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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* |
| - Tech such as digital projectors, Ipads, Elmo projectors, and the use of Blogs and websites.  - Students have access to programs such as Access and Apex. (programs to take classes that are not offered)  - Technology is used on a daily basis at Moody High School.  - Our school has WIFI for BYOT in the school as well as a second for teachers.  - Our core classes strive to use technology geared towards instruction in the classroom. | - The technology that we do have is very basic.  - The only access that our students have are is one lab, and their personal devices.  - The WIFI has a very limited bandwidth and can get very bogged down with an increased number of people on it.  - All of our technology is password protected by the admin, and he is the only one who can download material. | - We have an opportunity to offer strengthen our access to technology with the purchase of new laptop carts.  - Laptop carts is something that is in the works as we speak.  - This will allow us the opportunity to offer more engaging lessons for students in our classrooms.  - The opportunity to coach other teachers on certain technologies that may not know how to use. | - The largest threat is going to come from the older teachers who are unwilling to change what they are doing.  - Not properly training our teachers on the new technologies that they will have access to. |
| *Summary/Gap Analysis: ACCESS*  At Moody High School access to the internet is sometimes sketchy because of the bandwidth that our system runs on. We actually have two ways to access the internet. One through the landline connected to DSL, and the WIFI in which teachers have their own connection. There is a second WIFI connection for guest which the students can have access too. We have one computer lab that has around 40 computers, in which only about half of those work. The computers in the lab and in the classrooms are literally from the early nineties and have very slow operating systems. The school has really been slack in purchasing new, working computers. The little technology that our teachers do have consist of digital projectors and Elmo projectors (document camera). Other forms of tech are the teachers personal devices that they have purchased. There is a huge divide in the equity access for students here. Our system hides its socio-economic status very well. Meaning that we are a very-low to middle school, in which some students have no access to internet or devices to be able too. Our teachers think having a Blog and a Website is fulfilling their duty to integrating technology. But this is not there faults because the funding for all of this is just not there at the moment. | | | |
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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 see 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* |
| - Our system values 21st century learning.  - We have a 2:1 initiative being implemented.  - We have a technology coach and an integration specialist at our school and the school system.  - The staff seems to be in accordance with new technology that is on its way.  - We have professional development every Week in the morning before school starts.  - Openness of most of our teachers who are willing to try new things.  - | -Our school tech coach is does not have an idea about technology.  - The system only has one integration specialist for over 10 schools in the county.  -There is no official vision or mission for Moody High School  - Our Weekly Professional development lacks the technology element. | - This is a great opportunity for myself and my colleagues to get together and create a shared vision for technology the school and system.  - We also have an opportunity if funds allow to add an additional technology coach to our school and system.  - To educate our stakeholders in the community about the importance of technology integration in the school and system. | -There are certain people in high ranking positions who do not care of think much about technology and really lack a shared vision for the direction of school system.  -Too much technology can be a bad thing, It’s not how much you have it’s how you use it. |
| *Summary/Gap Analysis:*  Our school has a vision and mission statement, but it lacks technology integration. It mentions 21st century learning, but that can be a lot of different things. I do believe that there are people in my school and system who value technology as a means for higher achievement and this can be a strength for school. Most teachers do provide classroom instruction that is relevant to the 21st century because these kids have to be able to compete in the global market place. As teachers we realize that technology is the future and we have to implement and embrace it. Most of the parents in our system are somewhat even keel about the subject. Many just do not know. I am certain and have interviewed a few people, and they have no clue that there are national standards for technology. So this is a problem because our stakeholders are unaware of the ever changing environment of education. So this is a great chance for us to educate our stakeholders on the benefits on technology in the classroom. There is also a clear disconnect with the industry in the community. I know it is tough times but there is not much support for the school from the industries around us. I think our administration has done a great job with Professional development once a week for faculty. But it lacks the technology aspect that needs to be added. Overall our school and system are not on the same page when it comes to vision and frankly I am not sure any school is in the county. There is a lack of vision coming from the top, and this can be a huge problem in the future unless corrected. | | | |

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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* |
| -We have a Librarian who doubles as the technology coordinator for our school  -We also have a technology integration specialist.  - This Specialist is very knowledgeable and a key par to the little technology we do have.  -There is a large IT staff for the county who is at our disposal on a daily basis to trouble shoot. | -There is no adequate plan for the implementation of technology in our school and system.  - Our technology coach/coordinator has no degree in technology and was just given the position.  -So this is a reason we lack direction in our school. Clear disconnect with the implementation.  -Our specialist is spread pretty thin, she has to cover 5 high school, and all the middle and elementary schools that feed them. | -to have a changing of the guard, regards to the technology coach position. Putting someone in this position with knowledge and know-how will be beneficial for our school.  - We have an opportunity to train others as well, teachers who can help others with trouble shooting situations and small problems. | -Our technology coach in our school is somewhat of a good ole boy and has tenure.  -It is probably unlikely for him to be replaced.  -He also may take offense to the staff rallying around something that he is in charge of. |
| *Summary/Gap Analysis:*  There is no plan for technology use in our school, or system. This is a huge problem, because we are just flying by the seat of our pants. The one plus for technology is our technology integration specialist, which I have asked to be my mentor. I think that this is beneficial for me and the school, with the hope of getting our concerns heard. She is spread really thin though. She has a large area to cover and there is only one of her. She does a great job of mass emailing the schools with new and fresh ideas. Our school is suffering though because of the people who are in position of technology at the school. He really does not help much but holds the proverbial keys to the kingdom of technology at our school. This is not a good thing because he is collaborative with the faculty on certain issues that should be shared. I think it is his vision and no one elses. But his vision lacks sustainability and no one knows I but him. We do have an opportunity to take it upon ourselves to train each other and the staff to handle small troubleshooting cases and integration, and this is something that our specialist really helps with. The big picture is nothing will change unless the coach that is in position now is replaced, so that the future of technology in our school does not go down the drain. | | | |

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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* |
| -Laptop carts are on the way to our school at this moment to meet our 2:1 initiative. (still not here)  -Each hall will have 2 carts, helping fulfill equitable access.  -Students can participate in classes that are not offered at the high school through Access and Apex classes. This online learning at their own speed. We have good amount of students who participate.  - We also have a satellite dual enrollment at the school, where students can take college classes via Skype or Some other video source.  - | -Lack of access for students at the moment. 2 labs where only half of the desktops work.  -Teacher desktops are old and out of date as well.  -Our socioeconomic status is very low to middle class, and not all students have internet access on a daily basis.  -We have one computer lab for 600 students, access to this is very sketchy.  -Our community businesses do not participate like they should. These are there future workers but are not being beneficial to their education | -Chance to update old tech with new tech. (laptop carts)  -More student centered learning  -More inquiry based learning.  -Chance to have more students enroll in dual enrollment courses or Access and Apex classes. To try and broaden their horizons.  - A chance to show the community that we are in it for the long haul, which should help solidify their involvement in the schools. | -Is a 2:1 initiative enough, should we wait until we can get a 1:1 ratio in our schools. Are we doing the right thing?  -Is funding future endeavors going to be held up by this initiative.  -Will our stakeholders buy in to the new improvements at the school |
| *Summary/Gap Analysis:*  At the moment there is not equitable access to technology at Moody High School. We do have help on the way in the form of a 2:1 initiative, which we give us 1 laptop for every 2 students at the school. This is a hug improvement considering the situation at the moment is 40 computers in a computer lab for over 600 students. The laptops for Access and Apex are only for those courses, no one else gets to use them. The WIFI helps with access but not all of our students are afforded an personal device, such as a cell phone, tablet, or laptop. Our school also has a handful of laptops but they are mainly used for assistive technology purposes which is a good thing. Our administrators have access to all the technology available, but the technology coach is given the reins. Out parents in the community have little access due to the socioeconomic status of the community. Our students and parents hide it really well. We could do ourselves a favor by upgrading the computer lab along with the laptop carts. This would allow for more access outside of the classroom. Teachers have been given one of the new laptops because our desktop units were way of date and needed to be sent back to the 90’s. I feel that for us to reach our full potential we need the industries in the community to take a larger role in helping us provide that technology for our students to become better digital citizens. | | | |

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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* |
| -Willingness to learn and change teaching styles.  -Blogs/Websites are in use by a large percent of teachers in the school.  -Ipad applications, and youtube are a couple of ways teachers have begun to enrich their lessons.  -Technology is being used to enrich lessons on a daily basis.  -Collaboration among teachers is great. | -Minimal training in technology for all staff members.  -PD is not spent on technology most weeks.  -Lack of funding for new technology in the school. | -STIPD 180 is a free source of all seminars on technology for teachers to take advantage of.  -This PD is a chance for teachers who are willing, to take it to the next level and make their lessons more enriching and engaging for students.  -For more PD as a faculty one day a week (Wednesday’s for us)  -To share my experiences of using new technology in the classroom, through more collaboration.  -Also modeling through observations | -Teachers time. Are they going to take the time to use this resource and expand their abilities?  -They are willing, but they may be skeptical of its ability to work.  -Time  -Funding |
| *Summary/Gap Analysis:*  We have great teachers at our school who really care for the students and want to make a difference in their education. With the being said though, most of these teachers are somewhat technology illiterate minus the basics which can be a problem sometimes. We do have some teachers who throwing caution to the wind and rolling with technology, but they may not be using it correctly, and could be hindering more than helping. We as a staff generally get along with one another and collaborate on a daily basis about what works and what does not. This is a chance for us to come together and model things that really helped raise student achievement. There is minimal training that goes on during the school year dealing with integration and this is a problem, because this is not properly training our staff. STI PD is a chance for our teachers to take it into their own hands and really learning some beneficial strategies to integrate. This may be a problem though because some teachers may not have the time to complete something of this nature. | | | |

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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* |
| -STIPD 180 for teacher learning and advancement. This is open for all teachers who work for the state and is free.  -We have professional development every Wednesday.  -Collaboration among teachers is great. | -Access can be tricky at times in the school.  -Because of the bandwidth, professional learning is difficult so teachers will have to do this at home on their own time | -addition of a technology of coach to the schools or system to better the involvement of teachers.  -More formal opportunities for teachers to be involved in technology PD  -Have more meaningful PD for teachers so they can be excited about what is happening around the school | -Old school teachers bucking the new technology. |
| *Summary/Gap Analysis:*  There are both formal and informal opportunities for teachers to participate in the Professional development, which is aligned with national standards. Our system of STI PD 180 is aligned with the attitude of enriching lessons for students to help raise student achievement, ad engagement in the classroom. Access to this online format of PD at school is difficult due to the bandwidth of the internet and WIFI offered. The only problem with all of this is our older teachers bucking the new technology because they feel they don’t need it. | | | |

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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* |
| -2 WIFI domains (one for teachers and other for students and guest).  -Tech assistance for the system is strong.  -knowledgeable IT staff to help resolve issues  -Technology integration specialist | -Labs and desktops are outdated (some from 1993).  -One system technology coordinator.  - IT staff only has 9 people for 5 high schools, and the middle and elementary schools that feed them. | -Add more tech positions for schools and the system.  -Chance to upgrade the help ticket system as well  -Assign certain techs for certain schools. | -Funds  -Support from the top about integrating new things. |
| *Summary/Gap Analysis:*  Our school issued computers are unreliable and often cannot handle video or audio for engaging lessons. The WIFI is ok but students have a problem accessing it sometimes because it cannot handle the amount of people who are accessing at the same time. The tech assistance is ok, they work hard but they are spread thin because there are only 9 of them. The Tech staff is really knowledgeable and come from the private sector, so they have a lot of ability. The one staff member mentioned earlier is really good at what she does, but cannot do it all she needs help. | | | |

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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* |
|  | -Most are oblivious to the technology standards.  -Technology literacy is very low in the system and school. | -To implement in daily lesson plans, which will help achieve better digital citizenship. | -Administrators asking more of teachers. |
| *Summary/Gap Analysis:*   1. Most educators do not know that there technology standards in place for schools. I have been at schools that have teachers put these in their lesson plans, but at my current school these are not mandated. These are really good to know and have, because a lot of teachers already do the things that are listed, but did not know that they were part of something bigger.  * I know for certain students and parents have no clue that there are technology standards put in place to help students achieve the best education available.  1. No these standards are not aligned to content areas for teachers to use in instruction. 2. There are no digital teacher resources provided, except for the ones that I and others have found for themselves on the internet and bought with their own money. 3. Student technology literacy is not assessed in the regular content classes. As of right now it is only assessed in the business education classes. | | | |