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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)*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Technology is used to support Common Core content standardsStudents use Skills Tutor to practice basic Math and ELA skillsThe administration is supportive of technology and its use to promote higher order thinking skills (S. Stanton, personal communication, 2014)Teachers utilize classroom ActivBoards on a daily basis during mini lessons to integrate videos and imagesTeachers use online Response to Intervention (RTI) Portal to track student progress during interventionsTeachers input all grades on Synergy, an online grade bookSchool Communication (*LaBelle Elementary School: School Strategic Plan 2013-2014, 2013*):* Administration and Parent Liaison use call-out system to communicate with parents
* Media Specialist maintains the school website with up to date school information
* Principal has access to post to school Facebook page during the school day (S. Stanton, personal communication, 2014)
* Teachers use their county issued laptop to communicate with other staff members and parents via email
* Teachers have Blackboard blogs to use as they wish for communication or instructional purposes
* Parents have access to their students’ grades via the online grade book
 | Technology use tends to be used for lower level “skill and drill” (S. Stanton, personal communication, 2014)Lack of technology training for teachers about how to use technology to promote higher order thinking skills (Creighton, 2003) Lack of technology training for the use of new class sets of iPads and school set of iPodsIn ELA, technology is used primarily as publishing tool for final projects, instead of integrated into all stages of the learning processLack of full class sets of consistently available and working technology for checkout to use for meaningful, ongoing learning experiences  | Parent involvementActivBoards and teacher laptops are often available during student work periods, and could be integrated into this portion of the instruction as well10 iPods and 20 microphones are available for check out in the Media Center, and rarely unavailableBring Your Own Device (BYOD) is allowed in the county, and there is a website discussing implementation guidelines (Cobb County Instructional Technology Department, 2014)Area Technology Support person has expressed willingness to support the school in technology integration through group or individual trainingsUtilize current tech savvy teachers as model classrooms for other teachers to observe effective technology use | Teachers feel they do not have time to integrate new forms of technology and that students need to learn the basics before being assigned to higher level technology tasksInconsistency in the functioning of laptops in the computer carts frustrate teachers by wasting class time, causing them to avoid future technology use Many educational sites are blocked by the county Teachers do not know where to find information about implementing BYOD and have not been properly trained to implement BYOD effectivelyLack of funding and available meeting times for technology trainings |
| ***Summary/Gap Analysis:*** Technology is used on a daily basis at LaBelle Elementary. Teachers and administration use it for a variety of communication purposes, using email, call-outs, sharing student grades with parents, and keeping the community posted on school events through the school website and Facebook page. Teachers are excellent at aligning their technology use to the Common Core Georgia Performance standards they are teaching, and they use ActivBoards on a daily basis during mini lessons to instruct with videos, images, and maps. While the teachers work hard to provide valuable learning experiences, when it comes to technology, most of the technology us is aimed at lower level “skill and drill” practice (S. Stanton, personal communication, 2014), and not often used for constructivist approaches (Creighton, 2003). The school has invested in grade level sets of 5 iPads and 10 iPods for checkout, but due to a lack of training for these new technology purchases and teachers’ perceived lack of time to learn about and integrate technology, these tools have only been integrated into classroom instruction by a few tech savvy teachers. The Bring Your Own Device (BYOD) initiative is available in our county, which presents an excellent opportunity for students to engage in more constructivist type of learning experiences by improving the consistent access to technology for meaningful, on-going student learning experiences. The BYOD initiative could improve student technology access and promote a school culture of technology embedded learning, but without proper professional development and support, would likely create new challenges for teachers. Professional development funds are lacking for technology training, but the Area Technology Specialist has expressed a willingness to support the school in its technology endeavors. In addition to this support person, the school could tap the technology leaders in the building to model effective technology use for the other teachers in the building during short observations or videotaped technology embedded lessons.  |
| ***Data Sources:*** S. Stanton, personal communication, 2014; personal communication with teachers; Creighton, 2003; LaBelle Elementary School: School Strategic Plan 2013-2014, 2013, Cobb County Instructional Technology Department, 2014 |

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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/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?*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| School administration promotes and supports the use of instructional technologyThe Cobb County 3 Year Technology Plan (2011) promotes the use of technology in innovative and meaningful waysThe county allows BYOD initiativesThe county voters voted for Special Purposes Local Option Sales Tax (SPLOST), part of which provided special funds to refresh technology across the county | Lack of current, school shared technology visionCounty technology vision is not well promoted or known among stakeholdersThe majority of teachers squeeze the county determined technology standards into their instruction as an add on at the end of units or at the end of the year, rather than consistently integrating the standards into instructionThe majority of the school’s students lack computers and/or Internet connection at home, which make it difficult to carry on any shared vision of technology at homeMany teachers do not have instructional technology backgrounds, and see technology only as an engagement tool, rather than an instructional toolInconsistency across grade levels and classrooms as to how technology is thought best used in the classroom. | Align the school technology vision and goals with the previously established Cobb County vision and plan (Cobb County 3 Year Technology Plan, 2011)The few technology leaders in the school could spearhead a technology team to develop a school technology visionTeachers comfortable using instructional technology can model and promote meaningful technology enhanced learning experiences through observations and videoed lessonsStakeholder access to Edmodo, Blackboard, and other county provided technology toolsSchool Facebook page used to promote technology useThe Cobb County Instructional Technology website offers resources and tips for teachers wishing to use BYOD, Edmodo, Flipped Classrooms, and iPads in their instruction | Teacher time already consumed with other initiativesTeachers feel pressured to integrate technology, but lack the time and knowledge to embed it meaningfully throughout instruction, so it is often used as an add on at the end of lessonsCounty blocks all users except principal from posting to Facebook (S. Stanton, personal communication, 2014)The current technology is not utilized to its full potential (due to lack of provided professional learning), which then leads the administration to not fund technology in the future |
| ***Summary/Gap Analysis:*** LaBelle Elementary lacks a clear vision for technology use. However, LaBelle is part of the larger Cobb County School District, which has a clear, 3 Year Technology Plan established for 2012-2015, which states that technology is an “Integral part of curriculum, instruction, assessment, and learning” (Cobb County 3 Year Technology Plan, 2011). This plan includes a clear vision for technology use, which the school can use to develop their own technology vision, goals, and stakeholder roles. Another strength stemming from the county is that the Cobb County district stakeholders are supportive of technology, and a portion of SPLOST funding has replaced more than 46,000 classroom computers (SPLOST). Teachers do not have a shared vision of what technology use should look like in the school, but most teachers attempt to teach the County Technology Standards. However, these technology standards are often taught as add-ons to instruction, instead of the means to facilitate meaningful, constructivist instruction (Creighton, 2003). Teachers want to integrate technology, and are strongly encouraged to do so by the administration. The problem is that without a shared vision and the appropriate professional development, technology integration looks very different across the school and varies in effectiveness. Many teachers use technology solely as a teacher tool to create student engagement, others use it for publishing final writing pieces, and still other teachers create differentiated educational videos for student use and allow students to create products to showcase their learning. There are many excellent uses of technology happening in the school. LaBelle simply needs to coordinate and align its efforts. By tapping a few technology leaders, the school could develop a technology plan and goals to assist teachers with infusing their instruction with a variety of meaningful technologies. With the multiple other initiatives going on at the school, teachers feel crunched for time. Only a few teachers would be needed to develop an initial technology vision based on the County vision, share the proposed vision with their grade level teams for feedback, and promote the plan with the help of the area’s Technology Support Specialist. To assist in their promotion, the team should make use of the clear information and help documents located on Cobb County’s Instructional Technology site.  |
| ***Data Sources:*** *Cobb County* Instructional Technology Resources Website, *SPLOST,* Cobb County 3 Year Technology Plan, 2011; *LaBelle Elementary School: School Strategic Plan 2013-2014, 2013*; personal communication with teachers |

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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?*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| The Cobb County School District Plan is detailed in its vision and plan for technology | The school does not have a plan or shared vision for instructional technology use.On LaBelle’s School Strategic Plan (SSP), technology is only listed as a tool to improve parent communication Up until now, instructional technology has been provided to teachers with no established plan or accountability measures for use in the classroomTeachers’ experiences with technology generally consist of adding technology onto the end of a learning experience, rather than infusing instructional technology into the daily learning experiences of students | The Cobb County School District Plan is available for guiding the school in developing a vision and plan.The principal has a background in working as a technology support person (S. Stanton, personal communication, 2014)The SSP calls for “flexible and innovative learning opportunities for students,” and also for the development, implementation, and support of new plans and/or programs that focus on student-centered learning, higher-order thinking, and problem solving in the classroom. These SSP elements could be used as a basis and rationale for the creation of a school technology vision and plan. (LaBelle Elementary School: School Strategic Plan 2013-2014, 2013)Specifically discuss technology integration on next year’s SSP | There is no Technology Team in place to develop a vision or technology planTeachers previously provided with technology without accountability measures, such as iPad carts, may resist changing the way they use the technology to incorporate higher order thinking skillsEven if a plan is developed, teachers may not be receptive to implement it, due to existing demands on their time and instructional practices and perceived challenges of use (Knight, 2007)  |
| ***Summary/Gap Analysis:*** LaBelle Elementary does not have a systematic plan or vision for technology use. This has caused inconsistency in the uses of various technologies. Without a plan, guidelines, or accountability measures in place, the technology use across grade levels and between teachers varies greatly in the instructional effectiveness and authenticity of the technology embedded lessons. While the county has a technology plan, the school does not currently refer to this for the planning of technology implementation. When looking closely at the SSP, one may notice it mentions a few key instructional strategies that could potentially be linked accomplished through the use of technology. The plan lists “flexible and innovative learning opportunities for students” and also the development, implementation, and support of new plans and/or programs that focus on student-centered learning, higher-order thinking, and problem solving in the classroom. A technology plan could be developed to support these SSP items, which would promote the SSP and the use of technology, while also assisting to alleviate teachers’ existing reservations that technology integration is “just another thing added to their plate” (personal communication with teachers, 2014). |
| ***Data Sources:*** S. Stanton, personal communication, 2014; LaBelle Elementary School: School Strategic Plan 2013-2014, 2013; Knight, 2007, personal communication with teachers |

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| **ESSENTIAL CONDITION FOUR: Equitable Access**  |
| *ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources.* |
| **Guiding Questions:** * *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
* *To what extent is technology arrange/distributed to maximize access for engaging, standards-based, student-centered learning?*
* *What tools are needed and why?*
* *Do students/parents/community need/have beyond school access to support the vision for learning?*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Every classroom has an ActivBoard, LCD projector, printer, scanner, three desktop computers, teacher laptop, and a student response systemSchool computer lab, 2 class sets of iPads, 6 grade level sets of 5 iPads, 3 laptop cartsTeachers are provided a login and password for RAZ-Kids, Skills Tutor, and BrainPop/BrainPop Jr. The school district and Media Center provide access to online books and student safe research sites | Lack of student Internet access at home (Genzink, 2013)Grade level sets of iPads were provided for teams to share; however, teachers do not have them for long enough amounts of time to figure out how to use them effectively, or are afraid of keep them too long and upsetting the team. The results is that none of the iPads are being used on a consistent basis, and when they are used, they are used for lower level, “skill and drill” or gaming activities unrelated to content standards10 iPods were also purchased for the school, but since no teacher has them on a consistent basis, so teacher feels comfortable enough to use them with studentsNot all teachers incorporate the use of their classroom computers into student work time. They are used mostly for morning work Skills Tutor (“skill and drill”) or publishing papers at the end of writing units. | Parents’ Smartphones as possible means for students to connect to the Internet from homeSchool computer lab could be opened before or after school for students and communityThe Media center has 8 desktop computers that students can use if the teacher sends a note asking permissionThe Lead ESOL teacher was given a iPad to use for instruction, and is very willing to use it if she receives some professional development about how to use itThe area Technology Specialist has specific information about student safe sites and how to keep students safe on the Internet, which could alleviate some teacher fears about allowing students to access technology for research purposesA new school year is starting, which is an ideal time for administration to place unused technology with a few teachers for the full year to encourage consistent use  | Limits on parents’ cell phone data use or lack of willingness to promote technology use at homeLack of funding for computer lab morning/afternoon monitorTeachers are afraid of letting students work on independent, higher level thinking activities on the computer without direct supervision, fearing the child with stumble upon something inappropriate. Teachers worry that giving students technology time cuts into the time teachers have to teach the contentTeachers misunderstanding they are challenging students to do higher level thinking simply by working at a computer |
| ***Summary/Gap Analysis:*** LaBelle Elementary has a great amount of instructional technology. Each classroom is equipped with the many classroom technology basics (ActivBoard, LCD, 3 student computers, teacher laptop, document camera, scanner, and printer), and additional technology is available for checkout or to share among grade levels. The weaknesses appear when one looks at how this technology is being utilized. While it is a known goal of the administration to incorporate technology in way that encourages higher order thinking, very little professional development has been provided to explain how to do this. Without this professional development, several teachers believe they are encouraging higher order thinking by simply adding a computer or iPad to the lesson. Students may have access to technology itself, but not access to robust, higher order thinking tasks. Since funds are limited, technology has been purchased with the expectation that the teachers will share it. Because of the sharing expectation, no teacher keeps the iPods or iPads for more than a week. Teachers report they do not feel comfortable implementing the technology in the classroom, because they haven’t been allotted time to figure out how to use the technology or training as to how it can best be used. A possible opportunity comes with the beginning of a new school year. Administration may want to have interested teachers apply to house the unused technology for a full year, which would provide time and motivation for meaningful technology integration. Student access to technology at home is limited. About 50% of 5th graders did not have a reliable way to access the Internet from home (Genzink, 2013). Over 90% of the school’s students are on free and reduced lunch, which could be the most substantial reason that many students do not have technology access at home (S. Stanton, personal communication, 2014). Many parents have cell phones, which students could possibly use to access online assignments. However, a potentially better opportunity lies in the computer lab, which is unused both before and after school. Opening the lab before and after school would allow much needed student, parent, and community technology access.  |
| ***Data Sources:*** Personal communication with teachers, 2014; Genzink, *5th Grade Home Technology Poll*, 2013; ***:*** S. Stanton, personal communication, 2014 |

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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* |
| The majority of staff have basic use knowledge of ActivBoards, document cameras, and desktop computers for daily instructionStaff communicate daily via email4th and 5th grade teachers are skilled in maintaining grades and printing report cards using the online grade book Teachers have excellent knowledge and experience in integrating BrainPop/BrainPop Jr. into classroom instructionThe principal is very knowledgeable of technology and skilled in technology useThe principal designated funds to send 10 teachers to ISTE 2014 (S. Stanton, personal communication, 2014)Teachers that consistently use technology share new technology excitedly with colleagues (Technology Adaptation Survey)Teachers feel comfortable doing basic troubleshooting, and if they can’t fix the problem, they ask a tech savvy colleague for help or access the Help Desk for support (Technology Adaptation Survey) | New teachers to the school have not had basic training in ActivBoards, document cameras, printers, or scannersLack of staff knowledge and training for how to effectively integrate the grade level sets of 5 iPads and the school’s 10 iPods into instructionLack of staff knowledge and training about how to use technology to promote higher order thinking skillsSome teachers lack skills and confidence in efficiently analyzing student results on RAZ-Kids and Skills TutorTeachers weak in using the iRespond and ActiVotes student response systemsTeachers weak in the knowledge of where to send students to research current events without going to GoogleTeachers weak in facilitating collaboration with experts outside the school building (Loti Level Survey)Teachers do not take time to teach students specific technology skills (typing, searching, safe use skills) (Loti Level Survey)Teachers weak in collaborating with other teachers for technology integration (Technology Adaptation Survey) | Mentor teachers may be able to bring new teachers up to speed on some technology during weekly mentoring meetingsThe school district invests in Atomic Learning, a web based tutorial site for teachers to extend their technological knowledge (Cobb County Instructional Technology Department Website, 2014)The area Technology Specialist is available to offer technology trainingsFree summer technology trainings provided by the school districtThe use of Survey Monkey to poll teachers to determine their most pressing technology needs to better plan for professional learning (Knight, 2007)Current school technology leaders can support colleagues by suggesting they start small and choose just one technology to integrate. This may help teachers from feeling too overwhelmed to try any new technology | Some staff feel they don’t have time to learn new technologies and are overwhelmed by the amount of new technology to learn about Staff dislike attending professional learning that takes up their planning timeSome staff unwilling to attend professional learning if it is not mandatoryIts difficult to meet the professional learning needs of all teachers, as there are a wide range of ability levelsTeacher attitude that they will “never figure this technology stuff out” (personal communication) |
| ***Summary/Gap Analysis:*** Teachers have substantial knowledge of the basics instructional technology tools that they use every day. For the most part, teachers feel comfortable using ActivBoards, scanners, printers, laptops, and document cameras. When they experience trouble, teachers have a colleague that can help or contact the Help Desk. The gap that does exist in this basic skills area lies with the newest teachers to the school, whom missed the previous professional development in these areas. The skills teachers have yet to acquire surround the technologies that are new to the school within the last 3 years. The schools’ iPads, iPods, RAZ-Kids program, and Skills Tutor program aren’t being used to their full potential. Many teachers are motivated to integrate these technologies, but lack the time to learn and plan for integration on their own. Some teachers feel overwhelmed with the many technology options, and feel resigned to the fact that they may just never understand it. Technology leaders in the school could suggest other teachers work to integrate just one technology at a time to prevent becoming overwhelmed. Staff could be encouraged to attend summer professional learning opportunities to prevent overwhelming teachers when they are already busy during the school year. The district provides some opportunities for free professional learning with access to Atomic Learning tutorials and technology integration resources linked to their Instructional Technology webpage (Cobb County Instructional Technology Department, 2014).  |
| ***Data Sources:*** S. Stanton, personal communication, 2014; Knight, 2007; Cobb County Instructional Technology Department Website, 2014, Technology Adaptation Survey, 2014; LoTi Level Survey, 2014  |

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| **ESSENTIAL CONDITION SIX: Ongoing Professional Learning**  |
| *ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.*  |
| **Guiding Questions:** * *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
* *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
* *Do professional learning opportunities reflect the national standards for professional learning (NSDC)?*
* *Do educators have both formal and informal opportunities to learn?*
* *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
* *How must professional learning improve/change in order to achieve the shared vision?*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Funds were provided for several teachers to attend GAETC 2013 and ISTE 2014 during the summersWhen approached by the Professional Development Team, several technology leaders in the school have been willing to provide short technology trainings during the school year Teachers that enjoy using technology regularly look for new ways to include technology in lessons (Technology Adaption Survey)Teachers that enjoy using technology regularly share their technology knowledge with others (Technology Adaption Survey) | No substantial or ongoing professional learning was provided to support the school’s purchase of iPads and iPods, so most teachers do not know how to use these in the classroomTeachers do not have time to plan the classroom implementation of the material covered during professional learningLack of allotted time for teachers to observe the effective use of technology in other classroomsTechnology professional learning is not connected to a shared vision or technology planProfessional learning is often not tailored to individual teachers’ needs, which leads to disengagement and even resentment that their needs are not being met and time is being wastedTechnology professional learning is only face-to-face, with no blended learning options available at the school levelThere is no professional learning for technology mentioned in the SSP | Adding a technology component to the SSP and creating a shared vision and plan would make professional learning a priority and align technology use and professional learning to student learning goalsThe Academic Coach could integrate related technology into each grade level’s weekly Professional Learning Committees (PLC) to demonstrate how technology can assist in meeting current PLC instructional goals (Knight, 2007)  Current iPad classroom teacher’s knowledge and experience of iPad integration could be shared with staff through teacher observations or videoed lessonsThe development of a shared vision could lead to a consistency in technology professional learning and better buy in for technology use across the schoolThe area Technology Specialist is willing and able to provide staff with professional learningTeachers can access Atomic Learning, to extend their technological knowledge in the specific area of need | Professional development meetings are currently filled with training about other initiatives, with no room for technology training to be addedTeachers do not like attending meetings before or after school, and money for substitutes is very limited Teachers are preoccupied with current responsibilities, and often do not see the connection between technology professional learning and their most pressing needs (Knight, 2007)Teachers negative experiences with technology in the past have created a resistance to trying it again |
| ***Summary/Gap Analysis:*** There is a significant gap between the intended use of purchased instructional technology and its actual use. This stems from lack of professional learning. When new technology is purchased, there is no accompanying professional development to assist teachers in effectively implementing the technology in the classroom. There is no technology vision or plan in place to drive meaningful professional development, so only a handful of technology minded, motivated teachers have sought out additional professional learning to strengthen their ability to facilitate technology embedded learning experiences. Teachers are provided inconsistent opportunities for professional development throughout the school year. Funds were provided for several teachers to attend GAETC 2013 and ISTE 2014 during the summer, technology leaders in the school have been tapped to provide 1 hour technology trainings to the staff, and the district provides professional learning in the summer. However, this professional learning is disconnected and inconsistent. It would be beneficial to create on-going professional learning which centers on a shared technology vision and plan, and integrate the professional learning into regularly schedule meetings. A potential way to do this would be to add a technology component to current PLC meetings to demonstrate how technology can improve student achievement in the PLC’s goal areas. To supplement this training and further strengthen the knowledge and skills of teachers, the school can ask the area Technology Specialist to present a series of professional learning opportunities for the staff.  |
| ***Data Sources:*** Knight, 2007;Technology Adaptation Survey, 2014 |

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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?*
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| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| The majority of desktop computers in classrooms are functioning at an acceptable levelWireless Internet is reliableTech assistance generally available within 48 hoursThe Tech Support person has an office in our building, which results in him being most readily available to our school, even though he serves severalThe Tech Support person has provided staff with his email to contact him directly when technical issues arise | Limits of tech assistance, such as the freeing up of currently blocked educational sitesComputer carts are used by the entire school, and so no teacher feels the responsibility or motivation to take time to report technical issues. The resulting unexpected technical issues make the computer carts frustrating to check out and use in the classroomHeadphones are broken or missing, making it difficult for students to listen to audio on laptops No one, even our excellent Tech Support person, seems trained in how to use the iRespond and ActiVotesPrior to the current Tech Support person, when any teacher laptop problem occurred, the primary response from the Tech Support person was to “reimage” the computer. This process loses all teacher files, and several experiences led teachers to believe that the reimaging was simply the easier fix, but could have been avoided with proper technical knowledge. This has generated a mistrust of some of the technical support staff. | Training of other teachers to complete basic troubleshooting and computer maintenanceTraining teachers in the steps to getting sites unblocked by the countyParents and community members may be willing to provide headphone donationsTech savvy teachers are willing to help with troubleshooting (Technology Adaptation Survey)The technology Help Desk is available for technology questionsThe Help Desk could send updates about the status of current tickets to prevent teachers from wondering if their ticket has been forgotten | Instructional Technology policies preventing the sharing of some basic troubleshooting knowledge with teachers Technology requests submitted online do not immediately transfer to the Tech Support person, so a teacher may feel ignored and frustrated if she/he submits a request this way Some technology requests, like LCD bulb replacement, take much longer to fulfill. Extended periods of broken technology gets teachers out of the habit of using technology  |
| ***Summary/Gap Analysis:*** LaBelle is fortunate to house the areas Technical Support person, resulting in speedier support for technical issues. The quality of tech support seems to vary greatly with the tech person assigned to the school. Negative experiences in the past have led to some teachers avoiding contact with tech support and going without working technology in their classroom. Most of the tech savvy teachers in the school are willing to help troubleshoot basic problems, and teachers have learned to rely on one another. There seems to be a lag in the Help Desk’s delivery of technical issues to the Tech Support, but LaBelle’s current Tech Support person has alleviated this problem by allowing teachers to email him directly with problems. Some less common issues still take longer to resolve.A suggestion would be to train teachers in some of the simple technology tasks that consume the majority of Tech Supports’ time. Teachers could easily be trained in how to install printers and change the settings on the ActivBoards to prevent clogging the Help Desk line with easy to fix problems. |
| ***Data Sources:*** Technology Adaptation Survey (2014), personal communication with teachers |

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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* |
| Digital curriculum resources available through the school and district (RAZ-Kids, BrainPop, BrainPop Jr., Math and Science texts with supporting digital resources, online books, and online research tools)The technology teachers use is always connected to content standardsTeachers are strong in using technology during the whole group instruction of content standards Teachers use technology to have students publish their final products | Lack of training on the use of digital curriculum resourcesVery little to no parent and student awareness of district student technology standards or NET-SMost teachers are not aware of and very rarely integrate the NET-S into instructionLittle focus placed on integrating technology standards with content standardsStudent technology literacy is assessed only in the primary grades, where technology skills appear on the report cardIntermediate grades do not formally assess technology standardsThe majority of technology use is done by the teacher | Contacting the district technology support specialist to train teachers about the use of digital curriculum resourcesExpose teachers to the NET-S and provide examples of how they tie in with content standards and instruction Cobb County School District has collected a variety of resources in the form of themed units that support the established content standards. Teachers can choose from a variety of resources to support their curriculumThe LaBelle SSP calls for “flexible and innovative learning opportunities for students,” and also for the development, implementation, and support of new plans and/or programs that focus on student-centered learning, higher-order thinking, and problem solving in the classroom. These SSP elements could be used as a basis and rationale to support further integration of content and technology standards in classroom instruction (*LaBelle Elementary School: School Strategic Plan 2013-2014, 2013*):An established technology vision and plan could encourage the consistent connection between content and technology standards (Creighton, 2003) | Lack of teacher buy-in to employ the new resourcesThe integration of technology standards in an afterthought and integrated inconsistentlyBecause technology standards are not tested, they are rarely the focus of instruction and many are skipped altogether Teachers feel they already are trying to do too much, and utilizing a technology resource may disrupt their current plan for instructionTeachers forgetting there is support available for technology alignment to the curriculum and not accessing the county’s themed units for assistance |
| ***Summary/ Gap Analysis:***While the technology that teachers use is always connected to content standards, there is not consistent student technology use connected to district or NET-S technology standards. Parents, students, and teachers are not familiar with the NET-S and teachers rarely assess students on technology skills. Technology grades on the primary report cards are usually generated from a single assignment, rather than determined after consistent and meaningful technology use by the student. The SSP calls for innovative learning approaches and higher-order thinking skills, which supports further integration and alignment between content and technology standards. The district provides support for this integration though their themed units, but these units are not regularly accessed by teachers. An established technology vision and plan could promote the alignment of curriculum and technology standards and encourage teachers to actively integrate technology with content.  |
| ***Data Sources:*** *LaBelle Elementary School: School Strategic Plan 2013-2014, 2013*; NET-S technology standards; Creighton, 2003 |

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Appendix:

















