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, QCCs)?*
- *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices? (See Creighton Chapters 5, 7)*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
82% of teachers agree or strongly agree that technology is used in a meaningful way at our school to address CCGPS/GPS standards. 86% of teachers surveyed also strongly agreed or agreed that technology had a positive impact on student learning, and 96% of those surveyed indicated that they believed technology had a positive impact on student engagement.	Teachers report that they are given many ideas but need more support for implementation of the strategies. Teachers generally use technology as a presentation method and assign students basic tasks using technology. Teachers also report a low level of technology support.	Staff development and coaching will be offered to support these teachers, and these teachers can serve as mentors to others who wish to implement more meaningful, technology-based learning. The school has recently purchased in additional iPad carts for teacher check-out. Teachers are eager to learn meaningful ways of incorporating technology into teaching.	Teachers report to learn new technologies before being expected to implement them in the classroom. Teachers worry that students will be off task/harder to monitor when using technology.

Summary/Gap Analysis:
While a majority of teachers agree that technology is used to support mastery of the CCPGS/GPS standards, much of the current technology use is teacher-centered. Teachers feel like they do not have enough time to that they have adequate time to successfully design lessons where students take an active role in using technology. Most student technology use is at the at the substitution or augmentation levels of the SAMR model of technology integration. Teachers recognize that using technology is an effective way to engage students, but teachers do not feel that they have adequate time to successfully design lessons where students take an active

role in using technology. Many teachers expressed interest in professional development focused on technology only instead of present professional development. Teachers showed concerns about technology not working and losing instructional time.
Data Sources: Teacher Essential Conditions survey, Staff Development Needs assessment survey, Principal interview

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 <u>believe</u> about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?*
- *To what extent do educators view technology as critical for improving student achievement of the GPS/QCCs? To preparing tomorrow's workforce? For motivating digital-age learners?*
- *What strategies have been deployed to date to create a research-based shared vision?*
- *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
75% of teachers surveyed agreed that our school has a clear vision for technology integration. Teachers agree that meaningful technology integration is critical going forward. The Fulton County Schools Technology Plan outlines a clear vision for the future of technology in our county. Teachers and	Only 20% of teachers surveyed strongly agreed that our school has a clear vision for technology integration. 20% of teachers disagreed that a strong vision existed. A majority of teachers were unaware of the technology vision statement for our school system.	This year our school has developed a STEM Academy which will lead opportunities to inquiry based learning with the incorporation of technology, Our school strategic plan states that we will use technology to increase higher order thinking skills in the content area	While technology is a major focus in the SSP, many teachers are not on board with technology integration in instruction and

administrators agree that students need to use and manipulate technology seamlessly in the classroom. We have an active technology committee			

Summary/Gap Analysis:
Although there is an official vision for technology integration in our county, few teachers are aware of this document. Technology is a component of the initial draft of the School Strategic Plan (SSP), it is a major category in this document. The SSP lists technology tools as a way to enhance higher- order thinking skills at our school but does not address any further benefits of technology integration. How technology integration is going to be address is not yet defined.

Data Sources: Teacher Essential Conditions survey, Staff Development Needs assessment survey, Holcomb Bridge SSP

ESSENTIAL CONDITION THREE: Planning for Technology

ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.

Guiding Questions:
- *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)*
- *What should be done to strengthen planning?*

Strengths	Weaknesses	Opportunities	Threats
70% of teachers felt that our school had a clear plan and vision for technology integration. Our school has a technology team who works to create professional development throughout the year. Two staff members	A majority of teachers unfamiliar with the district level plan for technology integration.	We are currently writing our school strategic plan and technology integration, is a focus area in this plan.	Some teachers do not see technology integration as a critical component of the SSP. Without a solid plan, gains that we have made could be lost as other initiatives develop.

including the principal are on the county technology team. . Teachers have collaborative planning time which can be used to plan for more technology integration			

Summary/Gap Analysis:

The county has a mission and vision statement to guide technology integration at the system level, but few members of the school community are familiar with this plan. Since our school is in the beginning phase of completing our school SSP for next year it is important to strengthen the goals and vision we have in place for technology integration. The goals set for the school short and long term must be clear in regards to technology integration. To strengthen this planning, the Technology Committee should take the initiative to develop a clear, concrete vision for our school. The format of this plan could mirror that of the strategic plan, listing long term goals, short term goals, and strategic initiatives to reach these goals.

Data Sources: Teacher Essential Conditions survey, Staff Development Needs assessment survey, Holcomb Bridge SSP

ESSENTIAL CONDITION FOUR: Equitable Access

ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources.

Guiding Questions:
- *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
- *To what extent is technology arrange/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *Do students/parents/community need/have beyond school access to support the vision for learning?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
The school has 2 fully functioning computer labs, one laptop cart, four iPad carts, and 40 student desktop computers in the media center. Each teacher has an iPad. We also have many digital resources to	33 % of teachers surveyed agreed that they have access to the tools and resources they need to be successful teaching with digital tools. Some classroom computers do not work and not all classrooms	Additional professional development and planning time to train teachers will help them integrate technology in their teaching. A new platform has been purchased for the county that will give students	Teachers and students not utilizing tools available funding will be cut for those. Teacher buy in and understanding the importance of technology integration.

support student learning, provided by the county and the school	have interactive boards. All platforms have different login information, which makes it difficult for teachers and students to quickly access resources. Many Teachers do not know how or choose not to access digital the digital resources available. Many students do not have access outside of school to continue the use of technology at home.	and teachers a single login to access subscription resources. This will also allow for easier home access. Workshops needed for parents especially ELL parents for understanding how to access and use technology.	

Summary/Gap Analysis:
The school has a number of resources available for teacher and student use, but more professional development is need to help make sure these resources are used effectively in teaching and learning. The launch of the new host platform for resources will benefit all in the school community, housing all digital resources in one place and giving staff, students, and parent's easy access to information. If the resources are not used, there is a possibility of losing access to some tools. Teachers agree that the tools and resources exist, but they do not feel comfortable using the resources or have time to plan properly.

Data Sources: Data Sources: Teacher Essential Conditions survey, Staff Development Needs assessment survey, Holcomb Bridge SSP

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

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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
73% of teachers rated themselves as with very comfortable or somewhat comfortable teaching with technology. 69% of teachers considered themselves comfortable using iPads. Teachers regularly use and access tools such as Word, PowerPoint, and ActivInspire. Students mainly completing research.	Technology is used more for skill and drill. There is a need to explore how technology can support higher order thinking skills (SSP draft). On a staff survey, teachers expressed concern about real life meaningful experiences for students.	Teachers can build resources to help each other create meaningful experiences through collaborative planning. Teachers can rely more heavily on the technology committee. Additionally professional development /quick learning sessions.	According to a staff survey, teachers felt they did not have adequate time to learn new technology skills and to plan engaging lessons. Teachers also expressed concerns that they have a lack of basic troubleshooting skills and did not feel comfortable integrating. Teachers worry about if the technology doesn't work.

Summary/Gap Analysis:
Teachers generally view themselves as comfortable with basic technology tools. However the feel they lack the time to learn how to use additional resources and how to integrate technology into instruction. Teachers understand the value in developing engaging higher level learning environments. Teacher feel they need better support in how to develop these environments. At the same time, they need increased support in troubleshooting so they feel confident that the technology will work.

Data Sources:

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)?*

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- *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
A wide variety of opportunities are available at the county level, school level, and online through PD360. Sessions offered cover a variety of topics, and teachers can choose learning that fits their individual needs. 90% of teachers surveyed felt they had adequate access to professional learning opportunities.	Technology training is often offered separately from other professional learning topics. Teachers reported that they don't feel supported as they try to implement new programs and skills in the classroom. Most educators only attend required sessions and do not seek additional PL opportunities. Teachers want PL geared specifically to their needs.	PL is offered anytime, anywhere with PD360, but needs to be better utilized by staff. Technology Committee continue to offer lunch and learns and additional one to one sessions.	Without additional time to plan, resources and support teachers don't see the need for further technology- based PL. Teachers indicated a desire for a tech teacher at school who would take responsibility for technology which some may see as a substitute for integrating technology into regular classroom instruction.

Summary/Gap Analysis:
A range of options for staff development exist, but few faculty members take advantage of these opportunities. There needs to be a push and expectation for the importance of professional learning in technology integration and for staff to make the time. Teachers feel comfortable with basic technology but need assistance to incorporate more advanced programs and skills into everyday instruction. PL needs to be more streamlined, with a clear vision for the future of technology in teaching and learning. PL needs to enable teachers to use technology in content area classrooms, perhaps using an instructional coach instead of a technology teacher for a special area class.

Data Sources: Teacher Essential Conditions survey, Staff Development Needs assessment survey, Principal interview

ESSENTIAL CONDITION SEVEN: Technical Support

ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.

Guiding Questions:

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- *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
We have a full time school technology specialist employed on site at our school. Teachers received new laptops and iPads last year. We have 4 iPad carts at our school. Desktop computers were refreshed last year and are new and fully operational. The technology specialist is available to assist in instruction if requested.	Each classroom only has 3-4 computers. Teachers indicated that they would like to have more. Many times these computers are not working. 20% of teachers surveyed indicated that technical assistance did not meet their needs. 56% of teachers indicated that technical support was readily available and met teacher needs. The technology specialist cannot fix every problem and sometimes must request service from the county. The technology specialist is not trained to assist in instructional needs.	The county is increasing internet bandwidth within the coming year. The school and PTA have funds to spend on increasing the amount of technology available for student use. Teachers have completed Donor Choose projects which have raised close to 20,000 in technology. The county is looking to go 1:1.	Server and WiF i issues make technology unreliable, and teachers are less likely to plan lessons based on technology if this continues. If service from the county is necessary, wait times are usually long and teachers become frustrated. Not all teachers have access to interactive boards, classroom computers and not enough iPads.

Summary/Gap Analysis:
Having an onsite school technology specialist (STS) is a benefit for teachers. The STS is knowledgeable and usually able to meet the needs of the school. However, teachers feel they need more support and the STS role is not instructional. Problems requiring assistance from the county usually take much longer, and teachers become frustrated by this process. If the internet server remains unreliable, teachers will be less likely to seek new technological tools to incorporate into instruction. Both the county and school are committed to increasing the amount or technology available and the reliability of that technology.

Data Sources: Teacher Essential Conditions survey, Staff Development Needs assessment survey, Principal interview

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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? (QCCs/NET-S)*
- *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?*
- *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/QCCs as appropriate?*
- *How is student technology literacy assessed?*

Strengths	Weaknesses	Opportunities	Threats
The CCGPS standards specify the use of digital media in instruction. The state of Georgia has adopted the NETS as the official technology standards for the state. Digital resources are available for teacher use.	50% of teachers are unaware of the NETS standards for students. Teachers feel that another set of standards adds to their workload instead of compliment present standards. There is not a way presently to assess student achievement of technology standards. A implementation plan needs to be developed.	Many teachers are still working through proper implementation of the CCGPS standards and this could allow development of meaningful lessons using both the CCGPS and the NETS	Lack of knowledge of the NET-S standards ensures that they will not be implemented.

Summary/Gap Analysis:
Although official technology state standards exist, these are largely unknown by the general school population. Without this knowledge, teachers are unable to effectively integrate technology and facilitate student learning and performance in using technology. There is a need for knowledge of the standards and education in how to effectively incorporate these standards into instruction and learning in ways which they complement the existing CCGPS. Educators could work collaboratively to plan lessons and units effectively incorporating these standards.

Data Sources: Teacher Essential Conditions survey, Staff Development Needs assessment survey, Principal interview

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