SWOT Analysis Template for Technology Planning Needs Assessment
What is the current reality in our school?

Abbie Hedelund

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
-Each classroom has a SmartBoard which teachers use for lessons and presentations. -Each teacher has a laptop issued to them. -3 laptop carts -20 iPads on cart with MacBook -2 computer labs -8 SMART document cameras -There is a school website for communication. -Each teacher has a School Fusion webpage to communicate with parents. -Each teacher has access to a West Side Staff Only Fusion webpage for access to school communications. -News Room Equipment -Stinger News Network team consisting of third through fifth graders -Implementation of BYOT in fifth grade. -Media Center subscription of over 500 ebooks. -Study Island is used for practice. -Math Facts in a Flash used for fact fluency.	-There are only three desktop computers in each classroom. -Students do not know how to type making technology use more challenging and time consuming. -There is no technology teacher in the school. -Less technology is being used in lower grades (K-2) than in upper grades (3-5). -Laptop carts are heavy and inconvenient to wheel to classrooms. -Little local and global collaboration is occurring in the classrooms.	-40 more iPads coming. -Weather station with live statistics for the school and a green screen for the News Room. -More ebooks coming. - Digital Citizenship – big year-long focus from media specialist for students, parents and teachers. - Media program – West Side Wanna Bees (author program) Currently – stories printed in a book, cataloged. Coming – created as ebooks.	-Not all teachers have embraced using technology in their classroom. -Not all teachers feel comfortable implementing technology into every day lessons.

Summary/Gap Analysis: West Side Elementary is as a whole embracing the use of technology in the classroom. iPad training for all teachers has been put into place due to the recent purchase of 20 iPads. Most teachers are excited to use the new technology in the classroom. Teachers meet monthly with the system technology coach to learn more about how to use technology in the classroom. Bring Your Own Technology has been implemented in fifth grade. West Side needs to make sure that all teachers are comfortable using technology in the classroom and support them in learning how to. K-2 grades need to focus on integrating more technology in their lessons.

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 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?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
-Marietta City Schools has a three year technology plan. Data were collected from inventory processes, infrastructure analysis conducted by a technology consulting firm, and feedback from stakeholders. -In the Marietta City Schools Strategic Plan 2012 – 2016 technology is listed as one of the key initiatives. -Georgia Performance Standards contain technology standards.	-There is no mention of technology in the school improvement plan. -West Side does not have its own technology plan. -Teachers are not familiar with the district's technology plan. They do not know where to find the plan.	-Teachers are very open to using technology in our school. - Per a recent survey given, most teachers at our school agree that technology is critical to improving student achievement. -The principal is working with educators to support technology in the classroom. -Teachers work with the district technology coach to work with educational technology. -Technology nights have been held to inform parents on various educational technology. -Parents and community members could get involved in	-There is no common, research-based vision for technology use at our school.

		working with West Side's technology committee.	

Summary/Gap Analysis: Marietta City Schools has a relevant three year technology plan and technology is also listed in the district's strategic plan. Many teachers, however, are unaware that the technology plan exists. West Side does not have its own technology plan. Many teachers support using technology and believe that it is critical to student success, but there is no common research-based technology plan for the school. The administration, teachers, and community members are all open to technology.

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
-Media and Technology Committee meeting once a month. -Math Facts in a Flash – math fact fluency software is mentioned in the SIP -Each grade level meets with system technology coach once a month.	-Some teachers are not enthusiastic to meet with technology coach. -There is no technology plan integrated into the School Improvement Plan. -The Media and Technology Committee usually only discuss happenings in the Media Center and don't discuss how technology can impact learning at our school. -Teachers need more guidance in using technology to support student learning. -Many teachers feel nervous	-We could make a committee just for supporting teachers in using technology in their classrooms (separate from the Media Center). -Work with the SGT to create a shared vision for technology.	-Teachers do not use the district's technology plan. -Some teachers do not use integrate technology into lessons. -No shared vision for technology at West Side.

	about using new technology in the classroom.		
Summary/Gap Analysis: At West Side most teachers do not use the district's technology plan. There is no set plan or shared vision for technology at our school. There is a lot of conversation about technology and using it in the classroom, but no set plan or reference that teachers can turn to. A technology committee would be an asset to the school, to become a resource for teachers who need help integrating technology. A technology plan in the SIP would be very beneficial.			

SWOT Analysis Template for Technology Planning Needs Assessment
What is the current reality in our school?

ESSENTIAL CONDITION FOUR: Equitable Access
ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources

Guiding Questions:
- *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
- *To what extent is technology arrange/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *Do students/parents/community need/have beyond school access to support the vision for learning?*

Strengths	Weaknesses	Opportunities	Threats
-Software is provided for all students. -Each teacher is provided with a laptop. -2 computer labs -3 laptop carts -20 iPads on cart with MacBook -Each classroom has a SmartBoard, projector, printer, TV and DVD player. -Parent technology nights have been held to assist parents in learning about technology used. -A technology specialist is in the school 3 days a week and is very easily accessible when needed.	-Only three desktop computers in each classroom. -Laptop carts are heavy and inconvenient. They take a lot of time to set up. -Computer labs are difficult to sign up for. -Not all teachers feel comfortable integrating iPads in the classroom.	-Ongoing training for iPad use in the classrooms. -Grants and PTA money available for technology purchases for grade levels.	-Not all students have technology accessible outside of school to support the vision of learning.

Summary/Gap Analysis: West Side has a lot of relevant technological resources ready to be used. Teachers need to feel comfortable integrating the resources in the classroom. Laptop carts are readily available, but not used because of the bulk and inconvenience that comes with using the cart. With minimal desktop computers in the classroom and computer labs difficult to sign up for, it is not easy to incorporate technology into daily lessons and small group lessons. Many students have computer and internet access outside of school, however, there are still students that do not have technology accessible outside of school.

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*
-All teachers use Smart technologies in their classrooms. -All teachers use their laptops daily and are skilled in using email, attendance, grade books, spreadsheets, and word processors. -Each teacher has their own school fusion page and updates it weekly. -Most teachers are Web 2.0 trained. -Teachers use educational software to support lessons and differentiation. -Teachers use graphing software to track RTI learning levels.	-Teachers need assistance in using technology to support engaged learning. - Teachers need assistance in using technology to support global learning and collaboration.	-Technology coach and knowledgeable media specialist are available to assist teachers in incorporating technology into lessons to make them engaging. -iPads are available for a 24 hour checkout. Teachers can feel comfortable with the apps before beginning the lessons. -	-Teachers feel intimidated by using technology in their classroom. -Some teachers feel like technology is too time consuming and confusing to use technology in lessons.

Summary/Gap Analysis: At West Side many teachers are competent in many aspects of technology. There are some teachers who do not feel so competent and may be intimidated by the new technology. All teachers use Smart technology in their classroom, use their own school fusion page, email, use word processing and spreadsheets, use RTI graphing software, and use ASPEN the online grade book. Teachers need more support in using technology to support engaged learning and collaboration instead of only direct instruction.

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*
-Teachers meet with the district technology coach once a month to learn about instructional technology. -Teachers attend professional learning seminars for the district at least three times a year. -Teachers meet monthly to collaborate and learn from other teachers. -Faculty meetings occur every other Wednesday. Teachers collaborate to learn about Common Core Curriculum.	-Most teachers dislike attending professional learning seminars. -Most teachers need to meet with the coach more than once to feel comfortable with the technology being introduced. -Only one technology coach for the entire school district.	-A technology committee could meet with grade levels to discuss how technology could be used to support engaged learning and the new Common Core Curriculum. -Provide teachers more time for collaboration (meet twice a month). -Instead of attending large seminars, small and differentiated group settings for teachers would be beneficial.	-Few professional learning seminars and meetings involve learning about the use of technology in the classroom. -Some teachers may not be able to attend professional learning opportunities, thus missing out on what was said.

Summary/Gap Analysis: Teachers are given the opportunity to work together to collaborate and discuss data collected on student learning. Teachers need to meet more than just once a month to discuss data and student learning. Teachers would benefit from meeting with a technology committee to learn about how technology can support student learning. Teachers may be more apt to go to professional learning meetings if they were in a small group setting. Technology should be a focus during more professional learning opportunities.

SWOT Analysis Template for Technology Planning Needs Assessment
What is the current reality in our school?

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
-Equipment works well and is reliable for instruction. -Teachers can use School Dude to email requests for technology repairs. -Technology specialist is knowledgeable and will contact within 24 hours (if not sooner). -Wireless internet works throughout the school.	-Technology specialist's time is split between two schools. -Technology specialist is at the school 2 to 3 times a week. -Replacing projectors could take up to two weeks. -Technology specialist is not available to help with instructional issues.	-Media specialist is available to assist in technical problems if necessary. -Technology committee members could be used for assistance in technology if specialist is not available. -Media specialist and technology coach are available to help with instructional issues.	-Technology might not be used if not fixed right away. -Teachers get frustrated when technology specialist is out of the school building.

Summary/Gap Analysis: All equipment works well at our school. Equipment is updated regularly. Our technology specialist is very knowledgeable and ready to help when he can. It is easy to make a technology help request online. When a technology request is placed he will contact the teacher within 24 hours or sooner. The technology specialist is not available to help teachers with instructional issues, but the media specialist or technology coach could be contacted for that.

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*
-Most teachers are aware of the technology standards in the CCGPS.	-Some teachers are unaware of the technology standards in the CCGPS. -Most teachers are unfamiliar with ISTE's NETS standards. -Students and parents are unfamiliar with technology standards. -Technology standards are not used in lesson plans.	-Teachers could work with the district technology coach to become familiar with the technology standards. -Teachers could reference the ISTE website for more information on technology standards. -A technology night could be held for parents to help them become familiar with educational technology and technology standards. -Teachers can place technology standards on lesson plans along with content standards.	-Most teachers do not use technology standards when teaching. -Some teachers feel that technology standards are unnecessary. -Technology literacy is not assessed at West Side.

Summary/Gap Analysis: Teachers are not using technology standards with their lesson plans. If teachers could work with the district technology coach they could focus on how to use technology standards in lesson plans and become comfortable in following the standards. Currently technology literacy is not being assessed at West Side. The SGT could come up with a plan on how to assess technology literacy in the school.