ITEC 7410 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, 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*
Having the school district provide free accounts to all students allows more kids to use it to collaborate and turn in work. Based on survey data, about 60% of teachers are having students use technology on a weekly basis for homework. Based on survey data, teachers say that 51-75% of students at the school have devices to use in the classroom. Common technologies used in the classroom are the interactive boards, Edmodo, Web 2.0 tools, and iPads.	Based on the teacher survey, 74% of teachers use technology only on a monthly basis. Also, 78% of teachers don't feel comfortable with Problem Based Learning in their classrooms. Teachers are using technology more than students are in the classroom. In response to the questions in the survey the majority of the teachers responded with using websites to play review games and to assess students, rather than having students create products with technology.	Having Office 365 provided for all students, free of charge, is an advantage, but students can only use it with parent permission. Having this opportunity, schools can build their usage rates for more students to use. There is also opportunities for teachers and students to receive additional training from the technology department and Technology Training/Integration Specialist assigned to the school.	Parents that are not willing to give their students permission to Office 365 could hold back the use of this for some tasks in class and force the teacher to give an alternate assignment for those students. Having students that are not tech savvy can slow down the use of technology in the classroom and have the teacher take the time to educate the students on how to use technology for the task prior to giving them time to complete it.

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Summary of Results/Conclusions:

Technology is being used on various levels currently at the school. Nearly 60% of the teachers are assigning homework weekly that ask students to use technology (see Appendix A). Based on conversations from teachers and classroom observations teachers are using technology mostly for game based review with iPads or Web 2.0 tools and to turn in assignments using Edmodo. Students are often typing in Microsoft Word or creating a PowerPoint. While teachers are starting to use technology in their classrooms, survey data reveals that 78% of teachers aren't comfortable taking the step to Problem Based Learning and using technology to bring in real world applications and have students use technology to explore the higher order, creative thinking tasks.

Recommendations from Gap Analysis:

Having the county's support of Office 365 in the classroom, the school should take the opportunity to maximize the technology department's trainers and find ways, or more creative ways, that Office 365 can support those teachers transition to Problem Based Learning and learn how the tools will allow for student collaboration and creativity in the classroom, which is the new shared vision developed for the school.

For those students that cannot gain access to Office 365, because their parents will not or have not given them permission, the teachers will have to have an alternative to the technology being used. Most of the time the students can complete the same task with the same tools, however they must use the desktop version of Word and PowerPoint and submit it via Edmodo instead of Office 365.

Teachers don't often want to take on something new when all of their students don't have permission because they feel it will be more work on them, however you cannot hold back most of a classroom from technology rich instruction because a few kids are not able to participate. Two possible roadblocks that are heard often are it's too hard to incorporate technology and that teachers don't have time (Sheninger, 2014). These statements have to be combatted from technology coaches or teacher leaders and show others that using technology should enhance your lesson and flawlessly be incorporated rather than add to it and be a stressor. Although, something to remember is that any time something new is introduced, it may take a little time or learning curve till the students and sometimes the teacher understand how it works. But this should not deter teachers from using technology in their classroom.

Data Sources:

Responses from the Survey (in Appendix A)

Sheninger, E. (2014). Digital leadership: Changing paradigms for changing times. Thousand Oaks, CA: Corwin. http://ericsheninger.com/

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.

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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/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*
Teachers are very open to technology in the school and learning how to use it to improve their lessons. Teachers want the training and often take advantage of trainings offered. There is a new vision for the school with technology emphasis for Office 365 and creating a collaborative environment.	In the past there has not been a technology vision, therefore technology has not been in the forefront or a priority. Parents and the community have not been involved with the school with technology regards.	Recently creating a technology vision for the school will provide great direction for the future. Providing online, teacher paced trainings can improve participation.	Some of the staff may not want to see the through and don't have a priority of technology use. Funding for devices has been an issue in the past and with lack of community support, this hasn't been getting any better.

Summary of Results/Conclusions:

Working with the school to create a shared vision has provided them with a direction for technology in the school that includes using Office 365 to create a collaborative and creative environment in the classroom. Working with the administration and team of teacher leaders it became clear that teachers are open to technology in their classrooms but in the past it has not been a focus, therefore most teachers are behind the wagon. The school is ready to take technology from a non-focus to a priority after reflecting on pedagogy, curriculum, and technology implementation (Sheninger, 2014). When trainings have been offered this school year, many of the teachers have attended. However, participation is much greater when these are offered during the school day, during teacher planning periods, which will be noted for further growing the momentum to support the technology vision.

Recommendations from Gap Analysis:

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As the school beings a new year with a new vision with technology, parent and community support will be key. Being able to bring in outside members as key people to help this be seen through will be important for the school. Being able to partner with Partners in Education/community businesses or possibly provide funding for devices could be advantageous. Being able to work as a school to raise money for devices will also increase the technology in the building. Having engaged communities and a shared vision were two of the lower rating of ISTE's Diagnostic Tool (see Appendix C). Therefore, these suggestions should benefit the school greatly once they become a focus to overcome.

Data Sources:

ISTE Diagnostic Tool (see Appendix C).

Sheninger, E. (2014). Digital leadership: Changing paradigms for changing times. Thousand Oaks, CA: Corwin. http://ericsheninger.com/

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 county has developed a strong technology plan for teacher training, Office 365 use, and internet access while on campus.	There is not technology incorporated in the school strategic plan. Lack of wireless access for all students when they are outside of school.	Discussion to keep a computer lab open for students and families before and after school to give as an internet option for those in need. Ability to team with community and partners to provide list of internet hotspot for students and families in the surrounding area.	Possible funding issues for keeping the lab open before and after school. Unable to provide devices and internet to all students.

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Summary of Results/Conclusions:

While the county has a strong technology plan to incorporate software programs, educational websites, and the use of Office 365, the school has not adopted this into their school strategic plan. After creating a shared vision with technology, this may be something that changes in the school strategic plan in the future. However, for now there is not a plan for helping or educating students or families of how to get internet access outside of school. Once the school has brought technology to the forefront and makes it a priority for teachers and students, the school strategic plan will have technology included. This is what will make it a sustainable change in the coming years (Sheninger, 2014).

Recommendations from Gap Analysis:

Having the opportunity to possibly open the school computer lab up to families before and after school to take advantage of the internet connection, that same families are not able to have in their homes, will be a great benefit for students. However, the school should work with the community to identify locations that internet can be used and create a map or list to help support those families that cannot afford it. This is not something that is in the technology plan for the county, however, for this school and their families it could be something that will benefit them as there is a lack of internet for some kids once they leave the school. Based on CoSN (2016) data, "75% of school systems do not have any off campus strategies for providing connectivity to students at home and after school". While the school is in the majority for this statistic, this doesn't mean that they can't device a plan to help their students and families find internet access.

Data Sources:

CoSN. (2016). Digital Equity Infographic. Retrieved from http://cosn.org/sites/default/files/April%203%20DE%20Infographic%20.pdf

Sheninger, E. (2014). Digital leadership: Changing paradigms for changing times. Thousand Oaks, CA: Corwin. http://ericsheninger.com/

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?*

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- *To what extent are strategies needed to **address equity issues among Low SES <u>and</u> 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*
Over ½ of the students own a device that can be used in the classroom. (Survey results state that teacher identified 51-75% of students having a device.) All classrooms have interactive boards. Access to laptops, computer labs, and iPads in the school. STEM Maker Space area for all students in the media center. This space has allowed many of the females in the building to gain access to science programs that have previously targeted males.	Lack of devices for all teachers to have to use at the same time. Technology can break and not always able to get it fixed quickly. Not a 1 to 1 devices to support Low SES who cannot afford technology.	BYOD (Bring Your Own Device) school, and since most students have a device (phone) that can be used in the classroom, that will free up other school devices for Low SES students to use that cannot afford their own device. Access to a Technology Training/Integration Specialist in the building weekly for support when using the devices. Often Low SES students that don't have device of own could need more support during the lesson.	Parents allowing their students to bring their device to school. Low SES students falling behind because of lack of technology or devices.

Summary of Results/Conclusions:

Based on survey results, 51-75% of students have a device that can be used in the classroom (see Appendix A). But for the other 25-50% of students that don't have a device, many of these students could likely fall in the low SES bracket, and not have the funds to every have their own device. Over 40% of the middle school's population is considered to be economically disadvantaged based on county statistics (see Appendix B). Having this large of a number, makes it difficult to get donations for funding for technology and to have students to have their own devices.

Many teachers get frustrated with the lack of devices in some of their classes. Teachers find it difficult to plan technology enriched lessons when not all of their classes can participate due to low numbers of devices or inconsistency of devices from class to class.

One of the advantages of teachers utilizing Office 365 in their classrooms is the versatility it gives for students that may need additional help. For example, the tools can read to the students, you can change the font style, size or color to help students read on their own, and also you can allow students to annotate on the computer on the article they are reading to help them take notes and retain the information. Being able to provide a tool that brings digital equity to the classroom is important for students that are in need (Bowser & Zabala, 2012).

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Recommendations from Gap Analysis:

Not having devices for 1 to 1 programs can hold back the school if the teachers don't use the resources they have from their students. The teachers may need to be creative and pair up students and check out the iPad cart that may be shared between teachers to make up for the lack of devices. Classes may need to be divided into stations where technology can be used by part of the class and then rotate. Many schools have large portions of low SES students but can make the devices and technology work. Teachers shouldn't hold students back from using the technology just because not all students have access. Schools should be encouraged to use flexibility with technology which in turn motivate students through the use of the technology (NEA, 2008).

One of the great things that has been observed in the media center is the new STEM/Maker Space. Having this area has allowed many students access to mini lessons and activities that they may not see at home or in the classroom. Having a safe space where students can explore and sometimes fail, but work together is great to build their problem solving skills. Involving all students, but especially females, into an area that is usually male dominated is great for this school.

Data Sources:

Bowser, G. & Zabala, J. (2012). AIM for digital equity. *Learning & Leading with Technology, May 2012.* Retreived from http://files.eric.ed.gov/fulltext/EJ982838.pdf

Cobb County School District Statistics (see Appendix B).

NEA. (2008). Technology in schools: the ongoing challenge of access, adequacy and equity. National Education Association. Retrieved from http://www.nea.org/assets/docs/PB19_Technology08.pdf

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.)

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Strengths	*Weaknesses*	*Opportunities*	*Threats*
A small group of teacher leaders have become strong influence and great resources for the staff. These teachers have worked with the technology trainer throughout the school year. Based on survey results about 50% of the teachers feel proficient or expert with using Edmodo with the students. The staff have been experiencing professional development this year for Office 365 and are beginning to use it in the classroom.	Based on survey results 78% of teachers don't feel comfortable using Problem Based Learning in the classroom, mostly due to lack of training and implementation. Teachers often resist change and with technology this is heightened.	Teachers have the ability to learn more about Office 365 and other technology tools with access to the Technology Training/Integration Specialist being at the school weekly. Teachers want to learn more about PBL and they are willing to learn how to get students to turn in work and collaborate with technology.	Lack of time for teachers to attend training. Embracing change is often hard for some people.

Summary of Results/Conclusions:

Working with the school throughout the year, has allowed me to create a core group of technology savvy teachers. These teachers are spread throughout the school and have taken interest in the trainings and new technology that I have shared. Being able to have these teachers in the school will grow the use of technology even further when I am not able to be there when I am serving other schools. The staff has also attended many Office 365 trainings and are beginning to use it and bring it to their students, some even integrating it with Edmodo. Having teacher leaders in the school will bring about a sense of community and collaboration among themselves which will then lead into being a catalyst for change as they are learning and not afraid to adopt something new, try it out, and then spread their experience for others to use (Boyd-Dimock & McGree, 1995).

Recommendations from Gap Analysis:

While teachers have been interested in and trained on Office 365, many teachers are behind with Problem Based Learning. This is an area that will be worked on at the end of the school year and into next year. Once teachers begin to use Problem Based Learning in their classrooms they will see how their students are able to organize their research, grow with their communication skills, and work well with their peers (PBL Education, 2013). Face to face trainings during teacher planning time, which is often more attended than before or after school, along with trying to meet the needs of adult learners and provide online professional development, will aid in the knowledge and understanding of Problem Based Learning.

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Data Sources:

Boyd-Dimock, V. & McGree, K. (1995). Leading change from the classroom: teachers as leaders. *Issues…about Change. (4)*4. http://www.sedl.org/change/issues/issues44.html

PBL Education. (2013). The importance of project based learning for classrooms. Retrieved from https://pbleducation.wordpress.com/2013/02/09/the-importance-of-project-based-learning-for-classrooms/

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*
Most teachers are willing to come to professional learning (based on participation throughout the school year). Variety of technology trainings offered including formative assessment, Office 365, games, and others based on teacher need.	Poor attendance to training if they are before or after school. Therefore training sessions need to occur during the school day, often conflicting with other meetings. Professional learning is all face to face and not flexible with an online option.	Having a Technology Training/Integration Specialist in the building weekly to train and meet with teachers one on one or small groups can help when they aren't available for full trainings. Creating professional learning in an online format will help reach more teachers due to their packed schedule.	Teachers not wanting to come to training if they don't have to or if they are too busy. Teachers not following through with online professional development when they are able to complete it on their own time.

Summary of Results/Conclusions:

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The teachers at the school have participated in many trainings over the course of the year including formative assessment, Office 365, and interactive games for the classroom. The teachers have been able to have trainings that they need as they were very eager to complete a needs assessment at the beginning of the year, therefore trainings have been able to be offered on what they need and not wasting their time. Being able to train in the school and then be able to have time to follow up with the trainings and ensure that the teachers are able to implement the skills into the classroom, has allowed for the technology to be continuously used (Knight, 2007).

Recommendations from Gap Analysis:

Having the ability to have a technology coach in the building multiple times a week will allow the trainings to continue and be successful. However, alternative forms will be offered, including professional development online for those teachers that are too busy to make the trainings during the school day. While this method may work for some teachers, it will not be the only style that is offered as many teachers will not likely follow through on this.

Introducing teachers and administrators to alternative forms of professional development like Twitter and PLCs on Edmodo can help teachers continue to build their skills and connect with others teachers for collaboration opportunities. Having resources and potential connections available 24/7 is a game changer for people in education (Caron, 2017). Developing a PLN, whether it is on Twitter or using other resources or sites, is important to create an area to share resources, spark ideas and learn how to bring technology and learning strategies to students (Sheninger, 2014).

Data Sources:

Caron, S. (2017). Using twitter for professional development. Retrieved from http://www.educationworld.com/a_tech/using-twitter-for-professional-development.shtml

Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks: Corwin Press.

Sheninger, E. (2014). Digital leadership: Changing paradigms for changing times. Thousand Oaks, CA: Corwin. http://ericsheninger.com/

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?*

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- *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*
A technology training/integration specialist is in the building weekly. A tech, to fix issues, is assigned to the building and at the school 2-3 days a week.	The tech is not always able to fix problems and works on a work order system, which can slow down the fix time. The technology training/integration specialist serves multiple schools, therefore isn't able to be at the school every day.	The technology training/integration specialist helps teachers troubleshoot problems and educated them to learn for the future.	Devices that don't work or have no warranty can turn away teachers from trying something new and using them.

Summary of Results/Conclusions:

The technology support is managed by a tech that is in the building two to three times a week. While he is able to be in the school most of the time, rules make him operate on a work order system that has the teachers fill out an online work order detailing the issues they are having, which are then sent to him to be completed or fixed. While this is an efficient way of tracking issues in the school, it doesn't always lead to time efficiency and getting the teachers back up and running quickly. This can often frustrate teachers and push them away from using technology because they use the excuse that it just breaks all the time. However, technology is just like anything else, and nothing is perfect. But to put to the side a tool that is so powerful and transform students learning, just because you are afraid it may stop working is unfortunate (Walker, 2015).

Recommendations from Gap Analysis:

As the technology trainer works with teachers in the classroom, they likely come across tech issues that would normally be sent to the tech, however, turning it into a learning situation for the teacher can be very beneficiary as the technology coach is able to troubleshoot small issues and in turn train the teacher of what to look for in case the same thing happens again. Being able to educate the teacher and fix the problem in the end, will allow the teacher to have less interruptions in the future by being able to fix the problems on their own. Having support is one important thing that teachers must have to be successful when beginning to implement technology into their classroom. The support does not stop at having other teachers and the administration, but also with a strong tech that is able to support when the devices are not working properly. Having a technology coach available is also a great value to support with training and instructional needs (Sheninger, 2014).

Data Sources:

Sheninger, E. (2014). Digital leadership: Changing paradigms for changing times. Thousand Oaks, CA: Corwin. http://ericsheninger.com/

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Walker, T. (2015). Technology in the classroom: Don't believe the hype. National Education Association. Retrieved from http://neatoday.org/2015/01/08/technology-classroom-dont-believe-hype/

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*
Resources are available to teachers on the Cobb web page. The school offers a technology class to the students that focuses on the technology standards for student learning. These students are able to earn a Microsoft certification.	Overall lack of focus on technology standards, mostly due to the lack of technology vision of the school. Not all students are able to take the technology class. Lack of parent involvement which leads to low levels of parent meetings about standards.	The school has the instructional technology trainers and website to help educate teachers, students, and parents on technology standards.	Teachers often feel like they have too many standards to teach already and may not want to focus on technology standards.

Summary of Results/Conclusions:

Having resources available to the teachers and schools is a great starting point but having the resources isn't as good as having the teachers use them. Educating teachers and working with them to integrate technology into all subject areas will need to be accomplished in the near future. "Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance

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the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts" (Edutopia, 2008). Bridging the gap and communicating what is going on in the classrooms is important to let the community and parents know and begin to get them involved. Social media has begun to be used for this purpose where administration and the media specialist are sharing out the great lessons in the school. This helps keep the parents and community in the loop.

Recommendations from Gap Analysis:

Making technology more of a focus is a must for the school and now having a shared vision they are on their way to great things with technology in the classroom. Educating all teachers on the technology standards and work with them to help integrate technology into all subjects is essential. Teachers need to see how successful their classrooms can be when they implement technology, connect with other schools, classrooms and subject areas and bring learning outside of the four walls of their classroom (Kleiman, 2000).

Data Sources:

Edutopia. (2008). Why integrate technology into the curriculum?: The reasons are many. Retrieved from https://www.edutopia.org/technology-integration-introduction

Kleiman, G. (2000). Myths and realities about technology in K-12 schools. *LNT Perpectives; The Online Journal of the Leadership and the New Technology Communities (14).* Retrieved from http://www.sfu.ca/educ260/documents/myths.pdf

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Boyd-Dimock, V. & McGree, K. (1995). Leading change from the classroom: teachers as leaders. *Issues…about Change. (4)*4. http://www.sedl.org/change/issues/issues44.html

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Appendices

Appendix A: Survey Data

1. How often do you use technology in your classroom?

Details

2. Select your technology proficiency for Smart Board:

Details

3. Select your technology proficiency for Promethean Board:

Details

4. Select your technology proficiency for eBeam:

Details

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5. Select your technology proficiency for Document Camera:

Details

6. Select your technology proficiency for Slate/Classpad:

Details

7. Select your technology proficiency for Edmodo:

Details

8. Select your technology proficiency for iPads:

Details

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What is the current reality in our school?

9. Select your technology proficiency for Web 2.0 Tools:

Details

10. Rate your level of comfort in implementing Project Based Learning in your classroom:

Details

11. Rate your level of comfort in integrating web based resources in your classroom:

Details

12. Rate your level of comfort engaging student's problem solving skills in your classroom:

Details

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13. Rate your level of comfort using higher order thinking questions in your classroom:

Details

14. What percent of students have technology devices to use in the classroom?

Details

15. How often do you assign homework that students need to use computers, devices, and/or the internet?

Details

16. How does the school help diverse populations have access to technology?

Details

Responses

Latest responses

"computer labs, media center, I-pads"

"We have a couple computers in the classroom."

"access to ipads, computer labs, and two desktop computers in m...

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17. What do you think is holding the school back from utilizing more technology?

Details

Responses

Latest responses

"I don't know that the school is being held back from using technolo...

"home access and lack of time"

"wireless access, and safety concerns for abuse of technology"

18. Do you feel that teachers and staff need more technology training? If so, on what topics?

Details

Responses

Latest responses

"Yes, for any new programs or initiatives that CCSD is developing fo...

"no "

"Optional training because some of the teachers will never use it bu...

19. Explain how student centered learning and project based learning is utilized in your classroom.

Details

Responses

Latest responses

"All learning in my classroom is based specifically on student's need...

"lack of time and ability level of students"

"I consistently use project based learning to enforce important conc...

20. How do you use technology to assess your students and drive instruction?

Details

Responses

Latest responses

"I use ebeam, document camera to facilitate instruction, and provid...

"I use a variety of programs to see what students know and it helps...

"online labs and simulations are used as often as possible. "

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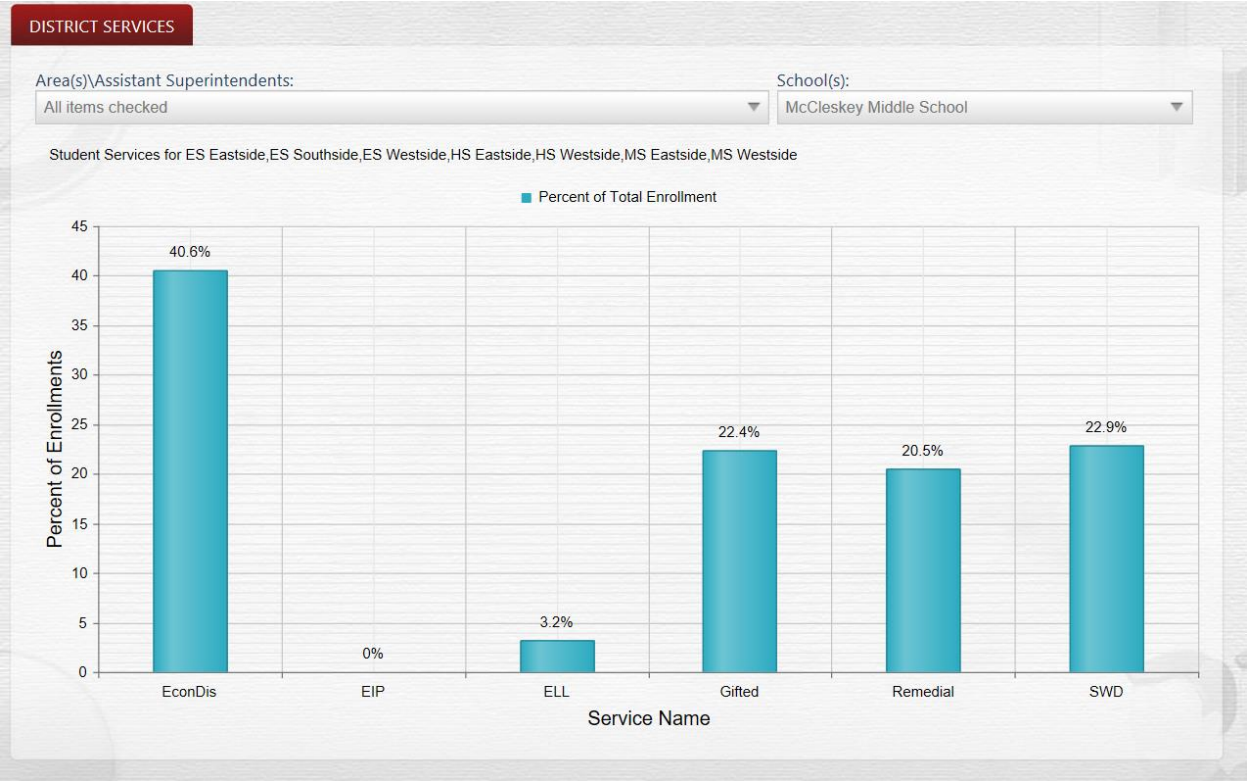
What is the current reality in our school?

Appendix B: School Data (Low SES)



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What is the current reality in our school?

Appendix C: ISTE Diagnostic Tool