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*
- Teachers are issued laptops at the county level - Most teachers have interactive Whiteboards - Staff members communicate via email - Many teachers communicate with parents via text or email - Most classrooms are equipped with student desktop computers - Our building has a functional computer lab - Our media center is equipped with (approx.. 8-12) computers - Our building has a mobile lab (laptops) - Our building recently	- Many teachers do not know how to use technology effectively - Several teachers are closer to retirement and prefer a more traditional form of teacher (without using computers) - Teachers lack sufficient training to learn how to integrate technology - Our Media Specialist is underutilized in the area of technology instruction - Our Technology Specialist is underutilized in the area of technology instruction - SWD and ESOL	- Our building has a new principal (hired May 2014) - We will move to a new building in the next 1-2 years (new location)	- Teachers and students are constantly leaving - We do not have a Technology Coach - Much of our technology is worn (student misuse and abuse) - The new principal may make changes that are not received by the old staff - There is much uncertainty

purchased iPads for students' use • Most teachers use some form of computer-based instruction • Several teachers exceed expectations for integrating technology • Many teachers use web 2.0 tools in their personal lives • Our Technology Specialist started a technology club for students	students are given drill and practice activities on the computer rather than given access to the PBL type activities given to TAG and Advanced students • Some SWD need Assistive Technology Devices to learn • 15 teachers transferred or resigned		

Summary/Gap Analysis:
Teachers use technology for low level skills like drill and practice, but technology isn't used to maximize student learning. Students hardly if ever use web 2.0 tools in the classroom. Teachers will use technology as required by the administrative team, but teachers require more training and support to move outside of their comfort zones. Our current technology specialist does the best she can to offer technical support, but much of our technology is worn and dated. I suspect with the pending move to a new building- our technology budget is probably suspended or reduced. It is risky to update technology when the fate of our students and staff is basically hanging in the balance until after the move.
A new principal was hired at the end of last school year in addition to losing approximately fifteen staff members to transfers and resignations. I predict that next year will seem like staring over again.
Several teachers are proficient in using web 2.0 tools in their personal lives. If these teachers were compensated, they could train other teachers to use those same tools and eventually transfer those skills for classroom use with students and parents. Veteran teachers may have unique technology needs, and should get addressed. Finally, having a Technology Coach in the building would benefit the staff and students.

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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 <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*
• Teachers use the technology that administrators approve • Most students can navigate how to use computer and how to access approved sights	• Administrators dictate rather than collaborate on technology usage • Teachers lack sufficient training to learn how to integrate technology • Our Media Specialist is underutilized in the area of technology instruction • Our Technology Specialist is underutilized in the area of technology	• The staff can collaborate on a shared vision • We can implement a BYOD/T policy	• Teachers and students are constantly leaving • We do not have a Technology Coach • The new principal may make changes that are not received by the old staff

	• Our building has changed administrators each year for the past three years • Each year our vision changes		

Summary/Gap Analysis:

Fulton County has a technology policy that aligns with state technology standards.

Last year, our principal drafted a new school vision, that included technology, but next year we will have a new building principal. Students and staff have either read, seen, or heard about the technology vision, but it is not widely known. Our building has changed administrators each year for the past three to four years. I suspect that our vision is about to change again.

Once we move to the new building, we will probably adopt another vision for technology use in our building.

Data Sources:

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
• The state of Georgia has a technology plan • Fulton County schools has a technology plan • Teachers do include web-based activities in their lesson plans	• The state and county technology plans are embedded into the general curriculum • Technology goals are delivered by content teachers (not	• There is room to improve on our school technology committee • The technology committee needs to meet regularly • Expand the technology	• There is a new principal, therefore her plan/ goal is not know • Some teachers are going to push back no matter what

	technology specialist) • We lack the expertise of a Technology Coach	club to include faculty advisors/ mentors • Make funds available to hire a Technology Coach • Recruit resistant teachers to serve on the technology committee	

Summary/Gap Analysis:

Fulton County has a technology plan, but the goals are embedded within the context of the general curriculum. Teachers who are not experts in using technology are responsible for integrating technology into the curriculum. Some teachers do not feel comfortable seeking out and using technology on their own. Several teachers are close to retirement and prefer to use more traditional forms of teaching that is less dependent on technology.

Having a clear goal for implementing technology will give teachers clear expectations of what is required of them. Teachers should also have the opportunity to show growth individually as well. Also teachers should not all expect to end up at the same place, when they each start from a different beginning. Technology plans should address this.

A good technology committee might include students and parents in addition to staff. They don't have to meet weekly, but they should have regular updates. Using web 2.0 tools to meet is an excellent way to integrate technology.

Data Sources:

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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• Students have access to classroom desktops • Students have access to the computer lab and computers in the media center • Students have access to the mobile lab (laptops) and recently purchased iPads • All students (including SWD and ESOL) are allowed to use computers • Teachers can access data and student information from home • Parents can access grades from home • Parents can use the computer in the parent resource center or the media center will approval	• ESOL students need more Spanish applications • SWD are not challenged with technology • Teachers tend to use/ do the same things over and over	• Teachers should try one new thing with students, get good at it then try something else. • Students can teach teachers about technology • Teachers and students can learn from mistakes	• Unknown technology have safety risks • Administrators do not always support teachers who take risks • The risk of failure keeps teachers from recommending new technology

Summary/Gap Analysis:

There is not a shortage of computers in our building. Students have multiple locations to access technology- classroom, computer lab, and media center. We also have mobile technology- mobile laptops, and iPads.

Parents are given aces to use the computer in the parent resource center or in the media center with permission.

Teachers and parents can access some information from home. Equipping students with web 2.0 tools will allow greater access for learning in school and at home, in addition to communicating with parents and stakeholders.

Our media center has digital resources that are accessible from home by teachers, parents and students.

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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
- Teachers use technology to perform daily teaching task - Staff use computers to perform daily task related to non-teaching jobs - Teachers with interactive boards can create flipcharts - Staff communicate via email - Teachers use Microsoft office	- Most staff only use technology that is directly related to her/ his specific jobs - Many staff members only use email - Many staff members cannot do basic trouble shooting - We only have one technology specialist for tech support	- Staff members proficient in technology use should form a committee and train/ mentor other teachers - The new principal should promote or hire a Technology Coach - The school should reach out to parents with technology backgrounds to support our technology integration	- Parents may not keep their commitment to train or offer support to students and staff with technology integration - Administrators need to differentiate technology training and let go of one size fits all training - Administrators have unrealistic expectations about technology use in classrooms - Some of our equipment needs updating

Summary/Gap Analysis:
Staff in our building would rank as needs improvement in the area of technology usage. Many staff members only use the minimum technology to perform their jobs (email, Microsoft, Google, word, student data programs). Most teachers rely on the technology specialist to handle basic trouble shooting needs. Some of our parents have technology backgrounds- they could conduct training for

staff members (or students). Parents could train other parents on how to use technology.
Our staff needs to learn about some web 2.0 tools (Tweet, Blogs, Wikis, Flickr, Voice Thread, etc.) to collaborate and to communicate with parents.

Data Sources:

ESSENTIAL CONDITION SIX: Ongoing Professional Learning

ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.

Guiding Questions:
- *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
- *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
- *Do professional learning opportunities reflect the national standards for professional learning (NSDC)?*
- *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
• Fulton County offers a variety of technology related training throughout the year • Administrators provide training for staff	• County professional development (PD) is not always convenient • PD is usually a one size fits all model- it may not address specific needs of individual teachers	• Administrators could request the PD department to come to our building for specific training • Administrators could compensate staff members to train others • Administrators could compensate parents to train staff	• The PD department may not approve our request to come to our building • Administrators may not have the authority to use money from the budget to compensate staff or parents for training others • Some staff members may feel put on the spot if they are required to attend a remedial training

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The Fulton County office of Professional Development (PD) conducts training year round at various locations. In order to meet the needs of students, the PD department needs to meet the needs of teachers and conduct on site training for teachers. Some PD is offered in web-based format using Blackboard, but teachers do not always have time outside of work for additional training.
Administrators could write up a proposal for the PD department to deliver specific training to our staff. This is coincide with Tuesday staff/ PD meetings- teachers have already blocked this time.
There are learning opportunities available, but teachers who struggle with integrating technology may require more face time from experts in the field.
Teachers should receive an incentive or recognition for attending any PD for technology or otherwise.
Data Sources:

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 <u>instructional</u> issues when teachers try to use technology in the classroom?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• The internet is mostly reliable • The technology specialist responds in a timely • Mobile computers (laptops and iPads) are available with	• Many of the classroom desktops are dated • Students do not take care of the computers in the lab • Not enough mobile computers for each student	• There are opportunities for teachers to mentor other teachers in using technology	• iPads are not used properly due to lack of training • The condition of the iPads are in the hands of the students

advanced notice • Students are understanding when technology/ equipment is unreliable	• Teachers need iPad training • There is only one technology specialist		

Summary/Gap Analysis:

Many of the classroom student desktops are dated including software. Our internet connect is basically reliable, but when it isn't teachers must have a backup plan. Students understand when technology does not work. They do not like it, but they do understand.

When there are technical issues outside of the teacher's control, they are usually solved within a timely manner. Our technology specialist does what she can, but she is still only one person for the whole building. Teachers complete a help ticket to inform her of the problem and she shows up and fixes it (or does it remotely).

There are some things like internet connects that are beyond her control.

Data Sources:

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
• Teachers embed technology standards into the lessons of the core curriculum • Students are	• Teachers are still learning how to incorporate technology •	• The media specialist can teach students about technology in the media center • The technology	• Some teachers feel that teaching technology standards is not their job • Parents may not realize

		specialist could do mini lesson with each class in the computer lab • Either the media specialist or the technology specialist can conduct a mini lesson using the laptops or iPads	there are technology standards • Students may not take technology integration seriously

Summary/Gap Analysis:

Teachers are still coming to terms with the fact that they are required to integrate technology standards within the general curriculum. Parents and students may see this as optional. With the uncertainty of internet connections at times, teachers have to have a backup plan than does not include technology. When this happens, some teachers are reluctant to go back and complete the technology application portion of their lesson.

Sometimes using technology is time consuming and teachers feel that there is not enough time in the day to do all that is required of them. Some administrators have a preconceived idea of what technology integration should look like and often rate teachers low in this area. Teachers should get judged based on her/ his individual integration with using technology. When teachers receive low ratings, in technology use, they are more reluctant to try and integrate technology.

Student technology literacy is assessed on standards based report cards by their teachers.

Data Sources: