

# ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

## *What is the current reality in our school?*

Name: Morgan Green

Semester: Spring 2017

### 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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> <li>- Technology is being used by most teachers and the career and technical classes.</li> <li>- Some teachers implement technology daily in their classroom to meet the targets outlined by the Georgia Learning Standards.</li> </ul>	<ul style="list-style-type: none"> <li>- Not all teachers use technology to track and collect student data.</li> <li>- Not all teachers use research-based practices to support student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide more access to technology for the teachers and students to use.</li> <li>- Provide more training on research-based practices for teachers to use in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Lacking adequate equipment to use technology for day-to-day instruction.</li> </ul>

***Summary of Results/Conclusions:***

Based on the ISTE Diagnostic tools, Creekview scored in the approaching range when it comes to effective instructional uses of technology in standard-based student-centered learning. The gaps within this condition begin with that not all teachers use research-based practice to support student engagement in the classroom and/or use technology to track and collect student data. Creekview does have teachers who utilize the technology tools available to them in their classroom on a daily basis, but the amount of technology that the school has does not provide that opportunity for all classrooms in the school. The technology is being utilized best with the career and technical classes whose classrooms are located in computer labs, to begin with.

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

#### ***Recommendations from Gap Analysis:***

Creekview has strengthened the network to utilize personal learning devices that students bring to class to assist with the lack of technology in the classroom. Since there is an issue with the amount of technology, some teachers do not plan activities in class that requires extensive use of them because it can be difficult to obtain computer lab space, if not done in advanced. Ideally, the schools need to obtain more technology to use in the classroom that can be used. Since funding can be an issue in gain new technology to implement into the classroom. There needs to be a better system implemented to assist in utilizing the computer laptops and labs in a more efficient way. Some teachers are under the impression that the laptop cart housed in their rooms is not be checked out, which can create some issues. To give teachers to opportunities to use more technology in the classroom, there needs to be a master list of the laptop carts and labs available with a digital sign up sheet to provide more access.

Teachers also need more information and training on using technology and research-based practice to use with their students. Students will be able to learn more knowledge and skills that are applicable to the real world. Teachers can also use technology, such as Canvas, to track student data to inform the research-based strategies in the classroom to differentiate instruction. Technology makes this process easier than by manual calculating all of the appropriate information. This will increase student-centered activates that use technology in the classroom.

#### ***Data Sources:***

**Results for Creekview High School [ISTE Diagnostics Tool]. (n.d.). Retrieved March 23, 2017.**

**Green, M. (2017, February). *Technology Assessment Survey Results* [CSV].**

**Merges, M. (2017). *Creekview High School School Improvement Plan* [PDF]. Canton: Creekview High School.**

### **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-based 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 use 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 with research and best practice?*

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

- *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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> <li>- The vision of the district combines input from all stakeholders.</li> <li>- Research-based strategies are implemented in the shared vision.</li> <li>- Shared vision outlines specifics goals and benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>- Creekview as a school does not have their own vision from the district vision.</li> <li>- Creekview is not actively seeking input from all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>- Creekview should use the district level vision to create their own vision that incorporates school-specific goals and benchmarks.</li> <li>- Creekview should collect information from all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>- Creekview does not have a committee to assess the technology usage and implementation of research-based practices.</li> <li>- Some Creekview teachers do not have the appropriate knowledge to know how technology can be used to enhance student learning.</li> </ul>

#### ***Summary of Results/Conclusions:***

According to the ISTE Diagnostic Tool, Creekview's shared vision is approaching. Our district has an excellent vision for technology at the district level that includes goals and benchmarks over the next three years. The district vision includes sections and input from all stakeholders. This plan describes professional development opportunities for the teachers and marketing. Overall, the district plan addresses all necessary means for a comprehensive shared vision including a gap analysis from the instructional, administrative, and parent/community perspectives.

Creekview's technology shared vision; however, is non-existent. Creekview has the ability to gather information and survey the stakeholders in regarding the technology usage and implementation in the classroom. Creekview specifically needs to create their own goals and benchmarks to add to their shared vision. Creekview currently does not have a technology committee that can be in charge of organizing this initiative to create a shared vision. This can prohibit and hinder the process of collecting information and learning about the needs of the school. Also, Creekview has staff members that have limited knowledge on what present technology

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

implementation looks like in the classroom based on a survey that was sent out to the staff. These pose threats to developing a school specific technology shared vision.

The shared vision of the district should guide the individual schools into creating and tracking their own goals. Since Creekview does not have a shared vision it creates a gap in what the school is specifically looking towards. Teachers may not be aware that there is a technology plan that the district has if they are not looking to learn about technology in the district. Without have a plan that is being implemented at our school, it is rather difficult to set expectations of what technology usage in the classroom looks like. Without information from proper stakeholders, the buy-in and support can be limited. The shared vision guides the school in research-based methods and uses of technology to improve student achievement. Creekview is following behind because they do not have a clear and consistent goal for technology, which is creating large gaps in the implementation of technology in the classroom and limits the skills that students have when some teachers are not using technology to grow student learning.

#### ***Recommendations from Gap Analysis:***

Creekview needs to develop a technology committee that would be dedicated to examining the district's three-year technology plan and develop a school-specific plan. The committee would need to survey the appropriate community/parents, teachers, and administrators to gain input from the stakeholders about how they envision technology being used in the classroom. By having a technology committee, the school can have members that assess the technology usage at the school and develop a shared vision from all parties. The committee would then need to develop goals and benchmarks to meet in order to track progression through the vision and be held accountable for meeting them. This would then give Creekview a launching point to see where the school needs to go in terms of technology professional development, improve their involvement of the stakeholders, and communicate clear expectations for the teachers.

***Data Sources: Cherokee County School District Three-Year Technology Plan [PDF]. (2017).***

***Lead and Transform Diagnostic Tool on the ISTE site (results in Appendix)***

***Responses from the Survey Instrument (in Appendix) created by M. Green***

### **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,***

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

*socioeconomic, 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.*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> <li>- Creekview has their teachers completing Microsoft Innovative Educator certification.</li> <li>- District level has a developed plan on how students who do not have access to internet/technology at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Creekview does not have a plan for technology to address the needs of diverse populations in the school.</li> <li>- The district does not have a technology plan that addresses the needs of diverse populations to include race, gender, socioeconomic, and geographic location.</li> </ul>	<ul style="list-style-type: none"> <li>- Create plans to provide opportunities for students to have access to technology.</li> <li>- Create a needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Some parents may not feel comfortable identifying that they have an issue providing for their student.</li> <li>- The ability to provide funding for the opportunities for more technology.</li> </ul>

***Summary of Results/Conclusions:***

The district has outlined their technology plan in their Three-Year Technology Plan. Within this plan, students have a limited plan for students who do not have access to internet/technology at home. The district is implemented a 1:1 initiative to zones that have the largest population of socioeconomic students to help reduce the gap. Creekview is not one of those zones and struggles to provide a plan for students who do not have access to technology. Neither the district or Creekview addresses the needs of students based on race, gender, and geographic location. Creekview does have wireless hotspots that students can use if they have a device to connect it to; however, some SES students do not have access to a device and this does not meet the needs of all students. The district needs to include information and a plan for students whose needs are not addressed. Creekview also needs a plan to address the needs of the students because this population differs from other parts of the county and the school needs to serve their stakeholders. The plans need to be based out of a needs assessment to help guide. Parents may be resistant to being honest about their financial situation and may not get an appropriate reading should a needs assessment be conducted.

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

#### ***Recommendations from Gap Analysis:***

The district needs to systematically create a needs assessment as does the Creekview to guide the plan. The district does a great job addressing the shared vision of where their technology should be, but they do lack information of how they plan on addressing these specific groups. STEM is mentioned as one of the components that the Cherokee County School District is working towards but does not specifically address gender roles where they could have mentioned the big push to encourage girls to participate in. The plan that they create needs to specially outline opportunities for ALL students to participate in and even the playing field out for those of diverse populations. There should be STEM clubs that schools sponsor to encourage girls wanting to get involved in this area. With a needs assessment, the district will be able to plan for programs to implement to ensure that the students are represented with equal opportunity.

#### ***Data Sources:***

***Cherokee County School District Three-Year Technology Plan [PDF]. (2017).***

***Merges, M. (2017). Creekview High School School Improvement Plan [PDF]. Canton: Creekview High School.***

### **ESSENTIAL CONDITION FOUR: Equitable Access** *(Specifically Low SES and gender groups)*

*ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources.*

#### **Guiding Questions:**

- *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
- *To what extent is technology arranged/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *To what extent are strategies needed to **address equity issues among Low SES and gender groups**? What are examples of strategies that would benefit your school/district? (required)*
- *Do students/parents/community need/have beyond school access to support the shared vision for learning?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> <li>- Specific zones in the district are 1:1.</li> <li>- Students have access to technology through the</li> </ul>	<ul style="list-style-type: none"> <li>- At Creekview, access to the internet or technology at home is limited especially for</li> </ul>	<ul style="list-style-type: none"> <li>- Provide more devices to the schools.</li> <li>- Provide each student with a learning device.</li> </ul>	<ul style="list-style-type: none"> <li>- Funding to provide the school with more devices.</li> <li>- Some parents will not</li> </ul>

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

<p>school day.</p> <ul style="list-style-type: none"> <li>- Some teachers are implementing technology into their classroom to promote student-centered activities, especially with Canvas.</li> <li>- Students can use their BYLD and network that the school provides.</li> </ul>	<p>low SES student groups.</p> <ul style="list-style-type: none"> <li>- Some teachers do not implement technology into their classroom practice for engaging, standard-based, student-centered learning.</li> <li>- Not all students have a BYLD that they can utilize at school.</li> </ul>		<p>use the opportunities provided to acquire equal access.</p> <ul style="list-style-type: none"> <li>- There will be limited female involvement as there is not a program that currently targets them.</li> </ul>
--	--	--	--

#### ***Summary of Results/Conclusions:***

According to the ISTE Diagnostic tool, Creekview High School meets the needs of providing equitable access. At Creekview, the students do have the opportunity to bring their own learning devices and connect to the network, if they do not have a learning device, they can use computers at school before/after school and during the lunch. Teachers who implement technology into their classroom also have the ability to provide students with technology to meet the needs of the class. Cherokee County District has targeted schools with the largest amount of SES students and began the 1:1 initiative to help shorten the gap in those areas. Creekview is not one of those districts, but in time, will be able to also join the 1:1 initiative. Until then, the school only have 1.69 computers to every student. Funding is a major issue for Creekview to gain more devices. The students of low SES do not always utilize the opportunities to acquire new technology, not because they don't want to, but because they do not have the ability to afford that piece of technology or because they do not understand the impact that this tool can have on their student's education.

#### ***Recommendations from Gap Analysis:***

According to the survey, teachers were not aware of any gender issues at our school, so bringing awareness to not only gender issues but also SES groups to ensure that the needs of all students are met and they have equal opportunity to be successful in the classroom. Creekview also needs to target students who are of SES status so school staff can inform the students of the various opportunities to have access to technology during the school day and at home. Creekview needs to purchase more wireless hotspots for students to check out and look into making devices available for check out so students can have devices to use at home. Canvas is

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

a web-based tool that comes with a downloadable app, so the devices did not necessarily have to be a computer in order for the students to complete their class assignments. The district should also look into to being able to provide parents with an opportunity to purchase technology such as computers and tablets at discounted rates to assist in closing the gap. Since the district already provides computers to the 1:1 schools and purchases new equipment for the other schools, they would be able to get lower rates and it would give the families an opportunity to own equipment that is recommended for the students already. This would also help close the gap and involve parents in this process. As for gender equality, Creekview can create after-school programs that encourage women to investigate skills and careers in technology fields, some schools in the district already have similar programs, so this could create a partnership among other schools to serve a large population of females.

***Data Sources:***

**Results for Creekview High School [ISTE Diagnostics Tool]. (n.d.). Retrieved March 23, 2017.**

**G. Little, (personal communication, March 22, 2017).**

***Cherokee County School District Three-Year Technology Plan [PDF]. (2017).***

### 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.)*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
- Some teachers use a	- Not all teachers have	- Explain to teachers	- Teachers who are



## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

variety of technology tools. - Some teachers use Canvas to implement classroom instruction.	the knowledge on the methods of how to use technology in the classroom to create engaging student-centered activities. - Not all teachers have the knowledge of what technology tools to use in the classroom.	what the classroom with technology looks like using Canvas to its fullest ability. - Create a mentorship with fellow teachers	resistant to using technology in the classroom.
--	---	--	---

#### ***Summary of Results/Conclusions:***

In regards to our skilled personal, Creekview is beginning in this section based on the ISTE Lead and Transform Diagnostic Tool. From the survey results that were collected, it was evident that the teachers mistake technology for using the projector and SMART Board to show their lecture notes or pictures on the board. Some teachers are confused at what is considered implementing technology in the classroom, which limits the tasks and skills that students are asked to perform. Teachers need to be informed how technology implementation should look like in the classroom and provide them with resources and support to be successful at using them in the classroom. Teachers who are resistant to using technology in the classroom because they find them a distraction can prohibit appropriate uses for technology in the classroom. On a positive note, Creekview does have teachers that utilize a variety of technology tools in the classroom and use Canvas's advanced features to challenge the students. These are the teachers that have a strong grasp of what technology in the classroom looks like and who seek out new technology to bring in to enhance the curriculum.

#### ***Recommendations from Gap Analysis:***

It would be recommended for the teachers who have a firm understanding of the use of technology in the classroom become mentors to the struggling teachers. This would create a partnership approach to coaching colleagues that would not only bring the staff members together but also a great learning opportunity for both parties. It would be advised to have the teachers who are resistant to observe other teachers who are excelling in this so they can see the methods in practice to show them how it is possible. I would encourage teachers to create goals that they are working on to improve their technology skills in the classroom and have an open-door policy where other teachers can come in to observe them to provide feedback. This would help create a growth mindset for all teachers.

**ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment**  
***What is the current reality in our school?***

**Data Sources:** Green, M. (2017, February). *Technology Assessment Survey Results* [CSV].

**Results for Creekview High School [ISTE Diagnostics Tool]. (n.d.). Retrieved March 23, 2017.**

**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 are professional learning opportunities 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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> <li>- Cherokee County School District provide ample opportunities for teachers to attend.</li> <li>- Creekview is implementing Microsoft Innovator Educator (MIE) in-house training during teachers planning/lunch period.</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance at these meetings is low.</li> <li>- Professional learning in isolated in a separate topic.</li> <li>- Professional development follow-up is minimal</li> <li>- Opportunities for teachers to practice with supporting these techniques is not provided.</li> </ul>	<ul style="list-style-type: none"> <li>- Design professional development that integrated into all professional learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Some teachers will not make time to attend the offered training.</li> </ul>

***Summary of Results/Conclusions:***

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

Cherokee County School District provides a multitude of professional development course after school to all level and with all type of technologies. The professional development courses can be weekly meetings over the course a set amount of days, or it can be one night where they focus on one tool. This professional development is free and optional for teachers to attend. A newsletter is sent out to inform teachers of these courses quarterly. These are not heavily attended by teachers at Creekview, but Creekview is becoming MIE certified at their school, which is giving them some professional develop the tools Microsoft has to offer. These tools are in the district's three-year technology plan to get all teachers in the county to be MIE certified. The students have access to these tools, so the teachers can take these skills back to the classroom and use them with their students. With MIE training, the professional learning is isolated into separate topics and does not provide an opportunities to see it implemented in all professional learning opportunities as most of the tools perform specific tasks that only a couple of the departments at school can utilize without being provided additional support. Some teachers do not attend these mandated MIE training sessions which limit their success in using technology in the classroom.

#### ***Recommendations from Gap Analysis:***

The professional development courses need to be advertised more and be able to provide more personalized learning so the teachers can see the application into their subject area/classroom. It would be beneficial to provide time during the training to give teachers time to work with the new tool while having technology instructor in the classroom so that it would minimize the fear that teachers have of not being able to use this activity because they can practice. It is not that teachers do not want to improve their practice, it is more along the lines of they do not have additional time to set aside and attend training, or they do not be adequate in their technology ability to take risks in the classroom. I would suggest that the instructional technology coaches provide webinars and technology chats that teachers can participate in each week from the comfort of their home so provide more targeted tools and give teachers another option to gain knowledge of the up-and-coming technology tools used in the classroom.

#### ***Data Sources:***

**Green, M. (2017, February). *Technology Assessment Survey Results* [CSV].**

***Cherokee County School District Three-Year Technology Plan* [PDF]. (2017).**

**Results for Creekview High School [ISTE Diagnostics Tool]. (n.d.). Retrieved March 23, 2017.**

**ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment**  
*What is the current reality in our school?*

**ESSENTIAL CONDITION SEVEN: Technical Support**

*ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.*

**Guiding Questions:**

- *To what extent is available equipment operable and reliable for instruction?*
- *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current “downtime” 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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> <li>- Procedures are implemented to submit technology issues to our technical support.</li> <li>- Technical support “down time” is efficient to how important the issues is.</li> <li>- Canvas provides 24/7 support for teachers 365 days a year.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers do not always report technical issues with the computers</li> <li>- There currently is no support for instructional issues when teachers use technology in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide an opportunity for teachers to be provided support staff to assist with instructional issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Some teachers will not search for instructional support with implementing technology in the classroom.</li> </ul>

***Summary of Results/Conclusions:***

The technology support at Creekview High School is efficient. The technology support at Creekview responses on average in a timely manner depending on how dire the technology situation is. If the technology is something that teachers uses frequently during instruction and it would inhibit what the teacher would do, the responses in a typically same day. If the problem is a malfunctioning laptop computer, it may be a couple of days before they can get to investigating the problem. The Cherokee County School District has a web-based technical support system where teachers can submit the technical issues, so they can be tracked, monitored, and completed with ample documentation. One of the biggest issues with this system is that teachers do not key in the issues when they occur. Typically, teachers will just make adjustments to their lesson and continue on without reporting the problem. Creekview also does not have instructional support specifically dedicated to assisting them with implementing technology in the classroom.

**ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment**  
***What is the current reality in our school?***

***Recommendations from Gap Analysis:***

Since Creekview does not have instructional technology support for the teachers in the classroom other than the administrators and fellow teacher mentors in the building. It would be extremely beneficial for teachers to have someone who could create personalized learning opportunities for teachers to assist them in closing the gap between implementing technology and using the best research-based practices that are outlined in the Three-Year Technology Plan. Our school district currently has six technology specialist to assist with the six zones in the district, which means that there is one technology specialist per all elementary, middle, and high schools in that one zone. This does not allow for the technology specialist to have time to also work with teachers implementing technology into their classroom and providing follow-up support. By having someone work specifically with the school would improve the culture and teaching because they will be able to create a coaching relationship to better the instructional technology used in the classroom.

***Data Sources:***

***Cherokee County School District Three-Year Technology Plan [PDF]. (2017).***

***G. Little, (personal communication, March 22, 2017).***

***Merges, M. (2017). Creekview High School School Improvement Plan [PDF]. Canton: Creekview High School.***

***Green, M. (2017, February). Technology Assessment Survey Results [CSV].***

**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*

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

<ul style="list-style-type: none"> <li>- Creekview provides digital curriculum resources.</li> <li>- Media specialist is extremely knowledgeable in the digital resources that Creekview has.</li> </ul>	<ul style="list-style-type: none"> <li>- Not all teachers, students, and parents are aware of the student technology standards.</li> <li>- Not all teachers are aware of the resources available to them.</li> <li>- Student technology literacy is not formally assessed.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide students will technology training consistently on a variety of tools through Office 365.</li> <li>- Incorporate the technology standards into the shared vision of Creekview.</li> </ul>	<ul style="list-style-type: none"> <li>- Students having gaps in the technology skills due to the school and teacher that they had in elementary and middle school.</li> <li>- Not all teachers will adjust their curriculum to align technology standards.</li> </ul>
--	---	---	--

#### ***Summary of Results/Conclusions:***

Creekview has purchased licenses for many web-based programs that allow students and teachers to utilize specific programs for departments, to conduct research, to provide testing preparation and practice, and to further students' technology skills. The media specialist at Creekview has extensive knowledge in using these technology resources. Despite having all of these great resources, not all teachers are aware of them, nor do they know about the student technology standards based on the survey that was conducted. Student technology is not formally addressed with the teachers but is typically housed within the media specialist job duties. Through the student's career from elementary school to high school, the amount of exposure to technology varies depending on what school they attend and what teacher they had. By the time students get to high school there are gaps in technology skills and knowledge while most teachers assume they have the knowledge when they do not. Also, not all teachers align their content practices with technology standards to create better student technology literacy.

#### ***Recommendations from Gap Analysis:***

A recommendation to assist in closing the gap between students knowledge of technology would be to host training sessions for the students to attend. This could be done per class if they are working with specific skills, but that could become boring for a student who possesses advanced skills. It would be ideal to have a class offered once a week during the student's lunch period that they could attend to fill in the gaps of their technology skills to help them meet the student technology standards and to prepare them for the future. All students are provided an email address and Office 365 account with a variety of tools that they can use outside of the classroom, so training on these programs would be a great starting point to begin to close the gap. Creekview should also consider

## ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

### *What is the current reality in our school?*

making teachers more aware of the resources that are available and having that initiative be led by the media specialist to departmentalize those for the teachers, so the information is tailored. Creekview needs to incorporate the technology standards into their shared vision and SIP. This way the school can set goals and benchmarks to assist in getting teachers to align the technology standards to their content areas. By completing all of those tasks, student technology literacy would improve and the culture of the school would shift to implementing more technology into the classroom.

#### ***Data Sources:***

***Cherokee County School District Three-Year Technology Plan [PDF]. (2017).***

***Merges, M. (2017). Creekview High School School Improvement Plan [PDF]. Canton: Creekview High School.***

***Results for Creekview High School [ISTE Diagnostics Tool]. (n.d.). Retrieved March 23, 2017.***

**ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment**  
***What is the current reality in our school?***

**References**

***Cherokee County School District Three-Year Technology Plan [PDF]. (2017).***

**G. Little, (personal communication, March 22, 2017).**

**Green, M. (2017, February). *Technology Assessment Survey Results* [CSV].**

**Merges, M. (2017). *Creekview High School School Improvement Plan* [PDF]. Canton: Creekview High School.**

**Results for Creekview High School [ISTE Diagnostics Tool]. (n.d.). Retrieved March 23, 2017.**

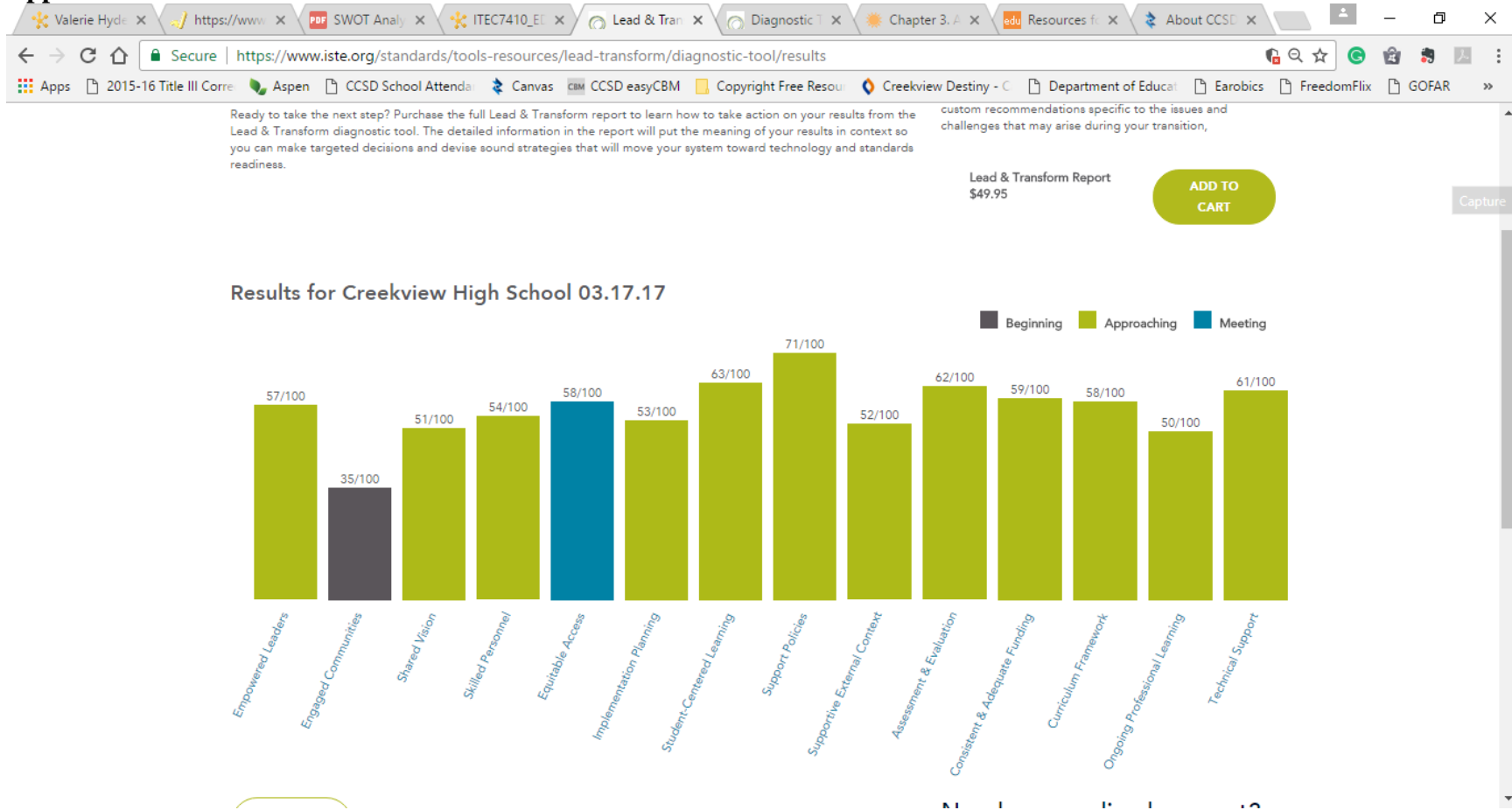


# ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

## What is the current reality in our school?

### Appendices

#### Appendix A:



# ITEC 7410/EDL 7105 SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

**Appendix B:**

[Results of Survey](#)