# SWOT Analysis Template for Technology Planning Needs Assessment
## *What is the current reality in our school?*

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| **ESSENTIAL CONDITION ONE:  Effective Instructional Uses of Technology Embedded in Standards-Based, Student-Centered Learning** | |

*ISTE Definition: Use of information and communication technology (ICT) to facilitate engaging approaches to learning.*

**Guiding Questions:**
- *How is technology being used in our school? How frequently is it being used?  By whom? For what purposes?*
- *To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, QCCs)?*
- *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge?  Is day-to-day instruction aligned to research-based best practices?  (See Creighton Chapters 5, 7)*

| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
|---|---|---|---|
| Ipads for each grade level, portable technology stations, 2 computer labs, Smartboards in each classroom | Teachers aren't fluent in using technology beyond drill and practice (School Perceptions Survey) | Professional learning to increase student usage of technology. | Slower student growth |
| Focus Walks to determine student usage (WF Focus Walk data) | Teachers are using technology as opposed to students (Focus Walk data). | Professional learning to help teachers explore various learning opportunities. Introduction of ISTE and LoTi. | Poor student test scores  Students unprepared for new testing system |
| Day-to-day instruction includes technology (Lesson Plans) | Teachers aren't applying technology with research-based practices, deep understanding of content, and transfer of knowledge. | BYOT policy implementation | Teachers do not take ownership in the importance of technology in the classroom |
| Teacher usage of email as main form of communication | | Students use online tutorials for learning | Teachers fear using technology in the classroom due to lack of knowledge |
| Some teachers use technology as a form of differentiation in groups to target student skills (WF SIP, Lesson Plans) | ALL students struggle with using technology beyond games and word processor | Students are given advanced projects in the classroom as opposed to drill and practice | |
| Gifted teacher uses technology | | | |

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| as a means to gage higher order thinking skills in students (WF SIP) | | | |

*Summary/Gap Analysis:*

*Teachers are gradually gaining ground in using technology at West Fannin Elementary School. Teachers are able to fluently use email to communicate, record and post grades, and keep attendance. Some teachers are able to create webpages and lessons using technology. Additionally, teachers are using technology as a means of differentiation for students in their classrooms. They are able to target specific needs areas and address these with technology. Teachers document technology usage on lesson plans each week.*

*Technology usage is still problematic for students. Many students aren't using technology enough especially beyond drill and practice. Through Focus Walk data, this could be due to the lack of technology use since teachers are primarily using technology. Students are not getting the research-based, engaging projects and lesson through technology. Since teachers need additional training in creating these lessons, current lessons are basic. Technology is being used as a means to an end.*

*With the implementation of BYOT in the system, more access to higher order thinking skills lessons would be available to students. Teachers could use this policy in order to enhance the classroom experience for all students. Online tutorials could be used to help students freeing the teacher to work with other groups. Additionally, advanced projects could be assigned and completed within a reasonable amount of time.*

*There are still several threats that exist to be addressed: slowed student growth, poor student test scores, unprepared students, teachers not taking ownership for technology and fear of using technology. All of these will need to be addressed via professional learning and professional learning communities.*

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*Data Sources: West Fannin School Improvement Plan, Lesson Plans, School Perceptions Survey, Focus Walk Data*

### 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 <u>believe</u> about technology and what types of technology uses we should encourage in the future? Are their visions similar or different?  To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?*
- *To what extent do educators view technology as critical for improving student achievement of the GPS/QCCs? To preparing tomorrow's workforce? For motivating digital-age learners?*
- *What strategies have been deployed to date to create a research-based shared vision?*
- *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?*

| Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|
| The district has a vision which is followed by West Fannin Elementary School.<br><br>Technology is being utilized to support and enhance instruction.<br><br>Vision plan aligned with CCGPS.<br><br>Technology is essential in successful classrooms (survey) | The vision isn't shared amongst other schools. The vision is displayed and focused on by all teachers, administrators, and parents.<br><br>Educators do not have a sense of students' preparedness beyond their classroom.<br><br>Teachers have minimal familiarity with technology standards | Provide teachers, parents, and administrations the opportunity to take ownership with the development of the district technology plan.<br><br>Revise vision statement to include expectations for technology use (align with research and best practice), beliefs about technology use (to prepare students for real life situations) | Students unprepared for real-life situations<br><br>No direction or goals for the school to move in with technology integration<br><br>School making no gains to enhance student learning through technology<br><br>No commonality amongst how to use technology or creating lessons |

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| | No technology leadership in the building<br><br>Lack of teacher training in technology expertise | Professional learning to help teachers create technology-based lessons<br><br>Grants could be written to gain more access to technology or programs for students | |
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*Summary/Gap Analysis:*
*West Fannin Elementary School follows the district technology plan. The plan is structured around the Common Core State Standards. This vision is implemented in a few classrooms. Parents, students, and teachers are unaware of this vision or technology standards. Parents seem to not mind if technology is being used in the classroom or not. Perhaps educating parents on technology usage and its success in education would be essential for parent involvement.*

*Since technology is available in the school, the problem lies with the way the technology is used. Since there is no technology leadership or technology expertise in the building, it is essential for teachers to be aware of the technology standards. This will help teachers begin to prepare students for real world situations not just classroom experiences. Professional learning could also help teachers become more familiar with how to develop lessons in the classroom which are technology-based and contain higher order thinking skills.*

*There are many opportunities for a successful vision plan to be used at West Fannin Elementary. Aside from professional learning opportunities, grants could be written by teachers and the academic coach in order to gain top of line technology or access to new technology-based programs. The vision statement could be revised with input from teachers and parents so there is ownership in the policy. All of these are essential if the school wants to continue to make gains toward student success. Professional Learning Communities could also be developed within the school in order to establish commonality amongst teachers.*

*Data Sources: School Improvement Plan, School Perceptions Survey, District Vision Statement*

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

| ESSENTIAL CONDITION THREE:  Planning for Technology |
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*ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.*

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

| Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|
| Various technology sources such as Ipads, mobile labs, Smartboards, and Computer labs<br><br>Teachers use technology in day-to-day operations (Lesson Plans)<br><br><br>County Vision Plan<br><br>Teacher drive created to share and store technology lessons and resources | No formal technology plan present in school<br><br>Focus Walk data shows teacher use of technology more than student use<br><br>Teachers are using primarily drill and practice technology resources | Introduce teachers to ISTE and LoTi<br><br>Provide professional learning to enhance classroom instruction via available technology<br><br>Provide professional learning to enhance student lessons/learning using technology as authentic/real world<br><br>Develop a formal technology plan to help teachers in the classroom<br><br>Technology mentors for teachers who do not feel comfortable with technology | Lack of teacher interest<br>Challenging expectations from teachers<br>Stress from teachers due to change<br>Demands on time<br>Slower student growth<br>Poor student test scores<br>Students unprepared for new testing system<br>Students unprepared for real-life situations |

*Summary/Gap Analysis:*
*While various technology sources are available and being used, no formal technology plan is in place for teachers or students. Focus Walk data does show teachers use technology more than students. This needs to be improved. With a formal plan in place, steps could be taken to correct this data.*

***The school could begin developing a plan by introducing teachers to ISTE and LoTi in order to enhance the learning experience***

*for students. Ongoing professional learning could be used to help teachers create lessons using available technology in order to prepare students for real world situations. Additionally, giving teachers the opportunity to collaborate regarding technology lessons would be helpful. This would alleviate the use of only "drill and practice" technology and provide teachers with options for using technology.*

*Creating technology mentors within the school would help to ensure teachers are comfortable with technology. There could be set meeting times and discussions/learning opportunities for ways to improve technology usage throughout the school. This would help familiarize teachers with technology standards.*

*Data Sources: School Improvement Plan, Lesson Plans*

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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?*

| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| --- | --- | --- | --- |

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| Student technology resources: Ipads, computers, computer labs, library<br><br>Parents technology resources: Parent Portal, library, parent liaison<br><br>All teachers have 10 Ipads,3 desktops, Smartboard, and Laptop for student usage in the classroom. | Parents are ill-informed on standards-based, student-centered learning.<br><br>Many households do not have internet access outside of the school (Parent Involvement Survey)<br><br>Teachers need to provide more opportunities for technology to increase standards based, student-centered learning (survey)<br><br>Limited printing capabilities due to ink cartridges<br><br>More devices available in the classroom | Educate parents on standards-based, student-centered learning.<br><br>Professional learning for teachers to build standards-based, student-centered learning opportunities using technology in the classroom.<br><br>Students are given opportunities to use technology to learn and create projects<br><br>Technology mentors in the school to help teachers<br><br>BYOT policy could be implemented to increase resources for students | Teachers have limited knowledge in using technology to build lessons for students.<br><br>External Factors: lack of technology access outside of school.<br><br>Time restraints on both teachers and parents<br><br>Lack of technology based lessons which could be used in the classroom |

*Summary/Gap Analysis:*
*While technology is available at school, many students and parents have limited access outside of school. There are many forms of technology available to students such as iPads, laptops, and computer labs. Teachers use the Smartboard as their primary means of technology use in the classroom. These are used to enhance student learning and achievement as proposed in the School Improvement Plan. Smartboards enable students to participate in the classroom with a hands-on interactive approach.*

*Since the computer lab will be new this year, it is hard to address exactly how accessible it will be to teachers. Additionally, it is also hard to determine the usage of it. One could assume it would be used as a means for students to play "educational games" as a means of technology learning. It would be ideal to have more devices present in the classroom to continue to enhance lessons. Also, adding money to the budget for more ink cartridges and printers would be essential to student research as they can't print at this time.*

*At this point, the biggest struggle present is external factors. Many students and parents are unable to access technology outside the building. This issues causes problems when trying to reinforce skills taught and communication with parents.*

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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 |
|---|---|---|---|
| Most teachers have proficient skills in using technology in the classroom on a day-to-day basis.<br><br>Teachers are efficient in the use of email (survey)<br><br>Teachers are efficient in the use | Teachers are weak in the usage of Excel to create charts and graphs for data tracking (survey).<br><br>Most teachers are not proficient in creating technology lessons which have higher order thinking skills. | Technology mentor teams to help address weaknesses<br><br>Google and YouTube to learn simple troubleshooting<br><br>Practice in Excel to help teachers use data driven instruction. | Teacher intimidation about using and implementing technology because of lack of knowledge<br><br>Various skill levels as far as technology usage and comfort are available in the building. |

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| of Microsoft Word and other word processing programs (survey).<br><br>Teachers feel proficient in the usage of their Smartboards (survey). | Teachers are weak in troubleshooting on technology devices and programs in the classroom (survey). | | Teachers want to avoid technology and continue teaching the way they also have |

*Summary/Gap Analysis:*
*Teachers use technology on a daily basis. According to surveys, teachers can use Smartboards, Microsoft Word programs, and email. However, teachers are not proficient when troubleshooting, creating technology-enhanced lessons, and using Excel to track student data.*

*There are alternatives to help teachers gain proficiency and feel more comfortable with the weak areas. Technology mentors, Google, and YouTube are cheap and efficient ways to assist teachers in daily technology needs.*

*By taking ideas from teachers and building trust, teacher will begin to want to take stock in the use of technology. This will eliminate the threats teachers see present.*

*Data Sources: School Perceptions Survey*

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

| ESSENTIAL CONDITION SIX: Ongoing Professional Learning |
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*ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.*

**Guiding Questions:**
- *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
- *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
- *Do professional learning opportunities reflect the national standards for professional learning (NSDC)?*
- *Do educators have both formal and informal opportunities to learn?*
- *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
- *How must professional learning improve/change in order to achieve the shared vision?*

| Strengths | Weaknesses | Opportunities | Threats |
| --- | --- | --- | --- |
| Built in professional learning days throughout the school year (School Improvement Plan)

Optional summer professional learning days for stipend

Excellent attendance on all professional learning days | Professional learning isn't geared to particular learning (what the teacher likes best)

Some professional learning standards are not met (outcomes, learning communities)

No in classroom coaching on topics needed by teachers. All learning is formal.

Technology learning is isolated.

Time to practice and develop what has been learned through professional learning (survey) | Additional opportunities for professional learning provided to gain monetary stipends or PLU's.

Technology Mentor Committees | Intimidation in training due to lack of knowledge from teacher

Lack of implementation based on what has been learned through professional learning

Experienced teachers have an "I do not want to change" attitude |

*Summary/Gap Analysis:*
***There are various opportunities throughout the year for teachers to gain professional knowledge. These opportunities have a main***

*focus on classroom management, differentiation, or technology. If technology mentors were implemented, professional learning would be in a more informal setting where teachers can feel more comfortable with what they are learning. Administrators should recognize teachers need time to implement and practice what has been learned. Therefore, they should not be penalized rather encouraged to take time to practice.*

*If a relationship of ownership and trust is developed between teachers and administrators through discussion, teachers are likely to be more accepting of the changes. With this being said, enhancement in the usage of technology will become present in all classrooms.*

*Data Sources: West Fannin School Improvement Plan, School Perceptions Survey*

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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 <u>instructional</u> issues when teachers try to use technology in the classroom?*

| Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|
| High-speed internet

Equipment accessible and up- | Tech support takes a while to respond to the issue which often takes away from | Policy outlining time frame for issues to be resolved within reason | Time limits when waiting on tech support |

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| to-date | enhanced instruction | Technology mentor community to address issues and help teachers feel more comfortable when troubleshooting | Equip breaking and no money to fix or replace it |
| Available tech support on issues | One tech support person in the building | | |
| Tech support is efficient in knowledge on programs/equipment in the school | Support staff has little to no knowledge on the use of technology in the classroom | Apply for additional funding in order to provide upkeep on existing equipment | |
| Technology devices are relatively new in the building | | | |

*Summary/Gap Analysis:*
*West Fannin Elementary has recently updated the internet connection providing high speed internet to all areas of the school. With the lack of troubleshooting skills and technology personnel, teachers often feel frustration when something planned does not work as it should. A policy outlining time frames for response would be essential in keep the classroom running smoothly. Perhaps a help ticketing system.*

*Having additional help for technology mentors would definitely alleviate stress on the technology specialist in the building. It would also build confidence among teachers to solve their own problems if possible. Additionally funding could ensure equipment is working properly and up-to-date.*

*Data Sources: District Technology Plan*

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

| ESSENTIAL CONDITION EIGHT:  Curriculum Framework |
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*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 |
|---|---|---|---|
| Vast library of digital curriculum resources available

A few teachers who can create resources with technology integration into the lesson

Teachers understand the importance of technology in education

Teachers use technology day-to-day in the classroom (School Improvement Plan, Lesson Plans) | Educators, students, and parents are unaware of NET-S.

School does not educate or enforce the usage of technology standards

No assessment for student technology standards

Teachers feel students use technology better than them, but only want to play games (survey) | Professional learning on technology standards

Include technology standards on lesson plans

Technology Mentors to help teachers understand standards and apply them daily in the classroom | Parents and students unfamiliar with standards

Parents and students unfamiliar with the impact technology has on education |

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*Summary/Gap Analysis:*

*Teachers at West Fannin Elementary understand the impact technology has on education. They document technology usage daily in their lesson plans. There are a few teachers who are fluent in technology use and development. Those teachers could be asked to volunteers as mentors to help others develop lessons and troubleshoot. West Fannin does have a teacher drive in which lessons are stored for others to use.*

*Additionally, educating teachers on technology standards and their usages would be necessary in student success. Also, incorporating parents into this mix would allow them to understand the importance and take stock in their child's education.*

*Data Sources: School Improvement Plan, Lesson Plans*