Name: Stuart Ogburn ITEC 7410, Semester: Spring 2015

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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* |
| * All classroom teachers are equipped with multiple means of technology including a laptop, 2 or more desktop computers, Smartboard, document camera, slate, and a student response system.
* District has technology standards for each grade level
* Many teachers use their Smartboards daily as a way for student engagement
* Teachers use many web tools to help practice and remediate learning (i.e. RAZ-kids, Georgia OAS, GoFar, Edmodo)
 | * Teacher and student use of technology is more heavily focused on remediation through skill and drill type practices and games rather than higher order thinking skills and project based learning.
* Using technology to support students with disabilities
* Technology standards do not inform and support curriculum framework within the school
* Technology special is utilized for skill and drill type practices.
* Technology is not consistently used by all teachers
 | * Many new staff members who are comfortable using technology
* Allowing staff members proficient with technology integration to lead professional developments
* Bring Your Own Device is available
 | * No technology team made up of teachers
* Lack of ongoing modeling and encouragement after professional learning has taken place which leaves teachers unprepared and unmotivated to integrate more technology
* Inconsistent and unfocused professional learning
* Lack of planning time available for staff members to collaborate and plan higher order, project based lessons
 |
| ***Summary/Gap Analysis:*** Norton Park Elementary School has a proficient amount of technologies that students and teachers can use. Teachers are also provided with many web resources that can be used to help their students. The school also has four classrooms that provide a device for every student. There are also many teachers who use technology on a daily basis and incorporate it into their instruction. However, many teachers use technology for skill and drill type practices and do not integrate technology to incorporate higher order thinking skills or project based learning. Many teachers are focused on remediating students needs and do not know how to properly integrate technology. Professional learning is rarely focused on technology integration and mostly shows teachers how to utilize web 2.0 tools and other recourses in the classroom. Professional learning is unfocused and does not translate into the classroom because it is not ongoing and not modeled to teachers. Staff members are also not delegated into learning communities, which have discouraged teacher leadership possibilities and collaborative decision-making. |
| ***Data Sources:***Norton Park Elementary SSP: http://www.cobbk12.org/nortonpark/SSP\_1415update.pdf Cobb County School District student technology standards: https://picasso.cobbk12.org/contentarea/1a0b6a86-eb60-423c-9d9d- 7d43da7fd41d Norton Park Elementary Title I School Wide Plan: http://www.cobbk12.org/nortonpark/NPKTitlePlan.pdf  |

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| **ESSENTIAL CONDITION TWO: Shared Vision** |
| *ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.*  |
| **Guiding Questions:** * *Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?*
* *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they believe about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?*
* *To what extent do educators view technology as critical for improving student achievement of the GPS/QCCs? To preparing tomorrow’s workforce? For motivating digital-age learners?*
* *What strategies have been deployed to date to create a research-based shared vision?*
* *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Strong belief that students need to develop 21st century skills for their future careers.
* Administration and academic coaches provide financial support by writing technology grants and a wide variety of web resources and tools.
 | * No strategic plan for technology integration that details a timeline and development opportunities (mostly a verbal statement)
* No plan for communicating the vision to all stakeholders.
* Vision is mostly formulated from the top down and does not arise from a collaboration of voices.
* Lack of understanding about the correlation between technology integration and student achievement.
* Lack of technology leadership to help create a shared vision.
 | * Create a technology team to help develop a shared vision.
* Grants are available to help support the vision
* Academic coaches are knowledgeable about technology integration.
* Many new staff members that are technology proficient.
 | * Time constraints and lack of delegation make it hard to create a written vision.
* Growing trends in technology are hard to keep up with and require more professional development.
 |
| ***Summary/Gap Analysis:*** Norton Park Elementary School has many teachers that believe technology is important in order for students to develop 21st century skills and be prepared for their future careers. There is also a lot of financial support that funds technology initiatives and resources for the school. However, there is no written shared vision that is collaboratively developed. There is also a lack of technology leadership and delegation when it comes to creating a shared vision. There is also a lack of understanding about the correlation between technology integrations and student achievement.  |
| ***Data Sources:***Norton Park Elementary SSP: http://www.cobbk12.org/nortonpark/SSP\_1415update.pdf Norton Park Elementary Title I School Wide Plan: http://www.cobbk12.org/nortonpark/NPKTitlePlan.pdf  |

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| **ESSENTIAL CONDITION THREE: Planning for Technology**  |
| *ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.*  |
| **Guiding Questions:** * *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)*
* *What should be done to strengthen planning?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Cobb County School District has a 3-year technology plan with clearly defined goals.
* There is a technology special that students go to every six days.
 | * There is no systematic written technology plan
* There is not an ongoing collaborative process for technology planning.
* Staff members do not fully understand how to effectively incorporate technology into the classroom.
* Teachers are not aware of the Cobb County School District 3-year technology plan.
* BYOD is not successfully implemented as it could strengthen the willingness for teachers to incorporate technology into their classroom.
 | * The ability to create a technology committee to help develop a clearly defined technology plan.
* Grade levels can collaboratively plan to create technology integrate lessons and projects.
* Administration can use the teacher evaluation system to gather data about technology integration and then plan for professional development accordingly.
* Surveys can help gather data regarding the strengths and weaknesses in order to guide professional development.
 | * Lack of effective professional development in order to strengthen planning.
* Lack of willing participants to join a technology committee due to time constraints and a lack of delegation.
 |
| ***Summary/Gap Analysis:*** Although the district has a technology plan developed for the county, there is not a specific written plan for the school. Most teachers are unaware of the districts plan. There is a strong need for a technology committee to help guide the schools future endeavors. Moreover, there is also a need more collaboration across grade levels and teachers.  |
| ***Data Sources:***Norton Park Elementary SSP: http://www.cobbk12.org/nortonpark/SSP\_1415update.pdf Norton Park Elementary Title I School Wide Plan: http://www.cobbk12.org/nortonpark/NPKTitlePlan.pdfCobb County School District 3-Year Technology Plan: http://www.cobbk12.org/centraloffice/InstructionalTechnology/TechPlan/2012\_2015\_CCSD\_District\_Technology\_Plan.pdf  |

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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* |
| * Teachers a provided with a plethora of technologies to utilize.
* There are at least two desktop computers in every classroom
* The school has six class sets of devices available for checkout.
* There are four classrooms that have their own class set of iPads.
* Technology special
 | * There is a lack of understanding about how many students actually do have Internet connections at home through a multitude of devices (Many teachers believe most of their students do not have internet access).
* There is a lack of technology use to communicate with parents and students.
* Parents of unaware of opportunities to secure Internet access at home for a reduced price from partner businesses.
* Some student devices do not properly work and are outdated.
* There is a lack of space for computer labs.
 | * Continue to write technology grants to receive more devices
* School is being retrofitted and will be receiving new technologies next year.
* The school has a BYOD network
* Consistently inform families about Internet access offered by business in our community for a reduced price.
* Offer technology events for parents and community members
* Implement a school wide communication system to communicate with parents and community members (i.e. Class Dojo, Remind 101, class webpages).
 | * Teachers who lack the skills to effectively create technology-based lessons.
* Teachers are hesitant to have students bring their own devices for classroom management and liability purposes.
 |
| ***Summary/Gap Analysis:*** The school has a strong and reliable access to current and emerging technologies that make it moderately assessable. The main weaknesses are having students using technology at home and using technology to communicate with parents. There is a strong belief at my school that students do not have technology at home due to their economic status. However, most students do have internet access just not always through a computer. Therefore teachers shy away from using technology to support student learning at home and with parents. Parents are also unaware of opportunities that local businesses have that help families secure internet access at discounted prices.  |
| ***Data Sources:***Norton Park Elementary SSP: http://www.cobbk12.org/nortonpark/SSP\_1415update.pdf Norton Park Elementary Title I School Wide Plan: http://www.cobbk12.org/nortonpark/NPKTitlePlan.pdf |

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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 staff members are proficient in using basic software’s such as Word, PowerPoint, the Internet, etc.
* Most staff members feel adequate using district issued online tools to support communication, student achievement and student records.
 | * Teachers do not effectively utilize technology to reach higher order thinking.
* Teachers use technology for skill and drill type practices and games.
* Teachers lack professional development and support on how to properly integrate technology
* Lack of collaborative planning regarding technology
* Teachers have difficulties troubleshooting technologies
 | * A few teachers as well as the academic coaches understand how to effectively integrate technology and could help lead a technology committee or professional developments.
* Grade levels could be coached through creating technology enriched lesson quarterly.
* Have strong technology integrators serve as peer coaches and mentors to other teachers.
* Have administration research effective technology integration practices in order to inform their observations
 | * Teachers who believe that implementing technology causes too many problems due to classroom management and troubleshooting
* Teachers who are not willing to attend additional trainings regarding technology integration.
 |
| ***Summary/Gap Analysis:*** Most teachers at Norton Park Elementary School are effective at using productivity tools but are not efficient at meaningfully and authentically integrating technology into the curriculum. However, the school shows potential to provide leaders who can successfully train other teachers and help generate an effective technology team. Additionally the administration needs to provide and require opportunities for teachers to collaboratively plan technology lessons and projects as well as look for effective technology integration while conducting observations.  |
| ***Data Sources:***Norton Park Elementary SSP: http://www.cobbk12.org/nortonpark/SSP\_1415update.pdf Norton Park Elementary Title I School Wide Plan: http://www.cobbk12.org/nortonpark/NPKTitlePlan.pdf |

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| **ESSENTIAL CONDITION SIX: Ongoing Professional Learning**  |
| *ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.*  |
| **Guiding Questions:** * *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
* *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
* *Do professional learning opportunities reflect the national standards for professional learning (NSDC)?*
* *Do educators have both formal and informal opportunities to learn?*
* *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
* *How must professional learning improve/change in order to achieve the shared vision?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Professional learning is required once a week during planning.
* Cobb County Schools offers various opportunities for professional learning face-to-face and online.
* District coaches are available to lead professional development sessions regarding technology
 | * Professional learning is unfocused and is not ongoing.
* There is inconsistent modeling and follow up with teachers
* Technology related professional learning is rare and is not focused on how to implement in the classroom
* Teachers do not have one-on-one support
* There is no strategic professional learning plan or goals.
 | * Provide online or blended professional learning
* Invite county level coaches to lead professional developments
* Focus professional learning by creating goals based on research for effective teaching practices.
 | * Requiring more professional learning takes more time away from teachers causing many resistors.
* More experienced teachers have trouble understanding the purposes behind technology which cause others to become frustrated.
 |
| ***Summary/Gap Analysis:*** Professional learning is provided for teachers once a week in addition to staff meeting once a week. Both meetings are unfocused do not teach professionals research based practices and strategies. Professional learning is more focused on assessments, researching resources, and school events. Teachers must ask the academic coaches for modeling and support. They do not consistently work with teachers to help improve teaching practices. Professional learning is rarely focused on technology and is more about skill and drill type software’s and applications.  |
| ***Data Sources:***Norton Park Elementary SSP: http://www.cobbk12.org/nortonpark/SSP\_1415update.pdf Norton Park Elementary Title I School Wide Plan: http://www.cobbk12.org/nortonpark/NPKTitlePlan.pdf |

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| **ESSENTIAL CONDITION SEVEN: Technical Support**  |
| *ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.*  |
| **Guiding Questions:** * *To what extent is available equipment operable and reliable for instruction?*
* *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current “down time” averages acceptable?*
* *Is tech support knowledgeable? What training might they need?*
* *In addition to break/fix issues, are support staff available to help with instructional issues when teachers try to use technology in the classroom?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Updated devices and wireless networks
* Fast connectivity over wireless devices.
* Quick responses to technology related issues through the districts technical support team.
* Technical support is very knowledgeable
 | * Slow Internet connectivity over desktop computers.
* Netbook computers have several technical issues and are not used as often as the iPads.
* Teachers do not know how to perform basic troubleshooting
 | * Grants are providing the school with new devices each year
* Provide teachers with opportunities to learn about basic trouble shooting
 | * Teachers who shy away from using technology due to troubleshooting
 |
| ***Summary/Gap Analysis:*** Overall the district has a very efficient technical support team with a quick response timeframe. Norton Park has updated equipment to support several wireless devices. Some of the outdated technologies are slow and troublesome. Therefore teachers shy away from using them. |

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| **ESSENTIAL CONDITION EIGHT: Curriculum Framework**  |
| *ISTE Definition: Content standards and related digital curriculum resources*  |
| **Guiding Questions:** * *To what extent are educators, students, and parents aware of student technology standards? (QCCs/NET-S)*
* *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?*
* *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/QCCs as appropriate?*
* *How is student technology literacy assessed?*
 |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Cobb County School District has technology standards for students.
* Most teachers like to use technology with their students
* Teachers believe that students need to use technology in order to prepare them for their future careers.
 | * Teachers are unaware of the technology standards for students.
* Few teachers teach technology standards or implement them into lessons
* Teachers are not aware of many technology resources available form the county and school.
* Students usually know how to use technologies better than the teacher causing uncertainty.
 | * Collaborative planning that focus on integrating technology standards into the curriculum.
* Introduce all ISTE standards for students, teachers, coaches, and administration.
* Provide professional learning on how to integrate technology standards into the classroom.
 | * Technology standards are viewed as less important are not taken as seriously.
* Technology standards are not assessed on end of grade assessments.
* Teachers and students are not evaluated on mastery of technology standards.
 |
| ***Summary/Gap Analysis:*** Many teachers are not aware of technology standards and do not have expectations to teach them because they are not assessed. Teachers find in hard to incorporate these standards into the curriculum for a variety of reasons including troubleshooting. Technology literacy is also weak in our school due to a lack of practice and a lack of support at home |
| ***Data Sources:*** Norton Park Elementary SSP: http://www.cobbk12.org/nortonpark/SSP\_1415update.pdf Norton Park Elementary Title I School Wide Plan: http://www.cobbk12.org/nortonpark/NPKTitlePlan.pdfCobb County School District 3-Year Technology Plan: http://www.cobbk12.org/centraloffice/InstructionalTechnology/TechPlan/2012\_2015\_CCSD\_District\_Technology\_Plan.pdf |

Appendix

Technology Use Survey

**What grade/area do you teach?**

 K**,**1,2,3,4,5,ESOL,SPED



**What technologies do you use on a regular basis?**

Tablets**,** Desktops**,** Netbooks**,** Smartboard, etc..

(Text box for written response)

**What web 2.0 tools do you use in your classroom consistantly?**

quizlet, edmodo, raz-kids, padlet, voicethread, etc...

(Text box for written response)

**How often do you use technology in your classroom?**

Less than once a week**,** Once a week**,** 2 times a week**,** More than two times a week

**To what extent have been trained on how to use the technologies within our school?**

tablets, desktops, netbooks, smartboards, etc...

(Range from not at all to well trained)

**What prevents you from using more technology in your classroom?**

(Text box for written response)



**How many technology centered professional developments have you attended in the last 3 years?**

(Text box for written response)



**Technology professional development offered at my school is**

(Range of limited to adequate)

**Would you be willing to attend more technology centered professional developments?**

(Yes or No)

**What short term technology goals do you think are important for our school?**

(Text box for written response)



**What long term technology goals do you think are important for our school?**

(Text box for written response)



**How do you use technology for student centered learning?**

(Text box for written response)