SWOT Analysis Template for Technology Planning Needs Assessment

The current reality in our school, by Lisa F Mozer

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)***

Sources	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
Interviews and discussions with the school's media specialist and lead teachers	Large demand on teachers to input IT data and provide management of student records, teachers track attendance, assessments and accommodations, parent communication, language surveys, email, lesson plans and grade books. The input goes to IDMS. eSIS, TIENET, and FirstClass data bases. The school has a Web Page, which provides general information to the public. A few teachers have content blogs or Websites, used to implement student direct subject content, and to communicate with students and parents. County management systems (IDMS, TIENET, First Class, eSIS) are available to all teachers and are used by most teachers to generate record keeping requirements , and obtain content resources (such as objectives that align to lesson plans and subject standards, assessments and analysis tools for the purpose of interpretation). Available from desk top and Internet	eSIS is not available outside of school The majority of teachers implement most technology uses for data management of student records. A portion of the faculty have low Loti application rates for use of use of technology for content learning (with a primary us being presentation). Students are in need of Technology/computer access outside of the school schedule. Students are using Technology for lower cognitive activities, such as language drills, games, viewing web pages for information, and completing input for provided formatted worksheets. Computer lab is not available for scheduling due to its use as needed classroom space.	More professional development is possible this year, such as use of IDMS (a web tool for district provided content and online assessments) resources for research based content instruction More teachers are interested and are now being assisted to in the use of the School Net and IDMS resources available for researched based instructional learning experiences with technology integration More teachers are seeking websites and blogs to communicate with students and parents School leadership seeking funding to ensure classrooms will become 21st century classrooms with additional county funding.	Teachers are comfortable with technology as presentation device and their use of management tools Classroom management with technology is an issue. Lack of time to plan for technology use. The majority of 1st year students have little to no exposure to technology prior to arrival and computer use causes increase in breakage and computer repairs Updates and the replacement of computers is uncertain

	these interface programs help make information available in real time to all stakeholders for every student. Information available for teachers to view standardized test data enabling teachers to prepare for differentiated instruction.	Classroom computers are older than 10 years and updates are not planned as of yet		

Summary/Gap Analysis:

The use of classroom instruction with integrated technology increased this year with the use of iPads (for student use), along with the need for teachers to align practices to the new evaluative Teacher Keys assessments.

Teaches are facilitating more differentiated technology integration - roughly twice the use from a year ago.

Attendance and communication are basic requirements of teacher technology uses, however due to the EL student body, teachers have additional input requirements that require updating record input regularly

Outside of student data technology uses, half of the faculty provide instructional use of technology, however most teachers need to implement higher Loti Levels of technology integrated instruction (common use of technology is as presentation device). Teachers are using more small group learning strategies and are becoming more comfortable outside of the direct instruction model.

In order for technology instruction to improve, more curriculum development time is needed.

Most teachers have several online resources and direct student interaction with during classroom instructions. Online testing and authentic online course work demands online computer access requirements beyond that which is currently in place. The need for the replacement of older computers and a significant increase in the number of computers and scheduled lab times are needed to make access and computer use more effective and advance student achievement.

More collaborative planning and joint use of online resources is being implemented this year, to ensure alignment of curriculum and student computer use. This implementation of additional professional development for technology is more considerate of the teachers' task heavy work schedule and more options for training during the school day are being provided.

The majority of students are limited in their use of computers outside of classroom use, due to their limited prior experience using technology and their limitation of technology access at home.

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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 see 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?*				
Sources	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
Interviews and discussions with the school's media specialist and lead teachers	A technology vision exists for the county. The school's leadership team and teachers are aware on the 2st Century technology vision for the county. Online Subscriptions are utilized by the majority of the teachers, and students show keen interest in online participation in content lessons provided by Web based tools such as: StarFall.com, BrainPop.com, ChocolateDrop.com, Enchanted learning, and Rosetta Stone.	The Vision for the county is not fully practical for the school's language acquisition mission. Only a few of the classrooms are reaching the 21st technology level. Request for Web based programs such as Study Island and others have gone unanswered due to lack of funding.	More input from the school's leadership team will support efforts to obtain needed technology. More teacher input may ultimately lead to the more technology use and reach the county-wide vision for technology uses. More effort is possible with collaborative computer instruction to enable student participation in online course work for highs school credits, and move towards graduation	Availability of funding is very limited.

Summary/Gap Analysis:

The district has a technology vision however it is limited to a broad statement on student technology use. Most of the teachers are aware that an official technology vision statement/document for the district that is in place; however most of the faculty is not aware of the specific components of this document. The school does not have a technology vision, yet technology use is briefly addressed in the school's SIP.

Leadership teachers have been directed to assist teachers with technology use and integration, and more professional development is

being provided with this type of peer collaboration. More help with parent portal access is suggested. Creating a technology mission document for the school has been suggested to the leadership team. More effort facilitation is possible with collaborative computer instructions that enable student participation in online course work for high school credits, and a better defined path towards graduation.

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?*

Sources	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
Interviews and discussions with media specialist, teacher leaders, & teachers present during working period of this assignment	Technology use is briefly addressed in the SIP. There is a district technology plan. More technology use is addressed for the TKES 2013-2014 teacher evaluation.	The technology component in the school's SIP is very brief. The school does not have a technology plan and does not have a technology committee.	Having a technology committee has been suggested to the school's leadership team.	There is not a technology vision plan for the school and will require the faculty to devise specific components to fit the needs of our EL's. Teachers are not fully aware of the district's technology vision.

Summary/Gap Analysis:

Technology use is encouraged but the uses of technology are not laid out in a school plan. Due to this lack of a technology plan, technology is not likely used in the most effective and researched based methods/strategies for EL's, and not likely consistent in effective uses to advance learning that is aligned to standards.
In order for technology to have the most effective impact on language acquisition, a school technology plan should be created. Teacher leaders and the administrator should utilize input from teachers and implement a technology plan.

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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?*				
Sources	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
Interviews and discussions with the school's media specialist and lead teachers	Each DISC classroom functions with a teacher desktop computer and Internet connectivity, and whiteboard system. Each classroom has a printer. Most math, reading and English Language Arts classrooms have 5-8 student desktop computers (a 2:1 student to computer ratio) with Internet connectivity. The school has one computer labs/classroom with 30 student computers with Internet connectivity. The school building and outside trailers are networked via connectivity to Internet, including wireless access. Six mobile labs with 10 to 30 laptops. Each laptop has a wireless network connection and two of these mobile labs have printers. All of the laptop computers are less than three years old. The Mobile iPod cart has 30 new iPads. The iPads are available for all day use. Teachers are able to check out up to 5	The ratio of student to computer is unique in that the distribution of funding varies for subject content. Most available funding is for Reading and Language Arts *variable funding: Intensive English students have considerable more access to computer use that middle school LAB students: Reading Several classrooms (science and social studies only have 1 or 2 student computers, 9:1 student to computer ratio) Setup time for the wireless carts, interactive whiteboards, and LCD projectors takes away from instructional time. Plan to upgrade slow operating computers is unknown.	An estimated 20% of all students have Metro iPhones with limited Internet Access More sharing of online subscriptions and software among teachers (cross curriculum) is possible and more content specific web based needs tools (probes, graphing calculators...) are needed for use More classroom space is being added to the main building and this will release the computer lab from its current use. Teachers are able to blend classroom instruction and effective student computer use Opportunities to enroll students into online classes are available	School has a history of little professional development for technology outside of school management. The majority of new arriving students have little to no background use of technology, less than 10% of the students have computers at home, an estimated 30% of second years students have limited access the internet via iPhones however this service is not consistent (phone numbers change frequently) Low CRCT assessment scores do not reflect the language acquisition gains, that should reflect well on student achievement and hinders additional funding.

	iPads. The media center has15 computers, Internet connectivity, with 2 printers. The computers can be scheduled for whole-class use when not being used for library orientations/reference training. Teachers and students have access to free resources on the Internet, Microsoft Word, Excel, PowerPoint (licenses maintained by district) and some math and reading games/drill practice. Online Subscriptions for student online learning participation include: StartFall, Rosetta Stone, Chocolate.com, Brainpop.com and EnchantedLearning.com	Connection speed for the wireless computers is very slow. The computer lab is also used as a classroom and is not available to teachers during three periods of the day. The computer lab is also used as a classroom and not available at this time. Several teachers who want to use technology more are hindered by the limited number of student computers per their classroom		

Summary/Gap Analysis:
The center has a great deal of technology available for part of the student population and part of the faculty. Not all teachers have sufficient access to technology and additional resources are needed for their instructional time with students. Part of the technology inventory is due to language acquisition type funding. Available technology is not used to its full capacity. Teachers are required to maintain extensive student records for EL's, and the assessments, in addition to attendance, communicating with parents and staff, and recording grades, are numerous and require 3 interfaces. Students are able to use technology nearly every day; uses are mostly for low level learning, and not the needed higher thinking applications. More student-directed learning with technology integration is needed. Student participation in online course work for highs school credits, largely depends on sufficient student language acquisition, and online support efforts. *More funding is available for the use of Reading and Language content instruction.

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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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.

Sources	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
Interviews & discussions with teacher leaders	Teachers are familiar with how to use technology, especially for management purposes, The use of iPads and laptops have increased and students and teachers are gaining Loti Level to 2 and 3.	The Language acquisition mission is focused to lower level learning practices to address the needs of high need students.	High need students can engage in higher learning levels with more implemented researched based practices	New arrivals and high need students increase use on computers has increased computer repair requests New arrivals and students existing the school is a conflict for furthering learning goals

Summary/Gap Analysis:

Teachers are proficient in using technology for management purposes. Nearly all teachers are able to use technology for a large number of required tasks required for an all ESOL program. Teachers are also comfortable using technology in teacher-direct instruction. Teachers have limited resources to provide student directed technology use for a high need student population. Some training in how to provide computer Literacy instruction for student centered learning is initially needed.

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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?*

Sources	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
	An acting technology coach is now available to assist teachers. Teacher leaders are also now encouraged to assist teachers. More professional training is now available during the school day as a result of this new effort. County services provide technology classes, both at the central location and per school per request, and all classes are free and credited (PLUs). Administrator has requested teachers to use technology with classroom differentiated instruction in all content areas.	Technology integration for higher Loti levels are not communicated as needed There is little history of professional development within the school.	Teachers have expressed interest in participating in more professional learning for technology.	Teachers have task heavy schedules and training will need to be as convenient as possible.

Summary/Gap Analysis:
More convenient opportunities for staff development are now available via collaboration efforts, teachers were not offered much in-house training in the past several years, outside of how to use of technology for maintain student records and low level learnig that was teacher directed... More input for a technology vision is needed.

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?*

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- *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*
Discussions, interviews and observations of teachers and students.	School has on has an acting technology coach, available for assistance with technology uses. Teacher leaders share their knowledge of technology and advance the technology practices in the building. The county provides as an annual schedule of technology classes for teacher training	Technology coach has AP responsibilities and is not available most days Laptops are scheduled by a teacher-first-come opportunity and may not be available when needed. Laptops frequently experience connectivity failures and can create a disturbance in planned lesson/activity causing alternative options to be utilized	District Technology Specialist are available for scheduling one-on-one training and we should use this opportunity more	Older computers are not yet scheduled to be replaced. Technology technicians scheduled visits for computer maintenance and repairs, are not enough to maintain computer operations and any computer that starts having a problem is not likely fixed to working satisfaction.
	Summary/Gap Analysis: Nearly all the laptops and iPads at the school are new and in good working order. Except for the computer lab student-computers are old and need to be replaced, computer problems with software issues require a technician to be scheduled from a county help-desk. Technicians' response is usually in 2 to 3 days. The connectivity problems are due to insufficient bandwidth. Technology instructions assistance will require more vision and communication in order for integration levels are to reach higher Loti levels.			

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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?*

Sources	*Strengths*	*Weaknesses*	*Opportunities*	*Threats*
Discussions with teachers and teacher leaders	Teachers are generally aware of Imbedded technology standards in GPS. Web based tools are widely used (StarFall.com, RosettaStone.com, ChocolateDrop.com) Teachers agree with a need for students to be technology literate, and student technology use is assessed is formatively during the learning process.	WIDA standards for technology integration are not posted with Language acquisition standards	Align WIDA standards to technology uses	WIDA standards for technology integration are not communicated

Summary/Gap Analysis:
Technology literacy is a building concern and more communication of technology standards are needed. Technology goals of what English Elearners can learn during their two years enrolled in the language acquisition program are not clear. The state standards may not be addressed by the WIDA standards.
The formation of an effective technology plan will require a build collaborative effort.

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