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*

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• Teachers use technology daily through the portal called Infinite Campus to keep record of the students' attendance, grades, contact log, etc. • Teachers implement technology within lessons that align with CCGPS.	• Students are not using technology as often as they should. • Many teachers are using promethean board as a tool that will display the screen and for personal use.	• Students use Study Island and other resources to assist them with mastering the CCGPS. • Students have access to Study Island as additional resource for developing reading skills,science knowledge through independent practice. • BYOD is be implemented into the new school year. • Students will have accesses to myBackpack. • Administrators will engage business partnerships in projects that support STEM Program Certification application. a) Lego Robotics program and 100 Black Men b) Lego Robotics program and Boeing/GA Tech CEISMC c) UPS Program support for STEM	• Teachers are not receiving proper training for utilizing technology tools with the classroom. • Some teacher may be comfortable with using technology as an incentive. • Teachers may use the Promenthean boards often, however, limit the amount of usage by students in fear of damaging the product. • Disadvantages with BYOD, students' device could be stolen and broken.

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Summary/Gap Analysis:

Teachers of Fickett Elementary School are required to use technology in order to teach lessons aligned with CCGPS. However, this requirement is not always seen in the classrooms. Providing that every classroom has a Promethean Board, teachers often use these boards to display material during instructional time. Teachers should be using boards more often for student interact and not be afraid that the students will brake the equipment.

There are some opportunities that are provide by the district or subscribed by the school. One that is often used at Fickett is Study Island. It is a technology software that many teacher use to create assessments or assign different assignments to individual students based off of their areas of improvement. It provides the students the opportunity to practice on reviewed content in all content areas that is aligned with CCGPS standards,

Atlanta Public Schools District has planned for years to implement the BYOD programs. It will be implemented in the upcoming school year. This will allow the opportunity to increase student achievement of CCGPS standards providing that there will be more technology resources available if more students give in their own devices.

Data Sources: *2013-14 CONTINUOUS SCHOOL IMPROVEMENT PLAN: R.N. Fickett Elementary Schoo*l; Atlanta Public Schools 2012-2015 Three-Year Technology Plan

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.

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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*

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The vision of Atlanta Public School district is to work closely with the curriculum department, the professional learning department, the information technology department, administrators and teachers to plan for the integration of technology into all facets of the curriculum and learning environment. The district provides online resources that available for teachers and administrator on the district portal that matches Common Core/GPS standards. The activities are used to increase understanding of the content through the use of technology. They also use to provide motivation for students who live in technology driven society.	Although the district may provide a technology plan, many are not aware of the vision. Teachers have been inform on certain aspects; however, they are familiar with how to implement plans because they have been informed that it is in the building/improvement stages. Although, the district may provide numerous amounts of resources for teachers, the resources may not be implemented because teacher are provided with proper training to access resources. Teachers are not sure on how to implement technology into their lesson. They are unaware that it is not the technology being used, it is how the technology is used.	To ensure that Atlanta Public School employees are aware of the use of technology, the district provides online learning opportunities for teachers and students, access to high quality digital content. In June of 2013, the Atlanta Public Schools Board of Education approved a policy that will allow for Bring Your Own Device (BYOD) Programs to be implemented in the schools. In the 2014-2015 school year, students will be permitted to bring their own devices (smartphones, iPads, Tablets, laptops, etc) for educational purposes. The Information Technology Division is in the process of informing policy and making preparations for this implementation. Parents and students can access myBackpack at school and home. myBackPack is accessible from any device and provides students with access to digital learning tools, e-books, secure email, cloud storage and the complete Microsoft Office Suite.	Teachers may become discouraged with use of technology if they do not receive the proper training and support after training. Everyone's vision of use of technology may not be the same. Some may want to keep up the latest technological advantages. Others would rather stick with they already know and understand. This will cause a split among the staff. All schools in the districts are not provided with same technological resources, which makes it harder to find support from others sometimes.

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What is the current reality in our school?

Summary/Gap Analysis:

There is a vision shared by the district and Fickett Elementary to implement technology into all areas of learning in the curriculum and learning environment. According to my principal, technology is expected to be used in all classroom every day. Students should be observed using computers, iPads, iPods, and interacting with the Promethean Board. The Promethean Board should be used as a tool for learning and not just a method to display information.

The district provides many online resources that teachers should have access to; however, many teacher are not aware of where to locate them. More professional learning need to be provided at school sites more often in order for teachers to become familiar with these resources.

Many teachers feel that use of technology will increase the students motivation with learning the curriculum. However, they are lacking the proper amount of resources to provide this opportunity for every student. There is program that could be used to be the solution to this problem. More and more districts are become familiar with the BYOD program. This is becoming increasingly supported by parents and teachers. Teachers and parents like the program because it ensures that all students have an equal opportunity to excel academically in the classroom through the use of technology. This programs ensures that there are enough resources for every student. Students who do not have a device will be able to use device that are provided by the school.

Data Sources: Personal communication with Mrs. Cheryl Twyman, Fickett Elementary's Principal; *2013-14 CONTINUOUS SCHOOL IMPROVEMENT PLAN: R.N. Fickett Elementary Schoo*l; Atlanta Public Schools 2012-2015 Three-Year Technology Plan

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*

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What is the current reality in our school?

In the SIP, there are a few resources allocations listed such as purchasing additional informational text, manipulatives and technological resources through UPS Grant and Title I Funding.	There is not much of an adequate plan to guide technology use within the school's improvement plan. The districts' technology plan is not included in the SIP. BYOD program and myBackpack has been discussed and review for a few years; however, they have yet to be implemented. They have been stated to be in the developmental/improvement phase.	Students use Study Island and other technological resources to assist them with mastering the CCGPS. The date team creates assessments and collect schoolwide student data through regular benchmark assessments and analyze data to determine student strengths and weaknesses. a) Data team facilitates regular Data Talk sessions with members of each grade level	Teachers are unsure of what to do as far as implementation within classroom because there is not a clear plan. Teachers will create their own plan and there will not be consistency throughout the school.

Summary/Gap Analysis:

The districts' technology plan needs to be posted on the district's web page and easily accessible for teachers to obtain. Fickett's technology plan is included in the SIP. However, there is not much stated. Technology is expected to be used in all classroom every day. Students should be observed using computers, iPads, iPods, and interacting with the Promethean Board. The Promethean Board should be used as a tool for learning and not just a method to display information.

To strenghten planning, each school should have access to the district's technology plan. My principal never mentioned hang access to a district plan. After days of researching and calling, I finally came in contact that could help me and she did not have an direct answer for me. She took my phone number and email address. She stated that she had to make a few calls and she would email it to me once she gets access to it. I received it a day later. I told this scenario to show how insignificant the technology plan appears to be in the district. There should be more communication amongst the district and the schools about the vision and plan of technology within the district .

Data Sources: *2013-14 CONTINUOUS SCHOOL IMPROVEMENT PLAN: R.N. Fickett Elementary Schoo*l; Atlanta Public Schools 2012-2015 Three-Year Technology Plan

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What is the current reality in our school?

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*

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What is the current reality in our school?

The media center is open to students, parents, and community. Teachers use Promenthean boards to create and maximize engaging teaching and learning for students. Students have access to use technology in the classroom and labs to help support standards and student focused learning. Parents and students have access to Infinite Campus to view grades at home daily.	There needs to be more available working computers in the classrooms. There should be at 2 working computers in each classroom. Some classes have as many as 0 to 1 computer working. Not all teachers use computers to enhance learning. Some use technology as a reward.	Every classroom is equipped with a Promethean Board. Every teacher and administrator in the district is provided with laptop to use for instructional purposes. The school has two computer labs. There are at least 25 working computers with Internet connection. There is a mobile cart with 20 laptops with wireless internet connection that teachers can check out for their classrooms for student use. There is a IPAD chart with about 20 IPAD with wireless internet connection available for teachers to check out for the classroom use for students. There are about 3 LCD projectors and 2 document readers available for checkout. All Department Chair persons have printers in their rooms for the entire department to use. There are 4 copy machines/ scanners within the building. There is a public library within a few miles that provides limited access to computers and internet connection.	There are several students who do not have access to a computer or internet at home. Some parents are not capable of taking their child to public library. Lack of working resources, such as laptop and IPAD. There may not be enough for to check out when needed. Lack of time and storage to upload appropriate apps because the tools are shared throughout the school.

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What is the current reality in our school?

Summary/Gap Analysis:

Overall, there are lots of opportunities for students, parents, and community to have access to technology at the school. The media center is open to all students, parents and community to use. The school is equipped with two computer labs. The school has a laptop chart and iPad chart accessible for teachers to checkout for the use of students within the classroom. Every classroom is provided with promethean boards. There is a public library within 2.5 miles of the school.

However, there are some limitations that can prevent equitable access for all students and parents. In the classroom, all desktop computers are not operable. There are a limited amount of computers and iPads within the school, which means there are not enough for all students to use all same time. Some teacher feel that the use of technology should be a reward.

This year, the district will be implementing a plan that will extend access beyond the classroom for students and parents. Students will be able to use MyBackpac to save files and projects in the cloud and access email at home. Therefore, whatever the students has worked on at school can be accessible when they use internet connection at home or vice versa. Parents and students also have access to grades and attendance daily through the use of Infinite Campus.

Data Sources: Personal communication with Mrs. Cheryl Twyman, Fickett Elementary's Principal; *2013-14 CONTINUOUS SCHOOL IMPROVEMENT PLAN: R.N. Fickett Elementary Schoo*l; Atlanta Public Schools 2012-2015 Three-Year Technology Plan; Impersonal interviews from teachers and staff at Fickett Elementary School

ESSENTIAL CONDITION FIVE: Skilled Personnel

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

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What is the current reality in our school?

Guiding Questions:

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

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

Strengths	*Weaknesses*	*Opportunities*	*Threats*
Teachers are proficient with using Microsoft Word, Powerpoint, and Infinite Campus (online grade book). Teachers are proficient with checking APS email on a daily basis. Teachers are proficient in accessing and navigating MyPLC. Many teachers are proficient with using Youtube videos for their own professional learning.	Teachers often have problems with trouble shooting issues with Promethean Board and computers. Often times, it takes a few days for technical support to come out to the school for call-in repairs. Teachers struggle with ways of integrating technology into daily instruction. Teachers are not aware that they can request for ETS support online. Many teachers within schools are not aware of the technology experts within their schools.	Teachers have the opportunity to sign up for professional learning opportunities that are centered around technology. Teachers have ETS that are assigned to the school's cluster that can offer professional learning sessions about technology resources. Teachers have the opportunity to request the technology specialist by completion of request form online.	Teachers do not implement technology because there are not enough resources and what they have do not consistently work. Teacher gain negative feelings about using technology resources that they have learned about if they do not have enough of the proper resources needed to implement during instruction.

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What is the current reality in our school?

Summary/Gap Analysis:

The teachers at Fickett Elementary School are proficient with the basic technology/productivity tools. Our teacher are extremely familiar with the use of Microsoft Office Suite, ActiveInspire, Promethean Planet and Infinite Campus. Teachers are required to check APS email daily and respond accordingly. Teachers are also familiar with searching and signing up for desired professional learning on MyPLC.

However, there are often times when teachers are provided with technology sessions that are quick and basic for some technology tools. This leaves many confused and often times, the technology is not use or implemented into the class setting. More in-depth trainings verses a broad training on useful technology tools would be beneficial and more teachers would probably become more interested in use. The district provides ETS for every cluster. More training sessions with ETS during team collaboration meetings would provide the teachers the opportunity to have a closer interaction for better understanding.

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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)?*
- *Do educators have both formal and informal opportunities to learn?*
- *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
- *How must professional learning improve/change in order to achieve the shared vision?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*

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What is the current reality in our school?

The district provides several professional learning opportunities. Teachers are capable of signing up on the Atlanta Public School Portal onto MyPLC, which is a web based virtual learning program that manages all professional learning across the district. The Informational Technology Department provides professional development, instructional resources and support for educators to help them successfully integrate technology into a standards-based curriculum. The Educational Technology Specialist (ETS) is responsible for coordinating, organizing and facilitating the effective use of technology within the school to accelerate learning and increase student achievement.	Teachers do not receive many follow up sessions to debrief about products or programs introduced by ETS. Teachers do not receive lots of opportunities to interact with ETS unless by request of the teacher.	To help educators regularly incorporate technology into their teaching practices, APS Instructional Technology launched the Innovative Leaders Project. A cadre of approximately 80 teachers serves as the district's innovative leaders, each of whom is armed with a district-issued iPad; intensive, ongoing professional training; and the resolve to help transform teaching through technology.Innovative leaders represent nearly every school in every APS cluster and region.The innovative leaders serve as a training extension by redelivering new teaching strategies to their colleagues in their respective schools. The innovative leaders also make sure the teacher's perspective is reflected in district policies and strategies designed to connect instruction to technology. The teachers from the Innovative Leaders project, use their expertise and serve as technology leaders within their schools. Teachers have the opportunity to request help from ETS by submitting Technology Integration Support Request online. Teachers submit lesson plan and explanation of support request. Teachers are allowed one request per day.	Teachers do not want to ask co-worker for help or suggestions. Some teachers are content with teaching the way they have been teaching for years with technology. Often times, technology is not implemented after professional learning and soon forget about.

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What is the current reality in our school?

Summary/Gap Analysis:

There are many ongoing learning opportunities for teachers, administrators, and staff throughout every school year and summers. The teachers of Atlanta Public Schools are provided with several learning opportunities that are offered on MyPLC. Teachers are given the opportunity to sign up as they please for any sessions desired. The scores from the teacher evaluation instrument, which is Teacher Keys, are used to drive the professional development for the entire staff of Fickett Elementary.

At our school, professional learning is done primarily with professional learning communities (PLC). The meeting times for the PLCs occur during common planning time, faculty meetings, teacher work days, or special meetings after school (new teachers, data team, leadership team. Teachers have received training with how to use instructional programs, such as Accelerated Reader and Study Island.

We have had outside technology specialists to come in during our team collaborative meeting time to demonstrate the use of the promethean board, Google Docs, Socrates, Remind101, and several other websites that would be beneficial to use to improve our instruction. Last year, the school received a IPAD chart. Some have received trainings on downloading apps for instructional purposes.

The district introduced a program entitled the Innovative Leaders Project. This project provided an opportunity for each school in the district to have a representative to serve as the Technology Leader and participate in this program. This program began two years ago. These teachers receive extensive ongoing professional training and implement training into their classrooms. There are considered to be technology experts within their schools and support co-workers with areas of concern.

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ESSENTIAL CONDITION SEVEN: Technical Support

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

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What is the current reality in our school?

Guiding Questions:

- *To what extent is available equipment operable and reliable for instruction?*
- *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current "down time" averages acceptable?*
- *Is tech support knowledgeable? What training might they need?*
- *In addition to break/fix issues, are support staff available to help with instructional issues when teachers try to use technology in the classroom?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*

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What is the current reality in our school?

Internet connection works best on desktop computers. Media specialist is very supportive with assisting teachers with technology integration. Media center computer lab have dependable computers.	Sometimes technical support moves very slowly about reporting to the school. Sometimes tickets are closed with the issue being resolved. Media specialist has to call to keep an update of the status of issues. If any parts of technology is broken, it takes a long time to replace parts. Technical support do not appear to be as knowledgable of anything beyond basic troubleshooting or downloading software. They need to become more knowledgeable about the operations of Promethean Boards. Many computers in second lab do not work. There are not enough working computers for each class room. Some classes have either 0 to 1 computer working. There are still obsolete computers within classes that are inoperable.	The district provides a support line that teachers and administrators may call to report any technological issues. Media specialist is very technologically savvy and assist with technology issues as much as possible.	Technology repairs have a long waiting period. Teacher give up on the use of technology if resources are not fixed or available.

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What is the current reality in our school?

Summary/Gap Analysis:

Continuous support at Fickett Elementary has come from the instructional coaches, technology specialist, and the media specialist. Fickett has a media specialist who has lots of experience with technology. She is very supportive to all teachers. She assists with implementation of technology into daily lesson and helps with troubleshooting as much as possible. The district assigns designated ETS for each cluster. The Educational Technology Specialist are responsible for coordinating, organizing and facilitating the effective use of technology within the school to accelerate learning and increase student achievement.

Due to the size of the district, Atlanta Public Schools has a technical support line for employees to call in need of technical support. In order for the technical support to attempt to fix any job, a ticket must be placed in first. Often times, it may take a couple of days from the issue to be solved. However, if the technology is broken, the issue may take months for the issue to be replaced. The technical support team appears to be very knowledgeable with basic troubleshooting and installation of programs and software.

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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*

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What is the current reality in our school?

The national Common Core Standards are preparing our students for the integration of 21st century skills and content mastery. Atlanta Public Schools is dedicated to meeting this challenge through an increase of digital student projects that demonstrate mastery of the common core standards, extended learning opportunities beyond the four walls of the classroom and a focus on digital citizenship for each and every student. Teachers implement lessons that align with CCGPS with infusion of technology. They will create and use standards-based text dependent questions in lessons.	Teachers need to increase the amount of technology usage within the standard-enriched lessons. National and state standards are not emphasized in the schools. Most teachers are not knowledgeable of the technology standards.	Although state technology standards are not emphasized, teachers' lessons are aligned with CCGPS. Therefore, teachers are unawarely covering the national technology standards.	Due to lack of resources, many teachers include the bare minimum of technology integration into their lesson. Some teachers began to view using technology as "extra" work. Some teachers even use technology as reward.

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What is the current reality in our school?

Summary/Gap Analysis:

After reviewing the School Improvement plan, I noticed that technology should be used by the teachers and students daily to improve on reading skill, daily progress in mathematics, developing science knowledge, and all other content areas. The many content areas are all aligned with CCGPS standards. Although many of the teachers are not aware of the NET-S standards, because the alignment with state standards, many of their lessons are aligned with the technology standards as well.

At Fickett, the professional learning has been incorporated as an instructional strategy with differentiated instruction for all content areas. Based on the school improvement plan, Study Island can be used by the teachers to monitor student and class reports weekly. Teacher can use the data and plan actions to address student needs by individual or as a class. By using Study Island, the students are assisted with mastering the CCGPS standards.

Within the district, teachers need professional learning that acknowledges NETS-S. This will help teachers to become aware of the importance and existence of the National and State technology standards. By doing so, teachers will realize how to increase student achievement through the use of technology.

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