

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 readily available for all teachers and students, and can be implemented daily into any given class period.</p> <p>When technology is implemented, it is used to target Georgia Learning Standards.</p>	<p>Not all technology use is intended to promote student centered learning.</p> <p>Teachers are not aware of research-based best practices while using technology.</p>	<p>The district makes it a priority to provide a large variety of digital resources that can be used in the classroom. Teachers often have the opportunity to attend professional learning sessions of how to use these tools.</p> <p>The district has provided Canvas as a learning management system for facilitating online learning in the classroom.</p> <p>Teachers may receive support from the school level blended learning team or district technology staff if needed.</p>	<p>Some teachers are uncomfortable with shifting the format of their classes from a traditional format to a student centered-learning.</p> <p>Some teachers feel that they do not have enough time to incorporate technology into their teaching.</p>

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Summary of Results/Conclusions:

Within the school there are several strengths that provide is with the opportunity to effectively use technology for standards based, student centered learning. We are still at the starting point and have much work to do. The district provides us with some valuable digital resources. Canvas is used as a learning management system and is a strong piece that helps teachers to bring all of these pieces together. Everything needed to provide a student centered learning environment is at the teachers fingertips. Major threats to creating this student-centered environment are uncertainty and time. Many teachers are stretched thin with several different classes to prepare for and short planning period. This causes many teachers to be hesitant in fundamentally changing the way that their courses are conducted. Due to the uncertainty of how a student centered learning environment will play out in their classroom teachers tend to use technology in ways that do not promote student centered learning. Teachers typically use technology resources to complete a similar task that they would have assigned as a paper assignment. They are not maximizing the power of technology in this case. If teachers can get past the lack of time, there are many opportunities for them to transform their classroom. The district provides a large variety of digital resources that can be used in the classroom. Teachers can even attend workshops and be trained on how to implement these resources.

Recommendations from Gap Analysis:

According to the diagnostic tool, this is an area where we could see improvement. Conversations with individual teachers also imply that improvement is needed. The school needs to make an effort to educate teachers on research based best practices while using technology. It is difficult for a teacher who is inexperienced with technology to go out and find strategies that are going to be successful. Blended learning team members should be utilized to select a list of practical effective strategies that could be implemented by a majority of the staff. The blended learning team can also model these practices on a professional learning day so that teachers can see these strategies in practice. There also needs to be an emphasis on strategies that will promote student centered learning in the classroom. There are currently many resources at the fingertips of teachers that make student centered learning feasible. Promoting this form of learning will help to promote engagement for all students. It is also recommended that teachers be given some additional time to work on the implementation of these resources. This could take the form of a full day to collaborate with teachers of similar courses. Another option of providing additional time would be to provide an occasional extra planning period.

Supporting Sources:

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

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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>
<p>The school is working towards 1:1 device implementation in order to put a device in everyone's hands.</p> <p>There is a blended learning team with representatives from every department.</p> <p>Some teachers see the benefits of incorporating technology into their classroom.</p>	<p>There is no official vision for how technology will be used in the future.</p>	<p>The blended learning team is in place and would be a great place for starting the creation of a plan. This team could also work to begin distributing the vision to the school.</p> <p>There are several avenues for communicating with parents in order to distribute the technology plan.</p> <p>A wealth of digital tools are available for implementing a future vision.</p>	<p>Some teachers do not view technology as critical for improving student achievement.</p> <p>Some students do not have equal access to technology, which makes it difficult to communicate with them.</p>

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The school currently uses the school website and twitter for communicating events.			
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Summary of Results/Conclusions:

Several strengths are available for building a shared vision. As stated in the school improvement plan, we are working towards 1:1 device implementation. Currently there is a device for eighty percent of the student body. This goal should be reached within a couple of years. When this goal is reached a wealth of digital learning opportunities will be opened up, A team of technology users from every department currently serve on the blended learning team. This team gives a voice to all academic departments and provides a means for information to be shared throughout the school. Several teachers are passionate about incorporating technology and spend a lot of time working to develop resources. These teachers are a great source of optimism and a valuable resource to other team members. There are also some threats to the ability of the school for creating a shared vision. Some teachers have absolutely no interest in using technology. Digital equity also serves as a threat in the plan. The most significant weakness for the school is that there is no official vision for how technology will be used in the future. There needs to be a well-developed shared vision. Several opportunities are available for increasing this. The blended learning team is in place and would be a great place for starting the creation of a plan. Since this team represents all departments, they could work to create a cohesive plan for the entire school. This team could also work to begin distributing the vision to the school. There are several avenues for communicating with parents in order to distribute the technology plan.

Recommendations from Gap Analysis:

Shared vision means that input is taken from a variety of stakeholders including teachers, support staff, school and district administrators, students, parents and the community (Essential Conditions). There is currently no shared vision for the use of technology. My first recommendation is that the school work to create a clearly written shared vision for how technology will be used throughout the school. This vision is important for sharing expectations with all stakeholders. Another recommendation is to use all avenues of communication to get as many stakeholders involved as possible. Ideas of communicating include posting on school website, school twitter feed, communicating with parents through infinite campus, and many other methods. Students will be leaving our school to fill jobs throughout the community and it is important to get their input of what skills would be important.

Supporting Sources:

Essential Conditions. (n.d.). Retrieved from <https://www.iste.org/standards/essential-conditions>
ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)
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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.*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>There is a plan to move closer to 1:1 device implementation and course creation in the learning management system.</p> <p>The SIP states that teachers will work collaboratively to develop courses in the learning management system</p>	<p>The plan could use more details and timeframes for when goals are going to be accomplished.</p> <p>More input could be solicited from teachers, students and community members when creating a plan.</p> <p>No specific plans for the needs of diverse learners such as race, gender, or socio economic background.</p>	<p>The infrastructure was recently updated giving access to high-speed internet from anywhere in the building.</p> <p>Devices are readily available to anyone in the building.</p> <p>Currently a blended learning team could play a significant role in creating a technology vision for the school.</p>	<p>There is currently a digital divide between students who have a great deal of digital access while others do not.</p> <p>Many teachers already serve on several committees and have limited time for taking on additional responsibilities.</p>

Summary of Results/Conclusions:

Due to the lack of a shared vision, the plan for technology is also a little behind. Several strengths are still present that will help as the school begins planning for technology. There is a plan to move closer to 1:1 device implementation. Reaching 1:1 device

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implementation will help to make any plan possible. There is also a clearly written goal in the school improvement plan that teachers will begin creating courses in the learning management system. The School improvement plan also states that teachers will work collaboratively to develop courses in the learning management system. This course creation will help teachers to become confident with the use of technology as they see how others are using it. Developing a plan for technology also faces several threats in the process. There is currently a digital divide between students who have a great deal of digital access while others do not. This problem must be improved. Many teachers already serve on several committees and have limited time for taking on additional responsibilities. Several weaknesses are present as we begin planning for technology. The only plan currently available is the school improvement plan and could use more details and timeframes for when goals are going to be accomplished. More input could be solicited from teachers, students, community members, and other stakeholders. Needs of diverse learners when dealing with technology are not mentioned in the school improvement plan. This would likely play an important role of a shared vision. As we develop the plan, there are several opportunities. All infrastructure throughout the school was recently updated giving access to high-speed internet from anywhere in the building. Devices are readily available to anyone in the building. The blended learning team could play a significant role in creating a technology vision for the school.

Recommendations from Gap Analysis:

According to ISTE implementation, planning means that stakeholders are following a systematic plan (Essential Conditions). This plan is not currently in place and work needs to be done to create it. As we begin developing a plan from what is currently a part of the school improvement plan it is recommended that more details are included in the plan. In order to follow the plan all stakeholders need a clear understanding of what is expected in the plan. A plan that would support the needs of all involved could be created if more input is solicited from a greater variety of stakeholders. It is recommended that as many stakeholders as possible be involved in the technology planning process. The blended learning team is currently composed of educators who are already passionate about the use of technology. It is recommended that they are involved in the creation of technology planning. As experienced technology users, they have an understanding of what could be accomplished. They are also capable of advocating for the needs of each content area. When the plan is created, they would be able to distribute information about the plan to members of their department.

Supporting Sources:

Essential Conditions. (n.d.). Retrieved from <https://www.iste.org/standards/essential-conditions>
ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)
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ESSENTIAL CONDITION FOUR: Equitable Access (*Specifically Low SES and gender groups*)

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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>Teachers and administrators have access to everything they need related to technology.</p> <p>There are enough devices available for students to have access while at school.</p> <p>Equitable access was highly rated on the ISTE diagnostic survey</p>	<p>Some students do not have equal access of technology from home.</p> <p>Students, parents, and community members have limited access to the shared vision.</p> <p>Devices could be managed better in order to ensure maximum use and engagement.</p>	<p>When 1:1 devices are accomplished, the school could consider allowing students to take devices home in order to increase access.</p> <p>Community resources such as public libraries could be utilized for evening the digital gap.</p>	<p>Students with less familiarity with technology are less comfortable with using technology in the classroom.</p> <p>There is a diverse range of abilities with technology for many students.</p> <p>Equitable access will be considered a threat to the use of technology until all students have access to the necessary resources at all times.</p>

Summary of Results/Conclusions:

Equitable access is an important condition to consider when promoting the use of technology. Several strengths are currently present in the area of equitable access. Teachers and administrators have access to everything they need related to technology. There are enough devices available for students to have access while at school. Equitable access was highly rated on the ISTE diagnostic survey. There are also several threats that stand in the way of providing opportunities for equitable access. Students

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with less familiarity with technology are less comfortable with using technology in the classroom. There is a diverse range of abilities with technology for many students. Equitable access will be considered a threat to the use of technology until all students have access to the necessary resources at all times. Some weaknesses stand in the way of digital equity. Some students do not have equal access of technology from home. There is a wide range of the types of technology that are available. A majority of students at least have a smart phone that is able to access content, while others have their own laptop for accessing content. Devices could be managed better throughout the school in order to ensure maximum use and engagement. There are also several opportunities that are present. When 1:1 devices are available, the school could consider allowing students to take devices home in order to increase access. Community resources such as public libraries could be utilized for reducing the digital gap.

Recommendations from Gap Analysis:

According to ISTE, equitable access means that all stakeholders have access to current and emerging resources (Essential Conditions). We must reach the goal of eliminating the digital gap in order for any technology plan to be successful. One recommendation is for what takes place within the walls of the school building. Every teacher has access to some forms of technology, but some of them have access to far more than others. It is recommended that a plan be made for keeping devices in use at all times. Some teachers have cabinets filled with chromebooks, while others do not. It would be a good idea to develop a calendar for when teachers plan to use their devices. This would provide the opportunity for teachers without the devices to easily access the needed devices when they would like to incorporate them into their classroom. Another recommendation is for what takes place at home. A very large percentage of students have access to devices when they go home. The school should consider providing students with the opportunity to check out a device for home use. This would provide them with the opportunity to have the same access as others. It may also be important to locate affordable forms of wireless internet or provide ways for students to take home wireless gateways that can provide access. Technology visions and plans are much more likely to succeed when all students have access to the necessary tools.

Supporting Sources:

Essential Conditions. (n.d.). Retrieved from <https://www.iste.org/standards/essential-conditions>
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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:

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- *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>There is a core group of teachers who are passionate about technology and work to become proficient with research-based strategies.</p> <p>These teachers are distributed throughout each academic department in the school.</p> <p>At least one member of each department is on the blended learning team and is able to support other department members if needed.</p>	<p>Time limits passionate teachers from reaching their true potential.</p> <p>There is not currently a school level technology coach. Teachers either need to work with district level staff or leaders within their academic department.</p>	<p>The administration is supportive of teachers who would like to build their professional knowledge at conferences and workshops.</p> <p>The addition of a technology coach would provide the necessary support to many teachers who would like to increase the effectiveness of technology they use.</p>	<p>Some veteran teachers are not willing to incorporate technology. They would prefer to stick with methods that have worked for them through the years.</p>

Summary of Results/Conclusions:

Skilled personnel are available throughout the school and are able to assist in the implementation of technology. Several strengths are present. There is a core group of teachers who are passionate about technology and work to become proficient with research-based strategies. These teachers serve as the foundation that all others can build on. They are distributed throughout each academic department in the school. This provides easy access so no teacher is far from a technology innovator. At least one member of each department is on the blended learning team and is able to support other department members if needed. Even though there is some

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level of excitement, one major threat still exists. Some veteran teachers are not willing to incorporate technology. They would prefer to stick with methods that have worked for them through the years. The number of teachers who are resistant to technology decrease with each passing year as technology tools improve and teachers see the value of using technology in their classroom. Several weaknesses limit the progress of some employees. Time can stand in the way as teachers try to reach their true potential. Sometimes there is not enough time in the day for teachers to accomplish all goals. There is not currently a school level technology coach. Teachers either need to work with district level staff or leaders within their academic department. Opportunities include a supportive administration for teachers who would like to build their professional knowledge at conferences and workshops. The addition of a technology coach would provide the necessary support to many teachers who would like to increase the effectiveness of technology they use.

Recommendations from Gap Analysis:

According to ISTE, Skilled personnel are proficient at selecting and effectively using technology resources (Essential Conditions). One recommendation for the school is for the administration to provide additional time for staff members who would like to learn about and use more technology. One major obstruction to technology implementation is the time that it takes to learn about and create lessons. Administrators should provide opportunities for teachers to attend workshops and conferences. Teachers would also benefit from time where they could develop content and try new things in their classroom. As they are able to spend more time with technology resources, they will become more skilled with it. Another recommendation is that the school find a way of adding a technology coach who is able to provide additional support to teachers who would like to increase the use of technology. A technology coach would be a crucial asset in creating skilled personnel throughout the building. It would be incredibly helpful to have an expert in the building who is able to help teachers create their classroom vision for technology. This technology coach could also perform classroom observations and provide formative feedback that would support the growth as teachers implement technology resources.

Supporting Sources:

Essential Conditions. (n.d.). Retrieved from <https://www.iste.org/standards/essential-conditions>
ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)
Teacher Interviews

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?*

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- *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>The school occasionally conducts professional learning days that allow teachers to see effective uses of technology in other classes.</p> <p>The blended learning team provides newsletters of resources and digital tools that are available for use.</p> <p>The blended learning team regularly models the use of technology tools that are provided by the district with each academic department.</p>	<p>Teachers can become overwhelmed when they are exposed to many different strategies in one day.</p> <p>Technology related professional development opportunities are often isolated as a separate topic.</p>	<p>The district provides regular opportunities for teachers to attend workshops and receive training on technology tools.</p> <p>Teachers can attend conferences to stay up to date on the latest trends and research related to technology integration.</p>	<p>Some teachers are not interested and do not read the newsletters about resources and digital tools that are available.</p> <p>Only teachers interested in technology attend the district level technology workshops.</p>

Summary of Results/Conclusions:

Ongoing professional learning is an important condition for the technology plan of a school. Several strengths are currently present. The school occasionally conducts professional learning days that allow teachers to see effective uses of technology in other classes. These are not always centered on technology, but this sets the up a foundation for providing more technology professional

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development. The blended learning team provides newsletters of resources and digital tools that are available for use. This makes the resources easier to access for anyone who is interested in accessing them. The blended learning team regularly models the use of technology tools that are provided by the district with each academic department. This provides teachers with frequent opportunities to see new tools. There are several threats that are currently present. One major threat is that some teachers are not interested and do not read the newsletters about resources and digital tools that are available. Because of the current professional development, some teachers can become overwhelmed when they are exposed to many different strategies in one day. There are also some opportunities that can be taken advantage of. The district provides regular opportunities for teachers to attend workshops and receive training on technology tools. Teachers can attend conferences to stay up to date on the latest trends and research related to technology integration.

Recommendations from Gap Analysis:

According to ISTE it is important for teachers to have access to ongoing professional learning and time to practice what they are learning (Essential Conditions). One recommendation is that an occasional professional learning day be devoted to technology. Teachers would be given the opportunity to learn about strategies involving technology or specific technology tools. After they observe these resources being modeled, they should be given time to think about how these tools fit into their classroom. After using these strategies or tools, they should be able to share how it worked for them.

Supporting Sources:

Essential Conditions. (n.d.). Retrieved from <https://www.iste.org/standards/essential-conditions>
ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)
Teacher Interviews

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?*

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- *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>Available equipment is kept in good working order and is typically available for instruction</p> <p>Learning management system technical support is excellent and always solves issues in a timely manner</p> <p>Technology support received the highest rating on the ISTE diagnostic survey.</p>	<p>Students occasionally abuse a device and it is unavailable for a short time until technical support is available.</p> <p>No technical support personnel are housed within the school. They must be called in from the district office.</p>	<p>District technical support staff are available and typically respond quickly if a device needs to be repaired.</p> <p>Technical support staff is knowledgeable and is usually able to solve problems.</p>	<p>The process for requesting technical support can be difficult to use for first time user.</p>

Summary of Results/Conclusions:

If the devices are not in working condition, then implanting technology will surely fail. This makes technical support an important condition. Within our district, we have several strengths related to technical support. Available equipment is kept in good working order and is typically available when needed for instruction. Learning management system technical support is excellent and always solves issues in a timely manner. Technology support received the highest rating on the ISTE diagnostic survey. There are not many threats in this category. One threat is that the process for requesting technical support can be difficult to use for first time user. We do not have many weaknesses but there are a few. Students occasionally abuse a device and it is unavailable for a short time until technical support is available. No technical support personnel are housed within the school. They must be called in from the district office. There are also opportunities for improving even further. District technical support staff are available and typically respond quickly if a device needs to be repaired. Technical support staff is knowledgeable and is usually able to solve problems.

Recommendations from Gap Analysis:

According to ISTE, it is essential for all stakeholders to have access to technical support (Essential Conditions). There are rarely any complaints about our district level technical support. One recommendation that I would make is that a technology support

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person be housed at the local school. There may not be a need for a full time technical support person, but it would be helpful to have someone who can quickly identify issues and either fix them or rout them to the appropriate technician. I recommend that there also be a software expert who can assist with issues at the school. There are many tools that teaches have available at their fingertips. It would be nice if someone were available to help immediately if a resource is not working while teacher is trying to implement.

Supporting Sources:

essential Conditions. (n.d.). Retrieved from <https://www.iste.org/standards/essential-conditions>
 ISTE Lead and Transform Diagnostic Tool (See Appendix A for results)
 Teacher Interviews

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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>Technology standards are conducive for teachers to integrate technology skills into day-to-day instruction.</p> <p>Some courses have excellent digital curriculum resources available to teachers.</p>	<p>Very few teachers, students, and parents are aware of student technology standards.</p> <p>Some teachers are not effectively using digital curriculum resources that are available.</p>	<p>The school could devise a plan for assessing student technology literacy. This could help to close the gap of technology abilities between students.</p>	<p>Some courses do not have digital curriculum resources that fit into the curriculum. This creates more work for the teacher to find resources.</p> <p>No vision or goals related to the technical skills that students would need after graduation.</p>

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<p><i>Summary of Results/Conclusions:</i></p> <p>It is also an essential condition that technology use be connected to a curriculum framework. There are several strengths related to curriculum. Technology standards are conducive for teachers to integrate technology skills into day-to-day instruction. Some courses have excellent digital curriculum resources available to teachers. There are also threats. Some courses do not have digital curriculum resources that fit into the curriculum. This creates more work for the teacher to find resources. No vision or goals related to the technical skills that students would need after graduation. There are also weaknesses present. Very few teachers, students, and parents are aware of student technology standards. Some teachers are not effectively using digital curriculum resources that are available. One opportunity is The school could devise a plan for assessing student technology literacy. This could help to close the gap of technology abilities between students.</p>			
<p><i>Recommendations from Gap Analysis:</i></p> <p>According to ISTE, Curriculum framework is about content standards supporting digital age learning (Essential Conditions). Very few of the students or parents have even heard of the ISTE standards for students. According to staff interviews, many teachers are unaware of the ISTE standards. It is recommended that we work to familiarize ourselves with these standards. These standards provide a great framework for what skills students are going to need for their post-secondary education or careers that they will encounter after high school.</p>			

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References

Essential Conditions. (n.d.). Retrieved from <https://www.iste.org/standards/essential-conditions>

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

Teacher Interviews

Appendices

Appendix A:

