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
- Teachers use PowerSchool for daily attendance and grades, parents can access this information with a password - Teachers, staff, and administration use email daily to communicate with one another and with parents - Some teachers have been provided with laptops and Epson Brightlink projectors to use in daily instruction - Many teachers use class web pages, Edmodo accounts, and Remind101 to keep students and parents	- Not all teachers have access to laptops and Epson Brightlink projectors - Not all students have school-issued laptops, making it harder for teachers with mixed grade level courses to use technology - Technology is used mainly for word processing and PowerPoint presentations, not for higher-level thinking - Teachers have had very little training in Blackboard Learn - Teachers have had no training regarding the new staff and student	- Many students are already comfortable with technology - Students who do not have the school-issued laptops could bring their own devices for use on the improved school network - Some of the teachers are already familiar with Blackboard Learn and could help coach those who are having trouble - The teachers who are using the student laptops to engage students in higher-level thinking could share their ideas with the staff	- Some of the teachers feel uncomfortable with technology themselves and are therefore not using it with students - Students misuse the laptops, especially in classrooms where the teacher is unsure of how to properly implement technology - Lack of funds and/or a slow distribution of funds to get laptops to all teachers and students

informed of news, events, and assignments • The office staff maintains a Facebook and a Twitter account in addition to the school web site for events and announcements • The freshman and sophomore classes will be provided with school-issued laptops • The school's network was updated last year to accommodate the student laptops • Teachers and administration will begin using Blackboard Learn in the fall of 2014	laptops		

Summary/Gap Analysis:

    Teachers, staff, and administration use technology on a daily basis for communication and for routine tasks such as attendance. Most of the teachers are comfortable with the PowerSchool's gradebook and student information features. Teachers received some training on Blackboard Learn during the 2013-2014 school year and will be expected to start using it with their students in the fall. Last year's freshman class was the first to receive student laptops. This year the freshman (who had laptops in 8th grade) and sophomore classes will have laptops. The school upgraded its wireless network and for the most part it has been able to handle the additional users.

    While several teachers did receive laptops and Epson Brightlink projectors (that make your whiteboard interactive), only a small percentage of those teachers have started using this technology for its intended purpose. Many use it simply to magnify something on a larger screen, not for student interaction. This is at least partly due to a lack of professional development. This technology was installed last summer and training has yet to be provided.

    Funds for the student laptops were provided by a grant. This grant money is being disbursed in installments, allowing only one grade level at a time to receive laptops. This is frustrating to those teachers who teach multiple grade levels or courses with mixed grade levels as their students do not have equitable access to technology. By the fall of 2016, this will no longer be an issue.

Data Sources: SIP, Bartow County Technology Plan, observation

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<table>
<tr><td colspan="4" align="center">ESSENTIAL CONDITION TWO: Shared Vision</td></tr>
<tr><td colspan="4"><i>ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.</i></td></tr>
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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?*

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<tr><td align="center"><i>Strengths</i></td><td align="center"><i>Weaknesses</i></td><td align="center"><i>Opportunities</i></td><td align="center"><i>Threats</i></td></tr>
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- Bartow County does have a vision for technology which available on their web site
- This vision includes upgraded technology for all schools in the district over a period of 4 years
- Adairsville High includes some goals for technology in the SIP

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- The county's vision is focused on purchasing technology, not on the implementation of technology in student learning
- Adairsville High does not have a specific vision for how technology can be used to enhance student learning
- Few teachers are aware of the technology standards and/or how to implement them into research-based lessons

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- A technology committee could be formed to create a school vision for technology
- Administration could identify teachers with knowledge of the technology standards and their implementation to help guide/coach others
- More professional development opportunities could be made available to teachers

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- Lack of funds to support professional development
- Teachers have not been given clear expectations of how technology should be used in student learning
- Disagreement over which technologies will best serve students' needs

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Summary/Gap Analysis:
The county has made a vision plan for procuring technology, but it speaks very little as to what type of training teachers will receive and how the technology will be used to enhance student learning. Adairsville High School has no technology vision of their own, although they did include a couple of goals regarding technology in the School Improvement Plan.
Since the county's vision is really about what types of technology they are going to purchase, it is not aligned with technology standards. Many teachers are not even aware that there are national technology standards to help guide them as they implement technology into their lessons. Many teachers have been given technology, but no clear expectations of how it should be used in student learning.
A committee needs to be formed at the school level to establish a clear vision of how technology will be used within research-based best practices. Administration should seek to identify those teachers who are already implementing technology and using the ISTE standards. These teachers can serve as models, and possibly coaches if funds are not available to bring in a technology coach, for other teachers who have limited experience with technology.
Data Sources: *SIP, Bartow County Technology Plan, observation*

ESSENTIAL CONDITION THREE: Planning for Technology
ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.
Guiding Questions:
• *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)*
• *What should be done to strengthen planning?*

Strengths	*Weaknesses*	*Opportunities*	*Threats*
• There are some goals related to technology within the SIP • There is new equipment and an improved network for teachers and students to use	• There is no school wide plan for the use of technology • Teachers are using technology to varied degrees and some teachers are not using technology at all as part of student learning • Some teachers are not	• A committee could be formed to develop a school technology plan • A survey could be conducted to determine current uses of technology and areas of weakness • Training on the new technology in the school	• There is no clear plan for the use of technology • Limited funding for technology training

	trained on the new technology in the school and therefore do not use it	could be provided	

Summary/Gap Analysis:

   There is no school wide plan for the use of technology at Adairsville High School. The School Improvement Plan includes goals about using technology for communication with parents and for providing more students with student laptops, but does not discuss how technology will be used in student learning. Due to a lack of training, some teachers are using the new technologies in their lessons and some are not.

   The school needs to form a committee to develop a school technology plan that details how technology will be used to engage students and help them to reach higher levels of thinking. This committee should survey the teachers to determine how technology is currently being used and areas of weakness. Professional development should then be provided to help teachers bridge the gap between where they are now and the goals of the school technology plan. If no funding is available, teachers who are already strong in using technology with their students could help mentor teachers who need assistance.

Data Sources: *SIP, observation*

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*
• All freshmen and sophomores currently have school-issued laptops • Plans are in place for all students to have laptops beginning in the fall of	• Not all students and teachers have laptops at this time, so this technology is being used to varied degrees around the school • Not all classrooms are	• Teachers who have freshman and sophomore classes can begin implementing lessons that use technology for higher-order thinking	• Some students do not have access to technology outside of the school • Some teachers may not know how to integrate technology into their

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2016 • Additional computers are available in computer labs and the media center • Some classrooms are equipped with Epson Brightlink projectors that make the whiteboard interactive • All teachers, staff, and administration have access to a desktop and/or a laptop • Attendance and grades are kept through PowerSchool and can be accessed by teachers, staff, administration, students, and parents	equipped with Epson Brightlink projectors • Teachers have not received training on new technologies • The new laptops and computers are Macs and the older computers are PCs, so some teachers and students are having to adjust to the different platform and/or use both in different classes	• Teachers who are using technology for student learning can share their ideas to encourage others to start as well • Professional development regarding using the student laptops to help students reach higher levels of thinking could be provided	lessons effectively • Laptops can become a distraction for students if they are not engaged in the lesson • Funding for additional technologies and teacher training may be an issue

Summary/Gap Analysis:

   Bartow County's Vision for Technology plans for all students in grades 3-12 to have school-issued laptops. Adairsville High School will have all 9th and 10th graders with laptops this year and plans to have all students with laptops by the start of the 2016-2017 school year. Every student in our feeder middle school is already using laptops. Some of the teachers at the high school have received laptops as well as Epson Brightlink projectors that make the whiteboard interactive.

   Due to the fact that only half of the school has changed over to the new Mac laptops and the other half is still using desktop PCs, there are sometimes issues with planning. This is especially true for teachers who teach different grade levels and/or courses with mixed grade levels. The different platforms can also be a problem for those students who use the Mac laptop at school, but a PC at home.

   At this point no official training has been provided on either the laptops or the Epson projectors, so some teachers are using them and some are not. Also, some teachers still do not have this technology in their classroom. Since the school knows that everyone will be using these technologies within the next two years, professional development on how to use the technology for student engagement should be a high priority.

Data Sources: *SIP, Bartow County Technology Plan, observation*

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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
• Teachers know how to use technology for communication through email, class web sites, Edmodo, Remind101, and various other tools • Teachers know how to use PowerSchool to enter attendance, set up and enter grades, and look up student information • Teachers know how to use the internet to look up information • Teachers know how to use basic word processing and presentation software • Some teachers know how to add content to	• Some teachers do not know how to add content to their Blackboard Learn pages • Some teachers do not have enough personal technology knowledge to troubleshoot issues that arise during lessons • Some teachers do not know how to use the technology skills they do have with students	• Teachers can incorporate whatever technology skills they have at this point into their lessons • Teachers can watch "how to" videos on basic computer trouble-shooting • Teachers can work together in their content area teams to improve their knowledge of Blackboard Learn, plan technology-infused lessons, and create online assessments	• Teachers may not have common planning time to work with their team during the school day • Teachers may not want to incorporate technology into their lessons • Teachers may not want to spend the time to learn the technology themselves • The wide range of technology knowledge in the school may make providing training difficult

Blackboard Learn			

Summary/Gap Analysis:
   Teachers use technology on a daily basis for communication, lesson planning, attendance, and grading. Many teachers in the school have class web sites, Edmodo accounts, and know how to send Remind101 messages to students and parents. Teachers use Microsoft Office to type documents and create presentations and some use these same tools with their students. Some teachers have started adding content to their new Blackboard Learn pages, while others are still not sure how to do so.
   Teachers need to be encouraged to start using the technologies they are comfortable with to create meaningful lessons for their students. Even a basic program like Microsoft Word can be used to encourage higher-order thinking with a little creativity on the part of the teacher. In the meantime, teachers can begin to work on their knowledge of new technologies and slowly integrate them into their lessons.

Data Sources: *observation*

ESSENTIAL CONDITION SIX: Ongoing Professional Learning

ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.

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

Strengths	Weaknesses	Opportunities	Threats
• Most subject area teams have one common planning period per school day that can be used for professional development • Money is available	• Technology is not a priority during common planning periods • Not all teams have common planning and not all teams meet when they do	• Teachers can take advantage of the free technology courses offered by the county • The county could offer courses on our campus	• Other obligations keep teachers from attending planned professional development • Teachers do not have adequate time to practice with new

upon request and approval for teachers to attend professional development outside of the school • The county offers technology courses for PLUs	• Teachers are not aware that there is money available to attend outside workshops • Limited professional development is offered regarding technology • Teachers do not have adequate time to practice with new technology during short professional training sessions • Technology trainings are often focused on the technology itself, not how to implement it with students • No one-on-one training with a technology specialist is available	• A technology specialist could work with individual teachers on implementing technology • Teachers with strong technology skills could mentor teachers new to technology • Trainings could focus on using the technology we currently have to engage students in higher levels of thinking	technologies • Funding is limited for both inside and outside professional development • Broad range of technology understanding amongst teachers • Teachers cannot attend trainings at the times and places offered

Summary/Gap Analysis:

Professional learning is one of the weakest areas at Adairsville High School. As I have mentioned throughout this SWOT analysis, a lack of training in new technology is a huge problem. Teachers and students have been provided with new equipment and an upgraded network, but no training has taken place as to how to use this new technology in the classroom. Teachers who received the new laptops have had to adjust from using a PC to using a Mac with little or no guidance. No training has been provided for the Epson Brightlink projectors, so many teachers are just using them as projectors and not using the interactive features. This past school year, teachers received some training on Blackboard Learn during common planning time. The sessions, however, were not long enough to allow teachers time to practice the new skill being taught and get individual help from the instructor.

Bartow County does offer technology courses for PLUs, but the registration system they use for professional development makes it difficult to search for courses by their content. Teachers are forced to scan through a long list of every course being offered through the county office and each individual school in order to find a course that meets their needs. The time and place of these courses can also be an issue for teachers as our school is one of the farthest from the county office. The county could look into offering some of the courses on our campus or in a more central location to help with this factor.

The technology trainings that have been offered over the past year were focused mainly on basic set up of our Blackboard Learn

pages. We were shown how to find our class lists, how to add a banner, how to add basic content such as quizzes, and things of that sort. Time constraints never allowed us to get beyond the basics and discuss how this technology should be used with students.

While many of the teachers do need time to learn the basics of a program, the focus of professional development should be on how to use the technology effectively with students. To get everyone to this point, there needs to be more individualized coaching. The school needs to look into ways to either bring in a technology coach or to find leaders within the school who are willing to coach the colleagues.

Data Sources: observation

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
• The school's wireless network was recently upgraded to handle the additional laptops • The school's desktops have reliable internet access • Our technology specialist is knowledgeable • The computers are either new or in good working condition	• Technology specialist is shared with other schools often causing long wait times when there is an issue • Teachers are not authorized to perform simple maintenance such as Java updates and must wait for tech. support • Printers are often in disrepair or out of ink • No support staff is	• Staff with technology troubleshooting knowledge could be given authorization to perform simple maintenance updates, giving the Technology specialist more time to address serious issues and to coach teachers in the use of technology	• Long wait times to repair technology • Not enough technology support staff • Funding for additional staff • Funding for maintenance, repair, and replacement of technology

	available for instructional issues related to technology		

Summary/Gap Analysis:

  Adairsville High School currently has working technology in good repair. The wireless network has recently been updated to support the student laptops and the desktops consistently have good internet connectivity. Many of the computers are new and the others are still in good working condition. Printing can sometimes be problematic as several of the printers are older and constantly need repair and we seem to always be out of ink.

  The biggest issue in the area of technology support is that Adairsville High School shares a technology specialist with other schools. Our technology specialist is only in the building one day a week and is only allowed to address issues that have been submitted as a "work order". This sometimes creates a long wait for even simple issues. Being split between buildings, our technology specialist does not have time built into her schedule to work with teachers on implementing technology. The school needs to look into ways of adding additional technology support and technology coaching.

Data Sources: *SIP, observation*

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
• Administration and teachers are aware of the importance of technology as part of the curriculum • Teachers and students do have access to	• Many teachers are not familiar with the ISTE standards for technology • Teachers are unsure how to integrate technology standards	• Teachers with knowledge of the ISTE standards can share this information with others • Teachers can work with their subject area teams to integrate technology	• Teachers feel that it is more important to teach their subject than technology • Teachers are unsure how to interpret the technology standards

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several online curriculum resources such as USATestPrep	with content standards • Teachers use technology as a privilege or reward instead of using it as part of instruction • Teachers use technology infrequently in their lessons • Technology literacy is not being assessed at this time	into their curriculum • A technology committee could be formed to help plan and implement professional development for technology integration	and how to integrate them into their content standards • Lack of time for professional learning

Summary/Gap Analysis:
  Many teachers are not aware that there are technology standards. Teachers try to use technology in their lessons when they can, but it is not a priority to integrate technology into their everyday teaching. Most of the teachers see technology as a separate subject area and not as something that can be implemented into all aspects of the curriculum.
  More individualized training needs to be made available to show teachers how technology can be integrated into their particular subject area. This could be done through mentoring within the building if funds are not available to hire a technology coach. Also, a technology committee could be formed to create a common vision as to how technology should be used throughout the building and help to implement that vision.

Data Sources: *observation*