Name: Jamey Bearden Semester: Spring 2017

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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?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Each teacher has a MacBook (they are updated every 4 years). * In classrooms, there are SMART Boards, WiFi, and laptops (a few) available for use. * There are a multitude of technology resources available in the media center (iPad carts, computer labs, etc.) * DCHS uses system –wide LMS (Schoology) and USA TestPrep * There is system-wide access to WiFi (separate WiFi for School employees, students and guests) | * Many teachers still do not know how to incorporate effective technology use. * There is much resistance regarding using the LMS from teachers (the buy-in is not there) * Even though technology is used, most uses are for presentations or reviews (not Student-Centered or Student-led/discovery) | * Technology training is offered via “Technology Tuesday” workshops (conducted after school. These are on a volunteer basis. * LMS training is provided by Schoology Master Teachers and by the Media Specialist * Other technology training is provided via Wednesday Workshops (Google, trendy tools, etc.) * We are in the process of rolling out our 1:1 device initiative. So far the middle school has piloted this. The elementary schools will be next, followed by the DCHS. | * We have a huge socioeconomic gap – 44% of students received free/reduced lunches. Many students do not have access to technology or WiFi at home. * Many teachers are still hesitant towards the technology movement: they think it is “something else they have to do.” They tend to avoid training opportunities. |
| ***Summary of Results/Conclusions:***  Every teacher at Dawson County High School (DCHS) has access to technology in their classrooms. All teachers have a MacBook and an iPad to utilize in their daily housekeeping tasks and to prepare them for the 1:1 Initiative that is being piloted by Dawson County Middle School. Dawson County School System acknowledges the need for better technology and is doing its best to fund these endeavors.  Teachers are DCHS have excellent lessons that incorporate and are based upon the Georgia Performance Standards. Teachers are incorporated Best-Practices in day-to day practice. Although teachers have access to a multitude of technology sources and resources, they lack the knowledge of “how” to effectively incorporate meaningful technology use into the curriculum. They are masters of online games, review and using technology to display information. They are still lacking in how to use the technology they have to develop and implement student led or student centered learning. They are afraid it is a trend and do not see the need to change what they are already doing.  Most students with low-socioeconomic backgrounds are still struggling to have access to technology outside of the school setting. These students only have access to the Internet via school WiFi and are not able to complete technology saturated projects and or assignments because of lack of access at home. | | | |
| ***Recommendations from Gap Analysis:***  The potential for student-centered technology use at DCHS is great. However, DCHS needs to create buy-in amongst teachers by specifically showing them how to use these technologies. They need to demonstrate the effectiveness of student led technology by showing them data and results from other similar high schools. An approachable and easy process to incorporate student-centered technology use is also a must. If teachers do not feel overwhelmed, they will respond better to this need for change.  Content specific technology training needs to be offered at DCHS. So far, training has been assigned based on planning periods, not on a need or content basis. By showing teachers specifically how to use technology, they will be able to better use it in a classroom setting. The technology will serve students better by giving teachers ideas on how to make it more student-centered in the content area.  There also needs to be awareness amongst teachers of the actual amount of student access to technology inside as well as outside of school. Many teachers assume that because students have cellphones that they have everything they need (technology wise) at home as well. This is not the case; teachers need to be reasonable in their demands of technology use with students outside of the school setting. To better serve the needs of students with low socioeconomic backgrounds or students without technology access at home, teacher should differentiate the various needs of technology or find ways to incorporate technology time for these students. If it is a group task, roles can be assigned based on the needs of the student. | | | |
| ***Data Sources:***  Responses from Administration Interview with Brody Hughes, created by Jamey Bearden  Responses from Instructional Technologist interview, created by Jamey Bearden  Results from Technology use survey, created by Jamey Bearden  Results from ISTE Diagnostic Tool | | | |

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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?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Our Superintendent has led the technology movement. The support for better technology and better implementation comes from the top. * Technology implementation and use is part of the Mission and Vision of Dawson County. | * Meetings were held regarding the creation and feedback for the technology plan and SIP; however there was low community representation. | * Dawson County is currently rewriting a technology plan that is based on best practices. * This is the first year Dawson County Schools has had a technology coach. There is a huge opportunity to hire more qualified people to meet the need of the school system. * Since the push for technology integration is new, there is opportunity to get stakeholder buy-in | * Parents and other stakeholders often believe that allocating funds for technology could be better used. * Overall, the intention is there, but there is a lack of communication regarding details of implementation * All teachers do not necessarily believe that technology is critical to improving student achievement |
| ***Summary of Results/Conclusions:***  At DCSS, the vision for better technology comes from the top. Superintendent Damon Gibbs, fully supports the need for better, more meaningful technology use for Dawson County Students system wide. Currently, DCSS is in the process of rewriting the technology plan, as the previous plan does not align to Best Practices. This process began with stakeholder meetings held to initiate a SIP. At first, there was interest by stakeholders in this process, but then stakeholders lost interest and the process to gain stakeholder feedback lost momentum. Before this process fizzled out, stakeholder feedback indicated that they wanted the “best bang for their buck.” They do not want technology just to have technology. They want the process researched based and cost-efficient. Stakeholders’ other interest included technology that will help students be better prepared for college or the work force. They also showed interest in the importance of “safe” technology for students.  The Dawson County Technology Team (composed of newly hired Instructional Technologists), are currently working on creating a new vision for technology and technology plan for Dawson County Schools. Through this new technology plan and vision for technology, DCSS will be able to offer a plan for more meaningful and student-led technology use.  Teachers are supportive, but some do not feel it is necessary to focus on technology so much as to focus on other strategies to increase student achievement. | | | |
| ***Recommendations from Gap Analysis:***  The technology team needs to include a panel of stakeholders to help the technology plan to be more meaningful to student learning. These technologists need the support of teachers to identify specific needs and realistic, achievable goals. Including teachers in the panel would also make the process more meaningful and important to teachers. This would help with teacher buy-in as well.  DCSS needs to specifically show stakeholders the importance of allocating funds to increase meaningful technology use. Using data driven examples and results will communicate to stakeholders the importance and effectiveness of the technology vision. | | | |
| ***Data Sources:***  Responses from Administration Interview with Brody Hughes, created by Jamey Bearden  Responses from Instructional Technologist interview, created by Jamey Bearden  Results from Technology use survey, created by Jamey Bearden  Results from ISTE Diagnostic Tool | | | |

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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.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * The School Improvement Plan (SIP) guides technology use at our school. There is a clear relation between our SIP and Mission and Vision for DCSS. * DCSS Technologists provide workshops and office hours (planning periods, after school) to help teachers with their technology needs. | * There is not a separate or official Technology Improvement Plan. * Teachers believe that iPad implementation is our technology plan; they do not see long-term goals in relation to technology. | * The technology committee is working diligently to find a solution for WiFi access for students at home (via free or discounted access). * By providing more technology in the classrooms, students have more opportunity to use technology (both economically disadvantaged and non-economically disadvantaged. | * Lack of infrastructure in relation to technologists –There are not enough “highly-trained” technologists to meet the needs of the system. We are trying to place media specialists in this position; however, many of them do not want this role or are not qualified. Even with these technologists, we still do not have enough manpower to adequately train to prepare for our iPad implementation and future technology needs. * Our community has ONE Internet provider (It seems as though we have many, but they are all subcontracted to Windstream.) Currently, this Internet provider does not provide discounts options to low-income families like in other counties with multiple providers. |
| ***Summary of Results/Conclusions:***  The current technology plan and vision for DCSS is being revised. The Technology Team is leading this revision and aiming to create a research-based, student centered plan. The current SIP has technology incorporated into the plan and the plan is clearly related to the School’s overall Vision and Mission. Since the technology plan has not been updated yet, teachers are confused at to what the plan is or to where the vision leads. It is also clear with the current pilot year of the 1:1 initiative that the technology team will need more man-power going forward to successfully continue this huge endeavor.  DCSS is currently negotiating with Windstream a possible low-income plan to help alleviate and possibly solve the impact the lack of technology at home has on families with low-socioeconomic status. Since Windstream is the only Internet provider for Dawson County, this negotiation would be a huge benefit for families who cannot afford the current prices for these services. | | | |
| ***Recommendations from Gap Analysis:***  Although it is understandable that naturally the trend for media specialists is towards technology, it is important to have qualified technologists in these positions to be most effective. DCSS needs to allocate funding to hire qualified personnel for these positions and well as to create separate technologists positions to meet the technology needs of DCSS.  It is imperative for Windstream to provide low-income rates for qualifying families to help the achievement gap between socioeconomic classes in Dawson County. Community stakeholders need to meet with the technology team, school leaders and the Superintendent to develop a plan to persuade them to cooperate. If Windstream does not want to provide this service to the community it serves, then DCSS should continue to look into WiFi vouchers for low-income students to use. | | | |
| ***Data Sources:***  Responses from Administration Interview with Brody Hughes, created by Jamey Bearden  Responses from Instructional Technologist interview, created by Jamey Bearden  Results from Technology use survey, created by Jamey Bearden  Results from ISTE Diagnostic Tool | | | |

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| **ESSENTIAL CONDITION FOUR: Equitable Access** *(Specifically Low SES and gender groups)* | | | |
| *ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources.* | | | |
| **Guiding Questions:**   * *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?* * *To what extent is technology arrange/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?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Because of recent funding, DCHS has 3 iPad carts available for teachers to use in classrooms (these have at least 30 iPads and more available upon request) * DCHS also has 3 computers labs available for class use. These labs contain between 30-35 computers each. * WiFi access is available for admin, teachers, students and guests. * Students are allowed to bring their own devices for classroom use until the iPad initiative is complete at all schools. | * Even with all of the improvements with WiFi currently at DCSS, the network sporadically goes down and is not available. * There is still a large percentage of Economically Disadvantaged students who do not have Internet access outside of school. * DCHS does have a Technology Student Association (Club). However, the majority of this club’s members are males (ratio 30:1). | * DCSS continuously supports current technology trends. They replace teacher laptops every 4 years and provide teachers with the opportunity to receive technology Charter Grants from community-based sponsors. * Community stakeholders are supportive of technology; there is room for more stakeholder involvement in this area. | * Since we use only Apple products at DCSS, many times there are “plug-in” issues or other compatibility issues with interactive activities and with students’ abilities to complete certain activities – there is still a problem with compatibility between all programs/ activities/ devices that are being used. * Necessary updates are not always made to cart technology (iPads and laptops). This “unknown factor” discourages the use of iPads and laptops due to time efficacy. |
| ***Summary of Results/Conclusions:***  DCSS is fortunate in that its students and teachers have access to technology in a multitude of ways while at school . Students have multiple options while at school to use technology for any of their assignments or activities. DCSS has ben very accommodating by offering WiFi to all students, teachers, and guests in the schools. Students also have permission to bring and use their own devices to school until the 1:1 initiative is fully implemented. There is still a need to develop this availability beyond the school setting. DCSS is also fortunate that it stays with the latest technology trends.  DCHS can show improvement in meaningful technology incorporation. Teachers need to recognize the importance of new methods and technology resources offered to provide more meaningful student use.  Even though technology use is prevalent across the board, the technology club at DCHS lacks diversity amongst its members. The club is mainly male, with few females in the mix. | | | |
| ***Recommendations from Gap Analysis:***  DCSS needs to develop a plan to help low-income families have technology use outside of school. It is imperative that these students have access to technology when they are not at school. By using a voucher system or getting the local internet provider to lower its rates or provide a special low-income alternative, DCSS could accomplishment this goal.  DCHS needs to promote the technology club to everyone. They need to brainstorm and create advertisements that are appealing to all students – of any gender. They could have a meet and greet or the adviser could send out invitations by getting teacher recommendations. This would help bridge the gender gap within this club. | | | |
| ***Data Sources:***  Responses from Administration Interview with Brody Hughes, created by Jamey Bearden  Responses from Instructional Technologist interview, created by Jamey Bearden  Results from Technology use survey, created by Jamey Bearden  Results from ISTE Diagnostic Tool | | | |

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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* |
| * DCHS’s newly hired Media Specialist has degree in Instructional Technology * DCSS is establishing a technology team that is easily accessible and hands-on * Administration encourages and facilitates use of technology * Teachers are skilled in SMART technology, Microsoft Office and support technologies | * Teachers are comfortable with using technology for research and production; there is resistance with changing to technology that incorporates student-led learning * Administration is supportive; yet they do not know “how” to help teachers incorporate new technology * Even with new technology use being incorporated, majority of it does not promote rigor | * Currently, Schoology (our LMS) training is being offered to help teachers better incorporate and promote greater technology use * Teachers are encouraged to apply for Charter Mini-Grants that are available for technology use * Generalized technology integration and IT troubleshooting workshops are being offered. | * School Level Technologists struggle to make necessary updates to all devices (iPads and laptops). Programs/websites that work one day, will not work the next time you use them and there is a standstill until someone can update everything. This process needs to be streamlined. * (Some) teachers have negative attitudes towards learning new Web 2.0 Tools * Lack of funding needed to hire needed school and system-wide technologists/IT personnel |
| ***Summary of Results/Conclusions:***  In general, technology staff is knowledgeable of job duties. There are some school level media specialists who feel unqualified for their new positions. It is difficult for them on the technology hardware side of the job to be efficient and know exactly what to do without researching first. There are designated teachers at each school who are ”technology masters” that can help other teachers when necessary. Administration and teachers are supportive of technologists and are eager for their help. | | | |
| ***Recommendations from Gap Analysis:***  Even though DCSS recently hired new technologists, there is still a need for more positions. This problem can either be solved by allocating the necessary funding for these positions or by training in-house media specialists or qualified teachers to assume these roles. It seems that there is an equal need for how to incorporate technology in the curriculum and technology support. | | | |
| ***Data Sources:***  Responses from Administration Interview with Brody Hughes, created by Jamey Bearden  Responses from Instructional Technologist interview, created by Jamey Bearden  Results from Technology use survey, created by Jamey Bearden  Results from ISTE Diagnostic Tool | | | |

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| **ESSENTIAL CONDITION SIX: Ongoing Professional Learning** | | | |
| *ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.* | | | |
| **Guiding Questions:**   * *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?* * *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)* * *Do professional learning opportunities reflect the national standards for professional learning (NSDC/Learning Forward)?* * *Do educators have both formal and informal opportunities to learn?* * *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?* * *How must professional learning improve/change in order to achieve the shared vision?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Continuous technology training is offered via the Media Specialist or other technology “masters” (offered 2 times per week or by appointment) * DCHS has mandatory Wednesday Workshops that are based on technology use * Weekly and monthly technology newsletters are sent out with mini technology tutorials * Professional learning is based in Best Practices, Differentiation, Max and FIP Strategies. | * There is no follow-up after a formal technology training session (Wednesday Workshops or RESA training) * Many times, technology training is generalized – some may already know and some still may not know how after is it completed * Technology training is isolated and is often not cohesive with curriculum | * Teachers can attend specialized technology training through Pioneer RESA * Professional opportunities are working towards meeting NSDC/Learning Forward Standards | * There are workshops offered to show Web 2.0 Tools, but not how to effectively incorporate these tools * Many teachers feel overloaded and do not want to change their lessons for technology accommodation (=more work) * Teachers feel frustrated about technology lessons when lessons are generalized and not directed towards their subject area/use. |
| ***Summary of Results/Conclusions:***  There are several in-house opportunities for teachers to receive technology training. Though many of these training sessions employ research –based strategies, they could be better organized to fit the needs of the teachers. These opportunities, though useful, may not be as meaningful for classroom implementation or as aligned to ISTE standards as they could be. There is a need for more meaningful training in the application of the technology uses that have been presented. There is also a need for support for these techniques and resources. | | | |
| ***Recommendations from Gap Analysis:***  Training sessions need to be subject specific at first. I know that technology tools can be used in a variety of ways, but teachers do not want to brainstorm ways to incorporate these innovations into a curriculum that they already think works as is. Teachers need content specific uses and applications to get the ball rolling”. By doing this, workshops would be more meaningful and peer groups could be formed within departments to offer support and troubleshooting. It would also be beneficial to conduct these workshops on teacher workdays. Teachers at DCHS do not share department common planning. Conducting these workshops during planning periods does not allow for collaboration within departments and makes teachers more resentful towards the process (teachers hate “giving up” their planning periods). | | | |
| ***Data Sources:***  Responses from Administration Interview with Brody Hughes, created by Jamey Bearden  Responses from Instructional Technologist interview, created by Jamey Bearden  Results from Technology use survey, created by Jamey Bearden  Results from ISTE Diagnostic Tool | | | |

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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* |
| * Equipment is kept up to date – teacher MacBooks are replaced every 4 years, technology within classrooms is also updated (SMART Boards, etc.) and dated/broken lap equipment is replaced when needed * Tech Support is knowledgeable * There is a system wide platform for tech support requests * There are deemed “technology masters” to aid with support when available to sped process along * According to IT team, there are abundant training opportunities for them * IT team does send out surveys to try to meet teacher needs better | * More tech support is needed system wide. We have 3 people (located at central office) for the entire system * Though tech support is eager to help, sometimes they are overwhelmed and “fixes” may take longer * Tech support is knowledgeable; however only one of them can help with instructional issues – he is difficult to find at times, as he is the only one for the entire system * Many off campus training opportunities are offered to IT team, however, these opportunities do not always “trickle down” | * More teachers are training/taking classes in technology use to better serve their students and to help other teachers * Teachers may utilize the after-school technology training or make appointments during planning. * IT Team is forming school and system technology teams to better meet teacher needs and to train teachers to help other teachers | * With the new restructuring of the School Dude maintenance system, teacher can no longer directly place a request. They have to send the request to an AP, who then deems whether or not it should be filled. This process is frustrating; many teachers just deal with “broken technology” to avoid process |
| ***Summary of Results/Conclusions:***  There is more than adequate equipment available at DCHS for teacher and student use. There are also support personnel to help with any issues that arise with the equipment. There is a need for personnel to be better trained in troubleshooting and fixing the equipment. There is also a need to streamline the process of submitting the paperwork for technology assistance. The current process for technology repair is inefficient. There is often an unnecessary wait time due to a redundant work order application process. | | | |
| ***Recommendations from Gap Analysis:***  A great need exists for more trained technology personnel at DCHS. Though media specialists troubleshoot and work tirelessly to help teachers with technology issues, it is often a problem that needs a specialist to fix. The media specialists are trained overall, but do not have in-depth knowledge to handle these issues. DCSS could either hire trained professionals to solve this problem or they could train the media specialists in these specialized areas.  Currently teachers must submit their requests to one of the Assistant Principals so he can approve or deny the work order and then send it on. It would be more efficient to send work orders directly to the technology specialists. Most of the time if teachers have filled out a work order for a technology repair, they have already exhausted all other options.  Even with this proposed training there is still a need for man power. DCSS needs to reallocated funding to allow for these positions to be created. | | | |
| ***Data Sources:***  Responses from Administration Interview with Brody Hughes, created by Jamey Bearden  Responses from Instructional Technologist interview, created by Jamey Bearden  Results from Technology use survey, created by Jamey Bearden  Results from ISTE Diagnostic Tool | | | |

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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? (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?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * There are many digital curriculum resources available online for teachers (many provided in newsletter and Schoology groups) | * Stakeholders are not aware/informed of ISTE standards * Teachers are not aware of ISTE Standards * Teachers may not know how to teach students the technology skills that are required for their own technology implementation. | * IT Team and school technologist (media specialist) can incorporate info on ISTE standards in weekly newsletters and Schoology page * IT Team can develop plan to help teachers assess technology literacy and then work towards implementing this plan | * There is not a plan/motivation to encourage teachers to incorporate ISTE standards into curriculum * Student technology literacy is not assessed at the high school level; many times it is assumed students know what to do (teachers think that “technology skills” are learned in technology classes) |
| ***Summary of Results/Conclusions:***  There is a plethora of digital resources available in the technology newsletters sent out by the Technology Tem. Although digital resources are available to aid in technology use and implementation, there is still a need for content-specific technology use training. There is also a need for training on ISTE and standards for administration teachers and students. Students’ fluency in technology literacy is assumed and is not assessed. There are gaps in student expectations and student knowledge regarding technology use. Teachers assume that students know more than them in this area, therefore they know how to do the assignment given without proper guidance or explanation. | | | |
| ***Recommendations from Gap Analysis:***  Teachers need to be informed of ISTE standards and how these affect successful technology implementation. The Technology team could conduct a workshop informing teachers and administration of these standards and their importance.  Teachers also need content-specific training. This would create buy-n and show teachers in a meaningful way how useful and rewarding student-led technology integration can be.  We also need to develop a way to asses student technology literacy. Teachers could easily informally assess this by asking guided questions or asking students to perform basic tasks (maybe in a scavenger hunt format) at the beginning of a semester or before a unit begins to determine ability levels. | | | |
| ***Data Sources:***  Responses from Administration Interview with Brody Hughes, created by Jamey Bearden  Responses from Instructional Technologist interview, created by Jamey Bearden  Results from Technology use survey, created by Jamey Bearden  Results from ISTE Diagnostic Tool | | | |

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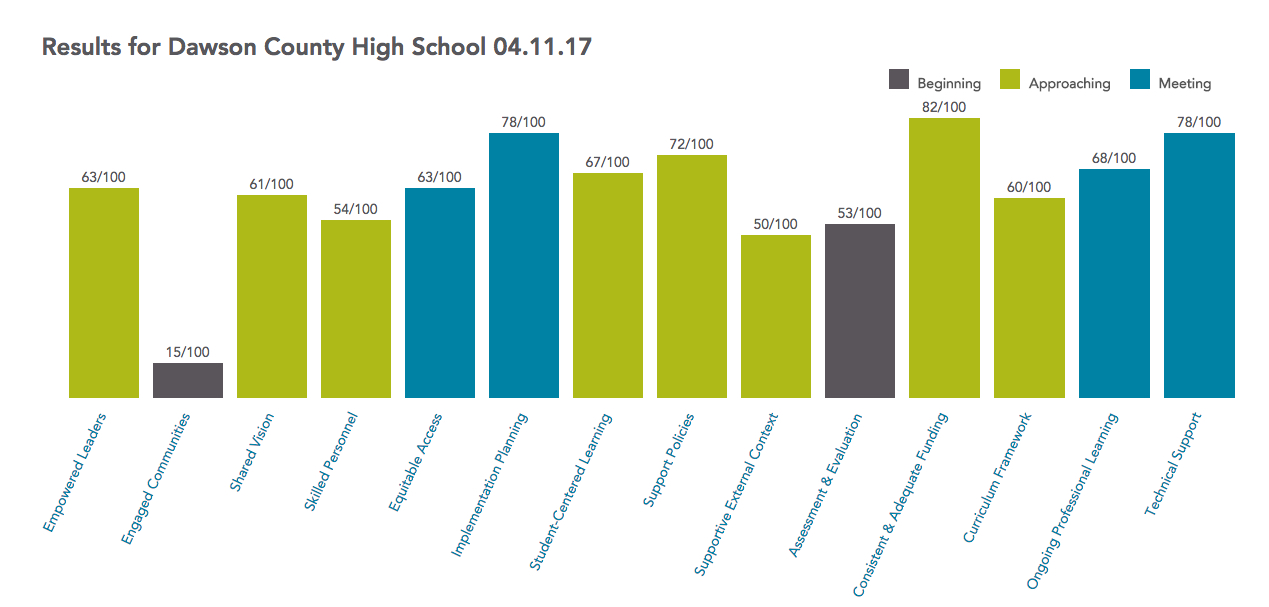
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**Appendices**

**Appendix A:**

ISTE Diagnostic Tool Results



**Appendix B:**

<https://goo.gl/forms/top5YxZjjL9wrmWO2>