Name: Heather Brown ITEC 7410, Semester: Summer 2014

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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* |
| * All academic teachers have an iPad to use for emails, attendance, grade input, and student instructional purposes. * Many teachers in the school use SMARTBoards to create Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS) lessons. * Most teachers use the ClassDojo application on their iPads to record positive and negative behaviors. * Bring Your Own Teachnology (BYOT) is being used by some teachers for higher order thinking and differentiated lessons * Some teachers use constructivist approaches (Creighton) in classroom teaching approaches. * The school has a strong wireless internet that is available for all teachers and students. | * Technology is being used in the classroom more by teachers than by students * Technology is being used more in academic classes for higher-level students than lower- level. * There is only one computer lab in the school to be shared by 58 classes * Instructional technology coaches are used more for technical purposes instead of instructional due to being split to work at multiple schools. * Many students do not have access to a device when implementing BYOT. | * ClassDojo has an option for teachers to connect with parents to share behavior reports electronically. * BYOT is available and many students have access to a device. * The Teacher Keys Evaluation System has made teachers more aware of best practices in day to day lesson planning including infusing technology. | * Teachers think that using technology is what is most important when they should be focusing on the effective use of technology in the classroom. * With the use of BYOT, classroom management becomes an issue. * BYOT (being able to bring a device or not ) can highlight the differences between socioecominic status between students. |
| ***Summary/Gap Analysis:***  Every teacher at Williams Middle School has access to many forms of technology. Each academic teacher has an issued iPad to use for email, attendance, grades, and classroom instruction. Many teachers in the school also have access to a SMARTBoard. The SMARTBoards and iPads provides the teachers with opportunities to implement technology into their lesson plans to offer differentiation and higher-level thinking. Bring Your Own Technology (BYOT) is also implemented into the lesson plans to offer differentiation and higher-level thinking to all students. Teachers can record positive and negative behaviors by using ClassDojo  Technology is used more when content is be taught by the teachers than by the students. Due to the limited number of devices for all students, BYOT is used rarely in the lower-level classes. Williams lacks the availability of technology during whole class instruction because of the lack of multiple computer labs. The school has one computer lab for the entire school of 58 classrooms.  The Teacher Keys Evaluation System has provided teachers with the awareness to infuse technology into their lessons. While ClassDojo can provide the recordings of positive and negative behaviors, the teachers also have the option to share the recordings with the parents. There are several threats when dealing with effective instructional technology. Teachers need to focus on effective use of technology and classroom management in the classroom. | | | |
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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/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* |
| * Williams Middle School Technology Plan is aligned to state and national vision. * The Technology Plan at Williams Middle School is aligned to CCGPS and GPS * The vision for technology use for Williams Middle School is followed by many of the teachers for higher-level students. * The technology vision for Colquitt County has a heavy focus on preparing students for being to adapt to the ever changing global society. (Williams Middle School Technology Plan) * BYOT is used by some teachers as one option to encourage digital and goal oriented learning that is connected to 21st century technology. (Williams Middle School Technology Plan) | * Colquitt County’s purchasing plan is more focused on technology for teacher use than student use. (Williams Middle School Technology Plan) * Williams Middle School has a lack of technology leadership to push the effective use of technology. * Few teachers have been involved in the development of the school technology plan. * Very few teachers are aware of the existence of a technology plan for the school. | * In the coming years through technology observations, the vision for technology is going to become more of a focus. * Grants are available to assist in technology purchases for meeting the vision of Williams Middle School. * Special Purpose Local Options Sales Tax (SPLOST) has been designated solely to achieve the vision for technology in Colquitt County. | * Teachers do not agree to the use of technology in the classroom and how it should be implemented; therefore the vision of technology use is not shared by all teachers. * With the ever changing trend s in technology teachers in Williams Middle School have a difficult time keeping up with changes and are likely to abandon the use of technology making a common vision difficult. |
| ***Summary/Gap Analysis:***  The Williams Middle School Technology Plan is aligned to the state and national vision while following the GPS and CCGPS standards. Higher-level teachers at Williams Middle follow the technology plan when implementing technology into their classroom. The vision for Williams Middle and Colquitt County promote the use of BYOT by encouraging students to stay connected to 21st century technology and the changes in society dealing with technology.  When purchasing new technology devices for the classrooms, Colquitt County emphasizes the use of devices for teachers. Teachers are unaware of the existence of a technology plan and where not involved in the development of the plan. There are several opportunities and threats when looking at the shared vision. Colquitt County has the option to apply for grants and use money from the Special Purpose Local Options Sales Tax (SPLOST) to purchase new devices for teacher and student use. Even though new devices can be bought, there is still not a technology vision that is shared by all teachers and the school has a difficult time keeping up with the changes in the new devices offered. | | | |
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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?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Williams Middle School technology teams created a vision and plan for technology near the end of the 2013-2014 school year. * Subject area teachers meet weekly for collaborative standards based lesson planning. * Williams Middle School has a shared drive that is accessible to all teachers to place technology based lessons and share lesson plans with other teachers in the school. * Many teachers who are using BYOT in their classrooms are using in for research-based learning | * The infusion of technology based lesson planning has not been a major focus of Williams Middle School. * Some teachers do not incorporate technology use into their daily teaching practices to strengthen the learning of students. | * During weekly meetings for lesson planning, subject area teachers have the opportunity to incorporate technology in to the lessons. * The Technology planning committee, which was formed in the Spring of 2104, has an opportunity to help infuse technology use into the daily plans of the teachers of Williams Middle School. * The newly formed technology committee has the opportunity to get feedback ( via surveys, interviews, etc) for technology planning. | * Because technology has not been a major focus of Williams Middle School in the past, teachers could use technology planning negatively and as a burden which could interfere with technology planning. * Many teachers do not know how to incorporate technology into their classroom or follow a technology plan. * The majority of staff member are not aware that there is a technology plan for Williams Middle School due to the fact that the plan has just been created. |
| ***Summary/Gap Analysis:***  Williams Middle School created a technology plan at the end of the previous school year. The teachers are able to collaborate with other content area teachers and share lesson plans and content resources through the use of a shared drive. Although a shared drive is in use, the teachers do not incorporate technology into their daily lesson plans and technology infused lesson plans is not a major focus for all the teachers at Williams Middle.  There have been many opportunities offered to incorporate technology into lesson plans. All content area teachers have the option to teach using infused technology lesson plans. The introduction of the technology planning committee has allowed teachers to give feedback and see how technology can be used in the classroom. The newness of the technology plan interferes with the teacher’s knowledge of the plan. Also, many teachers do not possess the knowledge of how to use technology in their classroom. | | | |
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| **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* |
| * Many teachers have SMARTBoards and smart technology to use in their classroom. * Most teachers have access to student response systems(CPS) for instant feedback on formative and summative assessments. * All academic teachers have an iPad, ELMO, an LCD projector, and at least one desktop computer for instructional purposes. * Teachers have access to a computer lab for whole class technology purposes. * Parents have access to Infinite Campus through Parent Portal to view student’s grades and support student learning. | * There is only one computer lab avaliable for teachers to conduct whole class technology lessons. * Most of the time, the computer lab is reserved by teachers who are using the technology lab for non-engaging tasks, such as tying papers or skills practice activities. * Colquitt County has a high poverty rate, therefore many students do not have access to technology in their homes. * Many students do not have a device to bring to use during BYOT lessons. | * Students without access to technology at home have the opportunity to share technology devices with classmates during BYOT collaborative learning lessons. * Technology distribution is a major focus at the district level through SLPOST funds. | * There is no immediate solution to the lack of technology in the homes of student’s living in poverty. * When technology is distributed to teachers, there is little guidance on how to provide engaging student centered learning for all students. * Due to lack of funding, every student does not have access to technology in the classroom besides BYOT. * Due to time constraints during planning and instruction, many teachers find it difficult to plan technology-infused content lessons for students at all learning levels. |
| ***Summary/Gap Analysis:***  Teachers have access to SMARTBoards, student response systems (CPS), an iPad, ELMO, LCD projector, and a desktop computer. The students have access to BYOT devices, a desktop computer in the classroom, and a computer lab. Parents are able to view students’ grades through Infinite Campus. With only one computer lab in the school, teachers and students are not able to utilize the computer lab much. The lab is reserved by the same teacher many times throughout the entire year for the teacher to have her teacher’s type papers. With a high poverty level, students do not have access to technology in their homes and are not able to BYOT devices to use during classroom instruction.  To accommodate low income family students, students have to opportunity to share technology with other students in their classes. SPLOST is also available to accommodate students with technological devices. When teaching based on student-centered learning, teachers are not sure how to implement the technology and teachers have issues infusing technology into their lessons because of not having the time to plan. Some students also do not have access to technology in some homes and only have access to technology through BYOT. | | | |
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| **ESSENTIAL CONDITION FIVE: Skilled Personnel** | | | |
| *ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.* | | | |
| **Guiding Questions:**   * *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?* * *What do they currently know and are able to do?* * *What are knowledge and skills do they need to acquire?*   *(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on “personnel,” which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Most teachers have the skills to use Microsoft Word, PowerPoint, the internet, and other basic classroom tools. * Most teachers know how to use student response systems and use them on a regular basis for assessment and feedback. * Most teachers are proficient with basic uses of their iPads. | * Many teachers are not able to create technology lessons using higher-order thinking skills. * Teachers are not able to solve troubleshooting issues when using technology devices in the classroom, including computers. * Many teachers are not able to assist students during navigation of the internet for research purposes. * Many teachers are weak in the use of effective technology during instruction. * Many teachers are weak in the awareness of safe and ethical technology use. | * Teachers are able to incorporate technology into day to day instructional lessons and assessments. | * Some teachers choose to avoid technology use as much as possible. * There is a wide range of skills levels amongst teachers when it comes to technology knowledge. * Many teacher often view training on new technologies (or any type of training) negatively. * Many teachers are scared of using new technology because there are so many problems that could arise during its use. * There is so much technology available, it is difficult to become proficient in technology use in general. |
| ***Summary/Gap Analysis:***  Most teachers at Williams are able to use some programs of Microsoft Office and use the basic skills of their teacher iPads. The teachers are also able to use the CPS clickers to grade summative and formative assessments. With the teachers knowing the basic skills, they are not able to create higher-level technology lessons or assist students during troubleshooting of many devices. Many teachers are also not aware of the safe and ethical use when using technology.  When teachers know how to use technology, they are able to incorporate technology into lessons and assessments. For those that do not, they choose to use technology as little as possible. Many teachers are scared of anything new and view the opportunity in a negative way. With the abundance of new technology, many teachers are not able to become proficient in the forms of technology they use. | | | |
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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* |
| * For teachers dealing with technological issues, a technology specialist is available at the school twice a week to troubleshoot problems. * All teachers have the option to attend professional development to learn about new forms of technology. * All teachers must attend meeting to discuss training on technology devices or tools. | * After attending professional development, many teachers are not allotted time to develop their skills. * Many teachers are not able to use present technology tools due to the changing trends. * Many teachers are not comfortable with the use of technology without the guidance of the technology specialist. * During professional development, professional learning and technology are viewed as separate topics. | * Williams Middle School has an Instructional Technology Specialist available two days a week to assist with instructional technology needs. * Teachers have the opportunity to seek technology training in addition to required training with the possibility of earning PLUs. * Teachers who are front-runners in technology use in the classroom could lead other staff members in new technology availability through monthly team meetings. * Williams Middle School has the opportunity through the new Technology Plan to make technology a major focus of professional development and to share the technology vision with all staff members. | * Teachers often view technology training regarding best practices in teaching negatively, which makes professional development in this area difficult. * Some teachers are hesitant to implement any type of technology into their classrooms despite the amount of and quality of professional development they have received. * Many teachers attend professional development opportunities on technology for PLUs, but never use the technology in their classrooms. * Professional development meetings involving technology are often frustrating to most teachers because older, less-technology savvy people tend to slow down the learning process. |
| ***Summary/Gap Analysis:***  Professional learning is offered to all teachers to learn about new forms of technology. Teachers also have the assistance of an instructional technology specialist twice a week to help with troubleshooting problems. The drawback of professional learning, at Williams, is the time available to implement the professional development. They are not able to adapt to the changing trends without the guidance of a technology specialist.  Professional development offers PLU’s to teachers while they getting technology training. Teachers who are proficient in technology have the opportunity to conduct meeting to introduce new tools with the help of the technology specialist, who is on campus twice a week. Some threats for professional development is man teachers will not use the tools no matter how much training they receive. Technology is not used by older teachers because they are not able to understand the importance of the technology aspect and think that it will affect their teaching negatively. | | | |
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| **ESSENTIAL CONDITION SEVEN: Technical Support** | | | |
| *ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.* | | | |
| **Guiding Questions:**   * *To what extent is available equipment operable and reliable for instruction?* * *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current “down time” averages acceptable?* * *Is tech support knowledgeable? What training might they need?* * *In addition to break/fix issues, are support staff available to help with instructional issues when teachers try to use technology in the classroom?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * The wireless internet and internet connection are strong and reliable allowing teachers and students to use the internet. * When technical issues arise, the technology specialist is quick to respond to emails and offer solutions. * Many desktop computers in the school are equipped to meet the technological needs of all students and teachers. | * The technology specialist assigned to our school is assigned to several other schools, which means she is only available at our school twice a week. * There are few support teachers in the school who can assist other teachers with troubleshooting problems. * Many computers in the school are broken and not able to meet the technology needs of all students. | * Williams Middle School can appoint staff members, including those on the Technology Planning Committee, to become localized technology experts for other staff members to contact if needed. * New technology is available to the school through grants that are technology-specific. Colquitt County has personal incentives in place for grant-writing. * SPLOST funds are available to replace outdated, broken technology that is used for student learning. | * Broken or malfunctioning equipment can take long periods of time to fix/replace. * Computers are susceptible to damage by student use, which causes limited access to other students. * Lack of technology specialists makes access to their services difficult. * Colquitt County is a large county, so it is difficult to manage all of the county’s schools’ technology problems. |
| ***Summary/Gap Analysis:***  Teachers and students have access to wireless internet throughout the entire school. If teachers have technological issues while the technology specialist is off campus, she will email quickly with possible solutions. Some desktop computers are also available to all teachers and students to use while many are broken. The downfall of the technology specialist is she also serves three other schools, but there are a few teachers on campus that can assist teachers with trouble shooting problems while the technology specialist is off campus.  Teachers who use technology daily in their classroom can become leaders to assist other teachers. Grants and SPLOST can offer teachers and students new technology tools to replace old or broken devices. The threats that affect the technical support is the wait time to get devices fixed. Students are not able to use many devices because they are damaged and the county is not able to accommodate the influx of damaged devices. | | | |
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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* |
| * Technology standards are fully aligned with content standards and its use is integrated into day to day instruction. * Some teachers already use many of the technology standards along with CCGPS standards in their classrooms. | * Teachers at Williams Middle School do not place technology integration into their lesson plans as a top priority. * Technology standards are not a major focus at the local school level at Williams Middle School. * The wording in the technology standards can be tricky and difficult to understand and, therefore, difficult to implement. * Students are not currently assessed on their technology literacy. * Although students as a whole are more technology savvy than teachers, they often do not know enough about technology that is used in the classroom to be productive and efficient. | * Teachers are provided with the opportunity to incorporate the technology standards with CCGPS and GPS. * Teachers, who use technology standards during instructional purposes, have the opportunity to share their knowledge with fellow teachers. * Teachers, who use the technology standards, can share the information to other teachers during professional development. * Teachers are provided with ways to implement the technology standards into their lessons through the opportunities created by technology leaders. | * Many students and parents do not know there are standards for technology that should be incorporated into the curriculum. * Many teachers think that technology standards should be taught in computer classes and not in an academic classroom. * Many teachers do not understand the language of the technology standards. * Technology is perceived as not a requirement, so many teachers do not use technology in their day to day lessons. |
| ***Summary/Gap Analysis:***  All CCGPS and GPS standards are aligned with the technology standards and some teachers are using the technology standards in their lessons. The teachers, who are not using the technology standards, do not view these standards as a high priority. The technology standards are not a major focus and many teachers do not understanding the wording. Due to the weaknesses, teachers are given the opportunity to incorporate technology standards with the CCGPS and GPS standards. Teachers are also able to share technology ideas with other teachers during professional development. The threats for the curriculum are the lack of awareness of the technology standards to students and parents and teachers not knowing where the standards need to be taught and incorporated. | | | |
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