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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?*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * All full-time teachers are issued a laptop.
* All classrooms are equipped with three desktops, a Smartboard, access to a sound amplification unit, individual response units, flip cameras, and document cameras.
* Students in grades 3-5 now have 1:1 computing.
* Students in grades K-2 share laptop carts as well as having access to two fully functioning computer labs.
* One third grade classroom is piloting a program with tablets for each student.
* The teachers use Board Builder available on Discovery Education to extend and remediate the learning process.
* Teachers have a variety of digital resources available to them, such as BrainPop, BrainPop Jr., Quizizz, Discovery Education, Kahoot, Newsela, Renaissance Learning, and Compass Learning.
* Compass Learning is used to pinpoint skill gaps for each student and it generates individualized learning paths.
* One full-time lab technician is available to troubleshoot and update software and resources.
* We have three technology coaches available for our school system.
* Provide continued access to student progress via Aspen.
 | * Many teachers still use technology to practice skills that are lower on Bloom’s Taxonomy. Technology is not integrated fully into our curriculum effectively.
* Many teachers are not trained on the resources that are available to them, so they become frustrated or they do not use these tools.
* Our three technology coaches only provide training on system wide resources. Training is needed on how to implement a variety of resources in our curriculum.
* Teachers are not aware of the ISTE standards for students.
* Compass Learning instruction is only delivered through video, audio, animation and interactive writing tools.
 | * The BYOT program is being enhanced in our school.
* A four year refresh program schedule will be rolled out to support a 1:2 ratio in grades K-2 and 1:1 in grades 3-12.
* Research and expand online learning platforms for students to include a learning management system (LMS).
* Develop and implement secondary take-home computing initiative.
* A Digital Learning office was created to oversee the selection and continuous evaluation of digital learning software, including the implementation of a learning management system and evaluation of technology pilot initiatives.
 | * The K-2 laptops are old and outdated. They are scheduled to be refreshed in the upcoming years.
* Some teachers resist using technology in their classrooms.
* Our stakeholders are not involved in our technology integration.
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| ***Summary/Gap Analysis:*** A. L. Burruss is one of seven elementary schools that can be found in Marietta City. We are a very technology enriched system that prides ourselves on being an innovative school system. With these resources available to our teachers we have a great opportunity to enrich, engage, and extend our student’s learning. Many of our teachers are using these resources wisely, while others are unsure where to begin. Our teachers can successfully use technology to manage the day to day operations in their classrooms. Technology is used in many of our classrooms as time fillers, remediation, or skill and drill. Many of our teachers are unsure how to implement technology into their classrooms. Differentiated professional development and effective technology leadership is needed to show our teachers how to effectively implement technology into our curriculum. |
| ***Data Sources: SIP, MCS Technology Plan, ITEC 7410 Technology Survey Results*** |

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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 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? Explain how will you advocate for a solution.*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Marietta City Schools has a clear and defined vision for technology integration in our schools.
* A.L. Burruss has created a Media and Technology Committee to develop a stronger technology vision and integration plan. This team created staff surveys to gain information concerning our technology needs.
 | * A. L. Burruss does not have a clear and official vision for technology integration.
* Our technology vision needs to complement our systems technology vision. It also needs to be concrete and provide measureable goals and a timeline for implementation.
* Our teachers are unaware of our schools vision for technology. They understand its benefits in engaging and motivating our students, but many are not using it to its full potential.
* The MCS technology plan is not aligned with the ISTE standards.
 | * The Media and Technology committee could create electronic surveys to our teachers, parents, and students to see how they would like to see technology implemented in our school.
* There are several technology leaders that could provide on-going professional development to other teachers and open the lines of communication and collaboration.
* Restructure funds to create a position for a full-time technology coach for our school. This individual would support our teachers through on-going professional development, work with students, and educate our parents and community.
* A newly Instructional Technology Committee was formed, by our SGT, to help implement BYOT, develop technology skills and sequence by grade level and determine the type of on-going professional development needed for our teachers.
 | * Teachers are unaware of the system and schools vision for technology. This can influence teachers to not incorporate technology into their classrooms.
* Teachers are not given enough time to learn from one another and implement these new resources in their classrooms.
* Differentiated professional development is needed to meet the needs of our teachers.
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| ***Summary/Gap Analysis:*** MCS provides a very extensive outlook concerning its goals for technology resources and implementation in our schools. It also provides a strategic outline along with measureable goals and a timeline. Unfortunately, our School Improvement Plan does not accurately reflect these ideas. Within our school SIP, there is one goal to infuse technology, software and resources in our classrooms. After conducting our survey, many teachers could not identify our school or district vision for technology. The majority of our teachers understood the importance of implementing technology into our curriculum. Also, our administration and central office staff are extremely supportive of technology integration in our schools. In my opinion, our School Improvement Plan needs to accurately reflect the vision of our system. |
| ***Data Sources: Personal observations, SIP, MCS Technology Plan, ITEC 7410 Technology Survey Results, MCS Strategic Plan*** |

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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?*
* *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.*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Our administration is supportive of the use of technology in our classroom.
* The district level plan to guide technology is clear with measurable goals and a timeline.
* Within our school SIP, there is one goal to infuse technology, software and resources in our classrooms.
 | * Our SIP does not lay out a clear and concise way to infuse technology, software, and resources in our classrooms. The SIP needs to include how technology will be integrated, along with support from our technology coaches and building technology leaders.
* Our SIP does not address the needs of our diverse populations and their access to technology.
 | * The Media & Technology Committee was created in our school. This group could work with our administration on creating a clear vision that aligns with our system technology vision. Along with working with our teachers on implementing technology effectively.
* This committee could also survey our parents to determine our strengths and weaknesses.
* We are going into our third year of candidacy as an IB PYP school. Planning and integration of technology into our IB planner’s supports inquiry based learning. An inquiry based curriculum will give our students an opportunity to work in collaborative groups, where they can construct and process their knowledge and develop critical thinking skills while interacting with real world materials, models, and technology.
* We have strong building leaders in the areas of ELL, SWD, and in EIP. These leaders would be great to include in our planning sessions. They would provide a different perspective.
 | * Lack of school vision and understanding the district vision is preventing our school from using technology effectively.
* Lack of involvement from our stakeholders. Without their support we are unsure of how to help our population.
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| ***Summary/Gap Analysis:*** Both A. L. Burruss and MCS pride themselves on ensuring that all of our students achieve high levels of academic success and are prepared to be college and career ready upon graduation. Providing students with technology enriched learning experiences is critical for them to gain the skills necessary to competitive in the future. Our system technology plan describes in detail how measures are in place to help our low socioeconomic students as well as our students with disabilities. Unfortunately, my school’s SIP does not accurately reflect this information. I would recommend that our SIP be restructured to include these measures and complement our district technology plan. Also, I noticed that neither of the plans included any information concerning working with our female students. With the support from our district coaches and Media Technology Committtee, our school can effectively guide the technology use in our school. |
| ***Data Sources: Personal Observations, SIP, ITEC 7410 Technology Survey Results, MCS Technology Plan, IBO*** |

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| **ESSENTIAL CONDITION FOUR: Equitable Access** (Specifically address low SES and gender groups – ie. females.) |
| *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?*
* *How will you* ***advocate*** *in regard to* ***digital equity issues among low SES and gender groups (ie. females)****?*
* *Do students/parents/community need/have beyond school access to support the shared vision for learning?*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * All full-time teachers are issued a laptop by our system.
* Administration has both a desktop and a school issued laptop.
* All classrooms are equipped with three desktops, a Smartboard, access to a sound amplification unit, individual response units, flip cameras, and document cameras.
* Students in grades 3-5 now have 1:1 computing.
* Students in grades K-2 share laptop carts as well as having access to two fully functioning computer labs.
* All students have access to productivity tools.
* Our wireless network provides both reliable and speedy internet connection.
 | * Not all of our students have internet access available to them at home. This does limit our students being able to complete online assignments.
* Our K-2 laptops are older and in constant need of repair.
 | * The BYOT program is being enhanced in our school.
* Also, implement processes to blend BYOT with district provided technology.
* Review how our system has been implementing the take-home computing initiative and see if this is an initiative that could work in our building.
* Restructure funds to pay a staff member to open and close our computer labs, so our students without access can use these facilities.
* Implementing Technology PTA nights to educate and learn from our stakeholders.
* Our PTA and SGT are both very supportive of technology use in our school. They could possibly fund several projects.
 | * Lack of understanding of what our stakeholders need. Parent and teacher surveys need to be conducted.
* Lack of understanding from our staff concerning the digital divide and how it impacts our minority and female students. Differentiated professional development is needed.
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| ***Summary/Gap Analysis:*** All of our students and teachers have equitable access to technology while they are on campus. Our school is currently enhancing their BYOT program and the system is working on a take-home program for the middle school. We currently do not have a plan in place to reinforce equitable access outside of school. The majority of our students have access to technology, outside school, through the local library or using their smartphones. In our school we need to advocate for resources that will provide our families with a low-cost access to technology. For example, Comcast offers a program called Internet Essentials for families that participate in our free and reduced lunch program. We need to also encourage our parents to participate in technology events so they can learn and educate their children. |
| ***Data Sources: Personal Observations, SIP, ITEC 7410 Technology Survey Results, MCS Technology Plan*** |

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| **ESSENTIAL CONDITION FIVE: Skilled Personnel**  |
| *ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.*  |
| **Guiding Questions:** * *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?*
* *What do they currently know and are able to do?*
* *What are knowledge and skills do they need to acquire?*

*(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on “personnel,” which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies*.) |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * All of our teachers use email to communicate, online Planbook and attendance, Aspen, and other resources found online each school day.
* Teachers and administrators are asked to update their Aspen home pages to reflect what is going on in our classrooms and in our building. Students can email their teachers and other students.
* All students and teachers have a Google drive account that allows them to save and create documents to the cloud.
* Each school has a Technology Specialist to help with trouble shooting and technology problems.
 | * We only have three technology coaches for our small school system.
* Very few of our teachers are aware of the NETS-S standards for their students.
* Very few of our teachers are using technology effectively. Many are using technology to remediate or for websites.
* A large amount of our teachers are unsure of how to use Google documents.
 | * Several of our teachers are considered technology leaders. Many of these teachers could easily share their knowledge with our staff.
* With the recent creation of the Digital Learning Department I hope additional funds will be distributed to our schools to fund additional technology coaches.
* Our IB planners will encourage our staff to create an inquiry based learning curriculum.
* Several teachers are piloting a new Learning Management System.
 | * Teachers are always shown a variety of resources to use in their classroom. We are not giving them the time to implement these resources or giving them a chance to share and learn from their peers.
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| ***Summary/Gap Analysis:*** My school has a variety of technology resources available to our teachers. The make-up of our teachers is changing as the years progress. With the addition of newer teachers they are more eager to try and discover technology resources. Many of our teachers have a firm grasp on using technology on a day-to-day basis. Unfortunately, time constraints and other demands interfere with technology integration. Providing our teachers with adequate support and differentiated professional development will help our teachers. |
| ***Data Sources: Personal Observations, SIP, ITEC 7410 Technology Survey Results, MCS Technology Plan*** |

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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/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* |
| * Both required and optional training sessions are available.
* Our training sessions are provided by our three technology coaches.
 | * Our professional development is usually focused on system-wide resources.
* There are little opportunities for follow-up sessions or a chance for our teachers to learn from one another.
* Professional development is needed, but it needs to reflect the teachers’ needs and current understanding of technology.
* Our professional development is usually offered during our planning times or after-school. Alternate times would better accommodate many of our schedules.
 | * Several of our teachers are considered technology leaders. Many of these teachers could easily facilitate differentiated professional development for our staff.
* Our staff could get a chance to implement these resources and then come back together to share their results.
 | * When optional trainings are provided many times they are poorly attended because of time constraints and other pressing meetings.
* Many times trainings are provided without the technology being available or working correctly.
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| ***Summary/Gap Analysis:*** Our school offers a variety of professional development for our teachers. Each month the calendar is submitted and there are professional development opportunities offered for math, ELA, writing, science, social studies, and technology. Unfortunately, these professional developments are created for the masses. There is little to no differentiated professional development unless a teacher asks for them individually. If we are providing our students with opportunities to meet their needs then we should also offer the same to our teachers. Many times our technology professional developments are focused on system wide resources. Two of the barriers identified in my survey were: the lack of time to implement these resources effectively and the lack of on-going professional development. Ertmer (as cited in Schrum & Glassett, 2006, p.45) suggested, “These factors can greatly impact whether teachers choose to use the available technology in their instruction.”  |
| ***Data Sources: A. L. Burruss’ PD, school-wide calendar and Personal Observations, ITEC 7410 Technology Survey Results, Authors- Schrum & Glassett*** |

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| **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 instructional issues when teachers try to use technology in the classroom?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Each school has a full-time Technology Specialist that is available to trouble shoot and fix tech issues.
* Our Technology Specialist is very knowledgeable, supportive and eager to assist.
* To receive tech support, teachers log online and complete their form indicating which services that they need repaired. Services are completed based on these documents.
 | * Immediate technical support is not always available.
* There are often breakdowns with the K-2 laptops since they are older. Many teachers have begun to trouble shoot on their own. This can frustrate both or teachers and students and cause them not to use these resources.
* Technical support for instructional support is not available.
 | * Several of our teachers are considered technology leaders. They have learned how to navigate and trouble shoot some of the older laptops and they are willing to support our K-2 teachers.
 | * Lack of technical support for our aging laptops can and does frustrate our K-2 teachers and students.
 |
| ***Summary/Gap Analysis:*** Each school in Marietta City has a full-time technology specialist to support our school’s infrastructure and technical issues. Teachers have to log into the MCS portal and create a Tech-help ticket, which will alert our specialist to their needs. Submissions are completed as they arrive, which can create frustrations because technical issues are not solved immediately. This does become a problem with our K-2 teachers because they currently have the older laptops. There are several technology leaders in our school who has learned some trouble shooting tricks to solve problems as they occur. |
| ***Data Sources: Personal Observations and ITEC 7410 Technology Survey Results*** |

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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? (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* |
| * Our technology coaches have awareness of the ISTE standards for students, teachers, coaches, and administrators.
* Teachers have a variety of digital resources available to them, such as BrainPop, BrainPop Jr., Quizizz, Discovery Education, Kahoot, Newsela, Renaissance Learning, and Compass Learning.
* Student technology literacy is assessed through individual projects based on the teacher’s rubric and classroom observations.
 | * Our teachers are not aware of NET-S standards for our students.
* Most of our teachers are unaware of how our technology standards are connected to our grade level standards.
 | * Our system technology coaches can support the implementation of technology into our curriculum along with educating our staff on how the ISTE standards are related to our grade level standards.
 | * The implementation of technology should be seamless. Unfortunately, many of our teachers not using this resource to its fullest capability. This is due to a lack of training and understanding.
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| ***Summary/Gap Analysis:*** Currently our school system has three technology coaches. A Digital Learning Department has just been created to help with the integration of technology in our schools. After completing the survey I noticed that several of the participants were unaware of the ISTE standards and how they relate to our grade level standards. Our system coaches are a great resource to educate our teachers on the ISTE standards and how to effectively implement technology into our curriculum. |
| ***Data Sources: Personal Observations and ITEC 7410 Technology Survey Results*** |

**References:**

Schrum, L., & Glassett, K. (2006, Spring). Technology Integration in P-12 Schools: Challenges to Implementation and Impact of Scientifically-Based Research. *Journal of Thought,* *41*(1), 41-59.