Due to all of the troubleshooting many teachers decide not to use the resources and do not include technology so that they do not have to deal with the problems.

#### ***Recommendations from Gap Analysis:***

ISTE standards say that teachers should manage the use of technology in their classroom and this includes troubleshooting errors (2019). The issues that arise with technology at Taylor are fixable but still can cause teachers to avoid technology altogether. The recommendation would be to do a training with all of the students at the beginning of the year when they come in to get their library books to teach them about technology. The students would be in charge of plugging in the technology to be sure it is charged every time a new teacher needed it. They would also know how to reconnect to Wi-Fi so that the teacher did not have to stop her lesson to get students back on. Students are capable of learning these simple tasks and they will make it easier on teachers who are reluctant.

#### ***Supporting Sources:***

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

ISTE Standards for Educators. (2019). Retrieved from <https://www.iste.org/standards/for-educators>

Interview with Teachers

**ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment**  
***What is the current reality in our school?***

*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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>ISTE Standards are meant to be used with content standards</p> <p>ISTE goes into detail on the standards so they are easy to integrate into lessons</p> <p>The county has added a lot of resources on eClass that integrate technology into the content for each grade level</p>	<p>The educators, students, and parents are not aware of the technology standards for students.</p> <p>Teachers are not aware of how to pull information from the eClass content pages so they do not use the available technology that connects to content.</p> <p>Student technology literacy is not assessed at Taylor</p>	<p>Educators, students, and parents will become aware of the standards through meetings and newsletters.</p> <p>Teachers will learn to pull technology content from the county sites.</p>	<p>People outside of the school like parents do not receive communication about technology or they are not interested.</p> <p>Teachers think it is too much work to add technology onto their eClass page.</p>

***Summary of Results/Conclusions:***

ISTE has created great technology standards that meet the needs of students in relation to content. ISTE has students not only working with technology but working with technology in real world contexts where they can collaborate with others locally and globally (2019). The information about technology on ISTE is easy to integrate into lessons. Gwinnett County schools also has eClass pages that include technology resources that can be pulled over to individual teacher's pages. These resources would align with content as well as technology standards. The only issue here would be that teachers feel as if there are too many steps when copying over resources and it is not worth their time. If we want teachers and parents to get involved they have to be aware that there are standards that can be followed.

***Recommendations from Gap Analysis:***

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### *What is the current reality in our school?*

A recommendation is that any stakeholders should be aware of the technology standards. Standards cannot be integrated into content or addressed if the stakeholders have never heard of them. In the school district there are books for math and reading called “Analyzing the Standards” where there is a breakdown of each standard and how it should be used including examples. The school should make a book like this for technology standards so teachers feel that they have a resource to help them through adding in technology standards to their content lessons. Not only teachers but parents and students should be aware. There should be newsletters and emails that emphasize how technology can help students be better in the future. The last recommendation would be to give teachers a professional development on how to find technology to align with content. This would also tell teachers to look on the counties eClass page and be provided with a step-by-step guide in order for teachers to do it without support. With the support of a guide as well as an analyzing the standards book and newsletters others would know more about how technology can be added to content to enhance student learning. In the ISTE diagnostic tool one of the lowest sections was empowered leaders (2019). By creating resources to help teachers feel comfortable with adding content and technology together we would be creating empowered leaders around the school. This would help the school at becoming a more technology rich environment.

#### ***Supporting Sources:***

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

ISTE Standards for Educators. (2019). Retrieved from <https://www.iste.org/standards/for-educators>

Interview with Teachers



**ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment**  
*What is the current reality in our school?*

**References**

ISTE Lead and Transform Diagnostic Tool (2019). ISTE, Retrieved from: <https://id.iste.org/connected/standards/lead-transform/diagnostic-tool/results>

ISTE Standards for Educators. (2019). Retrieved from <https://www.iste.org/standards/for-educators>

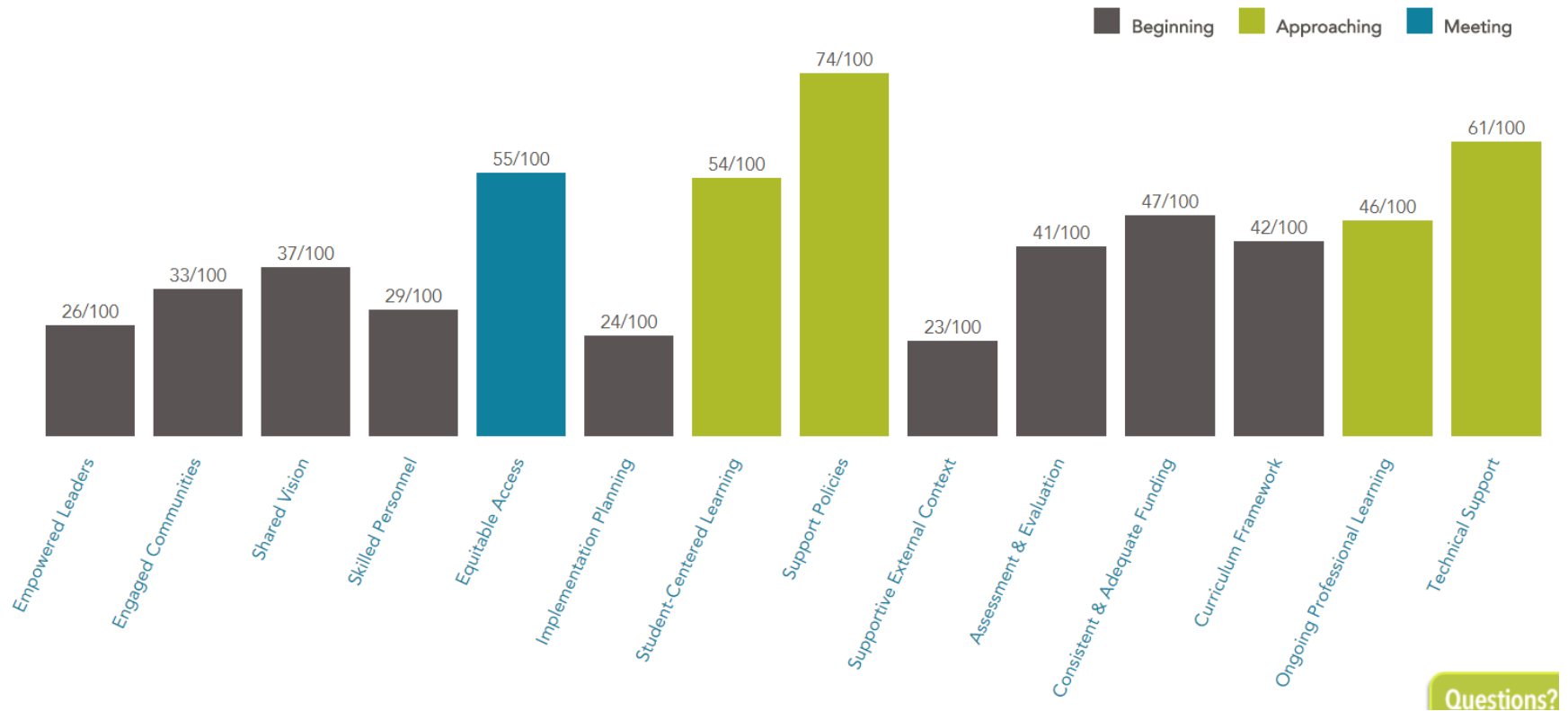
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# ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

## *What is the current reality in our school?*

### Appendices

#### Appendix A:



**ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment**  
*What is the current reality in our school?*

**Appendix B:**

6. When you add technology new tools what do you find to be the most difficult part of the process? You may choose more than 1.

9 responses

