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*
• USATestPrep.com usage remains high • Word processor usage by students remains regular • Smart boards remain fully functional in every classroom • Computers remain functional in every classroom; four working labs exist on campus; four working laptop carts and one iPad cart are available to teachers • 70% of surveyed teachers report regular usage of technology-enhanced lessons (Irving, 2015) • 56% of teachers county-wide believe learner-	• Online benchmarks and testing blocks computer lab usage for several weeks at a time • The few laptop carts are outdated, and the laptops function inconsistently • Half of teachers surveyed do not believe our school's educators are fully evaluated on their integration of technology (Irving, 2015) • 54% of teachers surveyed do not believe our school's educators are continually provided with resources to support tech integration (Irving, 2015)	• Microsoft OneDrive accounts will be available for up to five devices per student and staff member beginning this year • Teachers will receive new laptops this year • MOOCs • The re-design of the media center should encourage student collaboration and technology usage	• Increasing class size (XYZ High School: School Strategic Plan 2014-2015, 2014) • Regular county-mandated benchmarks continue • Lack of access to academic research

centered pedagogy is best (Hinojosa, 2011)	• Teacher awareness of resources and available professional learning sessions and MOOCs		

Summary/Gap Analysis:

Of the teachers surveyed at XYZ, 70% report using technology regularly to enhance student learning. However, they also report that oversight is not detailed enough to determine whether the usage is aligned with standards or supports engagement. Use of long project-based learning designs is limited by the limited number of devices available and the blocks of time computer labs are reserved for benchmark testing every few weeks and EOC testing at the end of each semester. Resource availability and/or knowledge of resource availability is limited. Increasing class sizes and lack of teacher access to academic research limit what teachers can plan, but access to OneDrive should encourage increase in technology usage and capacity for staff sharing of standards-based educational opportunities.

Data Sources:

Irving, S. (2015). Implementation of ISTE essential conditions survey. Retrieved from https://docs.google.com/forms/d/1k37DKoeYtfhjFp_cMByZd4g_JmUUTB8Npvvcv25l5jY/viewform.

XYZ High School: School Strategic Plan 2014-2015. (2014). Kennesaw, GA: Cobb County Schools.

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?*

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- *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*
• 70% of surveyed teachers believe technology integration increases student performance (Irving, 2015) • 73% of surveyed teachers believe collaborative technology is integral to effective technology integration (Irving, 2015) • 60% of teachers surveyed believe technology-integrated instruction is better pedagogy than traditional teaching methods (Irving, 2015) • The school's vision is to "create and support pathways to success" (Page, 2014) • Technology integration is a key indicator on teachers' walkthrough and annual evaluations	• Surveyed teachers are unaware of the technology vision for the county, indicating that they were not represented as stakeholders (Irving, 2015) • Teachers are unsure what initiatives are in place (Irving, 2015) • Emphasis on technology integration is not consistent • Evaluation of teacher technology integration is not clear or consistent • Teachers are not required to attend technology trainings or to demonstrate specific usage • Provisions for technology integration on the Strategic Plan do not include student use of technology beyond drill and practice (XYZ	• The district has adopted an official vision for technology use – opportunity exists to share this vision with teachers • "Develop multiple vehicles for communicating the [district's technology] vision" (ISTE, 2015) • Use OneDrive to house and market short, free professional learning sessions emphasizing the vision goals to educators • Use of digital surveys can glean insight from educators county-wide • Aligning the school's vision with technology's potential would increase teacher buy-in and provide a place to start for teachers who are not confident in their tech integration skills	• Rapid changes in technology make teacher training difficult • Time and financial constraints impede training and implementation oversight • Emphasis on test scores encourages administrators and teachers to focus on the drill and practice technologies, which are not the emphasis of the district's vision

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	High School: School Strategic Plan 2014-2015, 2014)	• Administrator training in consistent application of the technology integration teacher evaluation indicator	

Summary/Gap Analysis:

Most teachers surveyed believe technology integration is important to student learning. The Cobb County School District has worked with shareholders to compose a vision and strategic plan for technology integration, Unfortunately, teachers at XYZ High School were not party to the authoring of the vision, do not know who was involved or what the vision is, and are unclear about what is required of them with technology integration. The XYZ High School Strategic Plan makes little mention of technology beyond its usefulness in test preparation. Teacher evaluations include analysis of technology integration, but teachers are unclear on what is required of them and how they can work around the gaps in lab availability caused by benchmarking and testing. The choice-based professional learning format at XYZ combined with the lack of consistent leadership does not encourage implementation of the technology vision. Emphasis on using technology to help students improve test scores is evident in teacher practice and the XYZ High School Strategic Plan, but these do not align with the vision of collaborative technology-enhanced authentic learning experiences discussed in the district vision plan.

Data Sources:

Hinojosa, M. (2011). *Cobb County School District: Three-year technology plan.* Marietta, GA: Cobb County Schools.

Irving, S. (2015). Implementation of ISTE essential conditions survey. Retrieved from https://docs.google.com/forms/d/1k37DKoeYtfhjFp_cMByZd4g_JmUUTB8Npvvcv25l5jY/viewform.

ISTE. (2015). Essential conditions. Retrieved from http://www.iste.org/standards/essential-conditions.

XYZ High School: School Strategic Plan 2014-2015. (2014). Kennesaw, GA: Cobb County Schools.

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ESSENTIAL CONDITION THREE: Planning for Technology

ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.

Guiding Questions:

- *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)*
- *What should be done to strengthen planning?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• A thorough district level plan is in place for Cobb County • The Tribe app is used by most XYZ students	• The district technology plan is not integrated into the XYZ's SIP • Teachers are unaware of the district plan's content or existence (Irving, 2015) • 77% of teachers surveyed do not know who was involved with creation of a vision plan for technology (Irving, 2015) • 64% of surveyed teachers do not believe stakeholders are empowered to follow a plan (Irving, 2015) • The Tribe app is not tied to academics	• District level plan provides significant funding for administrator training, teacher training, student access, and parent communication • A new school years brings the opportunity for the development of a XYZ plan tied to the district plan • New roll-out of OneDrive for all staff and students • Explore means of tying The Tribe app to academics	• New roll-out of OneDrive will require extensive training for administrators, staff, and students • Other time constraints limit potential administrator and teacher training • Staff disagreement about purpose and necessity of technology integration (Irving, 2015)

Summary/Gap Analysis:

Although the Cobb County School District adopted a comprehensive and fully funded vision for technology and systematic plan four years ago, the plan has not been aligned to the SIPs of all schools in the county. Teachers at XYZ High School do not know the plan exists and are unclear about the technology goals of the district or the school. The Tribe mobile app is new to XYZ and has

proven successful to engage the student body in extra-curricular activities. Staff and students should brainstorm ways to harness its popularity and tie the app to student learning as well. The district will roll-out a Microsoft OneDrive initiative this year, offering online and offline access to OneDrive accounts for each student and staff member. This roll-out and shared drive would be an excellent resource to harness for informing teachers and staff about the district technology plan and encouraging the development and oversight of an aligned systematic plan at each school. This plan could be difficult for XYZ staff to develop, however, as 30% of surveyed teachers still do not agree that technology-enhanced learning experiences are more powerful than traditional teaching methods (Irving, 2015).

Data Sources:

Hinojosa, M. (2011). *Cobb County School District: Three-year technology plan.* Marietta, GA: Cobb County Schools.

Irving, S. (2015). Implementation of ISTE essential conditions survey. Retrieved from https://docs.google.com/forms/d/1k37DKoeYtfhjFp_cMByZd4g_JmUUTB8Npvvcv25l5jY/viewform.

XYZ High School: School Strategic Plan 2014-2015. (2014). Kennesaw, GA: Cobb County Schools.

ESSENTIAL CONDITION FOUR: Equitable Access (Specifically address 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?*
- *Do students/parents/community need/have beyond school access to support the vision for learning?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• All teachers have access to new laptops, desktop computers, and digital resources at school and at	• Teachers use these most often for administrative tasks and their own development. Student-	• New roll-out of OneDrive for all staff and students for free	• The technology infrastructure may become overburdened

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home via login to the district's remote server • Magnet teachers and students receive extensive training in Google Drive functionality and are provided resources to support regular usage (Irving, 2015) • Technology is often used for remediation of struggling students and underperforming subgroups • XYZ media center has been redesigned to include areas students can work before or after school and during lunch and collaborate with peers at grouped computer workstations	centered technology usage is limited at XYZ (Irving, 2015) • Resources and training provided to Magnet teachers is not equitably provided to the rest of the staff (Irving, 2015) • Remediation is focused on standardized test practice and course credit repair, not critical thinking and skill development • Low SES students often must ride the bus and cannot come early or stay late • Gender inequity exists in involvement with technology-focused career pathways (Anonymous, personal communication, June 17th, 2015) • Lunch is only thirty minutes long	• Google offers free online educator training • Other MOOCs are available online • XYZ has begun a STEM academy • Association with UsFirst initiatives, which include a reach-out program to female students. Their aim is to increase gender equity in STEM fields	• Low SES students without mobile devices will be limited to inconsistently available computer labs and outdated laptop carts • Lack of teacher training in or awareness of assistive and adaptive technologies

Summary/Gap Analysis:

County-wide, teachers and staff are receiving new laptops this year, and all staff and students will have access online and offline to no-cost Microsoft OneDrive accounts on up to five devices each. Magnet teachers at XYZ High School have received thorough training and practice with Google Drive usage, so Magnet teachers will be able to integrate their developed cloud-based pedagogy with the new OneDrive system without extensive training and guidance. The rest of the school's staff, however, will require significant training, as will students. Female students do not seek technology career field pathways at the same rates of their male peers, but XYZ High School is involved in the Us First reach-out program, which seeks to engage female students in STEM career field pathways. All students will have access to their OneDrive accounts and to the internet via personal mobile devices and, when available, computers labs, iPads, and laptop carts. The media center's redesign fosters collaboration and project-based learning

using the Internet and other available digital tools and hardware; students will have open access to the media center before, during, and after school as well as during lunch. They will even be able to eat their lunches there while they work. This benefit is limited by short lunch blocks and low SES students who ride the bus being unable to arrive before and stay after school.

Data Sources:

Irving, S. (2015). Implementation of ISTE essential conditions survey. Retrieved from https://docs.google.com/forms/d/1k37DKoeYtfhjFp_cMByZd4g_JmUUTB8Npvvcv25l5jY/viewform.

Team 1311. (2015). *2015 - Team 1311*. Retrieved from www.usfirst.org/sites/default/files/uploadedFiles/Robotics_Programs/FRC/Chairmans/1311.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.

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• Most XYZ teachers are proficient at using technology for the performance of their jobs:	• Fear of technology failure disrupting potential technology-enhanced lessons	• Leveraging social networks for communication • Emphasis on technology skill development during	• Not all teachers see technology training as a necessity or integration as

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computers and mobile devices, Microsoft Office Suite, shared storage drives, collaboration wikis, Internet, videos, cameras, smart boards, blogs • XYZ teachers are able to use technology to collect and analyze student data • 70% of surveyed teachers know how to regularly provide opportunities for students to use technology to enhance their learning (Irving, 2015) • Several teachers are highly skilled and offer help to those who ask when they can • On-site technology expert teachers provide training sessions intermittently	• Discomfort with technology innovations • Lack of persistence after initial hiccups or uncertainties about web tools or Internet-supported lessons • Lack of insight into technology's potential beyond for drill and practice (Creighton, 2003) • XYZ teachers do not know what is expected of them with student technology use • No on-site technology coach; on-site experts are busy with their own classes and responsibilities • In-house training sessions are not required and do not attract many teacher learners	collaboration team meetings • Requiring that teachers attend the in-house technology trainings and overseeing their implementation would encourage change • The potential to hire technology coaches is an option in upcoming years with the IE² roll-out	potentially powerful for student learning • Resistors or saboteurs (Creighton, 2003) may not appreciate being required to attend trainings • Fear of change could limit what teachers will accept with the IE² roll-out

Summary/Gap Analysis:

Teachers at XYZ High School have used technology professionally and consistently for several years. Each teacher maintains a bog, though the blogs are of varying quality, and each teacher uses the Internet and employee intranet regularly. All teachers use word processing tools and presentation tools and upload items to the shared storage drive. All teachers can access the collaboration wikis via Blackboard Collaborate and can upload and input content. Several teachers are proficient with creating learning experiences in which students utilize technology as well, but many teachers have yet to incorporate technology into their students' coursework and are unsure how to do so. With no clear technology plan, no technology coach on staff, and no requirement for technology training attendance, there is little incentive for teachers to move beyond their uncertainties. The teachers that offer technology trainings would be excellent coaches for other teachers, but their time is limited by their teaching and extracurricular responsibilities. The potential to hire technology coaches should be considered with the IE² roll-out, which allows Cobb County freedom to allocate resources how they choose and attempt innovations without regulation in exchange for greater accountability.

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Teachers can be stubborn, though, and resistors or saboteurs may counter any attempt at technology integration or significant innovation attempts under IE².

Data Sources:

Cobb County School District. (2014). *Cobb proposes becoming IE² district in 2015*. Retrieved from http://www.cobbk12.org/Blackwell/Information/2015_IE.pdf.

Creighton, T. (2003). *The principal as technology leader*. Thousand Oaks, CA: Corwin Press, Inc.

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*
• Professional learning sessions are available to all district employees through the employee intranet • MOOCs are available to anyone online	• Many professional learning workshops are one-stop shops, a format with a history of low implementation rates (Knight, 2007) • Collaboration meetings are often poorly structured	• Increase awareness of training and resource availability • Increase awareness of technology vision so teachers feel it is a necessary part of their jobs	• Time constraints during school year inhibit professional development desire and focus • History of cyclical trendy mandates becoming passé by the time teachers are ready to fully implement

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• At XYZ, collaboration meetings are held each week in each department • Exemplary XYZ teachers provide workshop trainings throughout the year, some of which are technology-focused • Teachers are required to attend annual county-level professional learning days and are invited to attend Teachers Leading Cobb professional development trainings at other times during the year	• Few teachers attend technology trainings • Few teachers want to attempt technology integration during the semester when they already feel overloaded • Teachers leading trainings are too busy to oversee implementation	• Online graduate degree programs	discourages teachers from caring about new initiatives • Lack of teacher buy-in • Resistors and saboteurs (Creighton, 2003) • Continued lack of individual implementation support (Knight, 2007)

Summary/Gap Analysis:

There are a variety of professional learning opportunities available to teachers in Cobb County. There are required professional learning days with choices of sessions to attend, free and paid online and face-to-face county-level training sessions throughout the year, massive open online courses (MOOCs) available online for free, in-house teacher-led trainings, and purely online graduate degree programs for teachers. Still, because teachers do not know what is required of them for technology integration, the desire to pursue technology-enhanced lesson development training is reserved for the teachers that already appreciate technology. Teachers who have yet to adopt a mindset that accepts technology literacy as a requirement in their curricula do not attend those offered, but not required, sessions. Many teachers see technology integration as the latest fad that will pass as they have seen so many other fads do. Working to make these teachers see the necessity of attending trainings and to give them voice in the technology integration initiatives is an important first step for any choice trainings to prove beneficial. Providing ongoing professional development and implementation oversight and assistance would increase the implementation rate and enhance the professional development impact as well.

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Data Sources:
Creighton, T. (2003). *The principal as technology leader*. Thousand Oaks, CA: Corwin Press, Inc.
Knight, J. (2007*). Instructional Coaching: A Partnership Approach to Improving Instruction.* Thousand Oaks, CA: Corwin Press.

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*
• 96% of surveyed teachers report that XYZ's on-site technical support is timely and effective (Irving, 2015) • Requesting assistance is an automated, simple process • The district plan allocated significant funding to infrastructure improvements during the last three years (Hinojosa, 2011)	• Available student-use equipment is not always reliable. • XYZ's wireless connection is not always reliable and can be slow during times of high usage • XYZ's bandwidth sometimes cannot support multiple users on shared documents (*e.g.*, Google	• Use of IE² to allocate funds for hiring of a technology coach • Engage collaborative groups in selecting and writing grants for technology adoption in order to increase buy-in • Provide teachers with some administrative rights on their devices to avoid	• Time constraints on teachers and media center personnel • Student misuse or abuse of hardware and software • Increase in technology usage by students could overburden the one on-site technology support specialist, who is only on campus three days per week

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• Among other duties, media center specialists are often able to help with technology-enhanced lesson development and implementation upon teacher request	Sheets or OneDrive Word documents) • Teachers do not have administrative rights to download or upload software • No staff position is dedicated solely to helping with instructional technology integration or support	increase in software upload assistance requests	

Summary/Gap Analysis:

Teachers at XYZ report that the on-site technical assistance is timely and reliable. The technical specialist is only on campus three days per week, however, and increase in technology usage by students could thus stretch her too thin when problems arise. Allocating her to one school instead of two would be beneficial to the support of more technology integration. The technology specialist does not help with integrating technology into lesson planning. When they are able, the media center specialists often help with technology integration into lesson planning upon teacher request. Hiring a technology coach to assist teachers in technology integration and to assist with pedagogical problems would be beneficial as a complement to the already strong technical support and helpful instructional support.

Data Sources:

Cobb County School District. (2014). *Cobb proposes becoming IE² district in 2015*. Retrieved from http://www.cobbk12.org/Blackwell/Information/2015_IE.pdf.

Hinojosa, M. (2011). *Cobb County School District: Three-year technology plan.* Marietta, GA: Cobb County Schools.

Irving, S. (2015). Implementation of ISTE essential conditions survey. Retrieved from https://docs.google.com/forms/d/1k37DKoeYtfhjFp_cMByZd4g_JmUUTB8Npvvcv25l5jY/viewform.

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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?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• Plenty of digital resources are available for teachers to use to align to their content standards via the Internet, the intranet, and the school's shared staff drive	• Students and teachers are not aware of NETS-T or NETS-S • Technology usage, when it occurs, is not intentionally aligned to technology standards • Student technology literacy is assessed annually via county-wide survey	• Teachers should be trained on NETS-S and should include alignment to those standards on weekly lesson plans • Resources providing and modeling standards alignment are available online	• Teachers may view NETS-S as just another set of standards that will be gone in a few years (*e.g.*, QCCs, GPS)

Summary/Gap Analysis:

Teachers at XYZ High School have access to a nearly boundless supply of potential resources via what the county offers and what the Internet houses in its depths. The problem is not availability; teachers do not know what technologies to use or how to use them and for what purposes. Focused training on NETS-S and alignment requirements on their weekly lesson plan documentation would encourage teachers' critical thinking about technology integration and creativity with the boundless resources available to them. Though some teachers will view NETS-S as another set of standards that will go the way of the QCCs, encouragement to work with the standards not as a set of life rules but as technology integration guidelines would help win them over.

Data Sources:

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Cobb County School District. (2014). *Cobb proposes becoming IE² district in 2015*. Retrieved from http://www.cobbk12.org/Blackwell/Information/2015_IE.pdf.

Hinojosa, M. (2011). *Cobb County School District: Three-year technology plan.* Marietta, GA: Cobb County Schools.