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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, CCSs)?* * *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Technology available in all classrooms * Technology is available for students through technology class, open computer lab and two mobile labs | * Technology training is not ongoing * Large school population leads to not everyone to be able to take advantage of technology | * Professional development with EdTech Coach * Classes online & in person available through Professional Development * Professional development with educational technology programmers to show how to best use tech for school | * Teacher resistance to technology * Parent involvement in school with technology standards in relation to Ga Standards |
| ***Summary/Gap Analysis:***  There are various ways from computers in the classroom to mobile labs that the students have access to. Teachers also have access to Promethean boards that can allow them to engage students in best practices with students. We need to establish a school wide promise to use the technology available to help facilitate learning that is student centered. Using various programs that work with the individual student will help with reaching all students at their level and providing them with the assistance they need to be successful. | | | |
| ***Data Sources: APS technology plan, school tour and interview with principal*** | | | |

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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/CCSs? To preparing tomorrow’s workforce? For motivating digital-age learners?* * *What strategies have been deployed to date to create a research-based shared vision?* * *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement? Explain how will you advocate for a solution.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Technology vision for the district and school * Technology plan being implemented to increase bandwidth and access to all school and to increase the amount of technology available to students. | * Digital equity with schools in district in lower socioeconomic status that does not have enough technology for school | * Collaboration with Ed Tech Coaches, Admin and Technology Team to determine what should any technology budget be used for in schools * Working with parents to allow students access to technology at home * Using community stakeholders to find ways to increase technology in school. | * Community concerns regarding school safety of equipment |
| ***Summary/Gap Analysis:***  There is a 3 year technology plan for Atlanta Public Schools and the school has one (though when requested at the beginning of the course, I never received it). As far as the district plan, they are working on increasing internet usage throughout all schools and to have all schools with technology that will hopefully lead to a 1:1 student to technology ratio. Unfortunately there is no set rhythm to how schools are determined regarding this technology. Our school just recently in the last two years was able to have Promethean boards installed and working in all classrooms. It seems that it will be awhile before we will see 1:1 technology and we will need to work out a plan where all students are being exposed to and using technology for learning. | | | |
| ***Data Sources: APS Technology Plan, SIP for school*** | | | |

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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?* * *In what ways does your school* ***address the needs of diverse populations in the school or district to include how race, gender, socio-economic, and geographic diversity*** *giving consideration to how these factors commonly affect K-12 students’ access to school and beyond-school access to high-speed Internet, modern computing devices, software, knowledgeable technology mentors, culturally-relevant digital content, and other affordances critical to technology literacy acquisition.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Technology is mentioned in district technology plan and school SIP plan | * Technology plan could be more explicit. * The plan for the district talks about meeting needs of the all students but needs to be more in detail (adaptive tech, peer tutors with tech, etc.) | * There are collaboration meetings with Ed Tech Coaches and Instructional Coaches that could provide a plan for the school year * Not fully using the Instructional Tech Teacher and Ed Tech Coaches to work with those teachers who need work with implementing tech plans | * Technology not being utilized with all students based on teacher being uncomfortable with technology. * Teachers not made aware of all technology available to all students. * Consistent access. |
| ***Summary/Gap Analysis:***  The students do have access to technology but I am unaware regarding the technology for our students with disabilities and other diverse populations in the school and district. I believe that the school should be able to know what is available to the students. I believe in the technology plan should be a team in place to see what the needs are of our school and work with the district in regards to obtaining them for the school. There was no mention in the SIP for our school regarding technology. | | | |
| ***Data Sources: SIP for school, APS Technology plan*** | | | |

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| **ESSENTIAL CONDITION FOUR: Equitable Access** (Specifically address low SES and gender groups – ie. females.) | | | |
| *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?* * *How will you* ***advocate*** *in regard to* ***digital equity issues among low SES and gender groups (ie. females)****?* * *Do students/parents/community need/have beyond school access to support the shared vision for learning?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Teachers and students have access to technology at school. | * A majority of the students in the school do not have access to technology afterschool to work on at home. * Low SES school which means there are not enough resources for our students to use at home. | * Tutorial should dedicate some time for work online with tools as well as teacher led tutorials. * Working with technology with boys and girls regarding various projects throughout the year to engage them academically. * Working with parents in PTA meeting regarding adding technology to their household * Working with community members and district regarding the implementation of technology. | * Parents reluctance to technology * Teacher reluctance to technology. |
| ***Summary/Gap Analysis:***  Within the school, there is access for all students, parents, faculty and staff through the technology provided by Atlanta Public Schools. Now when it comes to students afterschool regarding access to technology, there is a large gap. Parents do not have computers or tablets at home. Those that do are in the majority. All of our students need to have some access to technology after school. It should be address with the parents first, a lot do not even realize that even children as young as Pre-K benefit from educational technology. Students are already using their phones but they need access to their own devices or a larger device that they can have access to at any time at home. Speaking with community members and parents regarding why technology at home is just as important as at school. It is about encouraging parents to come to the school to see the technology that their students are working on now. I think letting parents see that the students are doing more than pointing and clicking that they may see about finding ways to incorporate technology in the classroom. There are the boys who are reluctant readers who can have access to applications that help their reading. The girls who like to work creativity and some who struggle in math who can work with programs with assignments specifically aimed at where their weaknesses are. We need to break down some teacher’s reluctance to using technology and/or using them to their fullest extent. Some teachers are doing just the minimum to say they are using technology but are not realizing how much they and their students are missing out. | | | |
| ***Data Sources: SIP Plan, APS technology plan*** | | | |

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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* |
| * Highly qualified teachers in various fields. | * Varying degrees of technology users. | * Professional development to help all staff work more with using and teaching with technology. | * Negative attitudes towards another Professional Development. |
| ***Summary/Gap Analysis:***  The teachers in the school are all certified but it will require a private survey for teachers to really admit how technologically savvy they are when it comes to the technology that is in the school. Our principal added a technology class for our students but I think the staff will benefit from a technology class to be taught to teachers maybe once a month after school. A way to work with the staff and answer the questions and concerns they have regarding the technology in their classroom. | | | |
| ***Data Sources: Principal interview*** | | | |

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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/Learning Forward)?* * *Do educators have both formal and informal opportunities to learn?* * *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?* * *How must professional learning improve/change in order to achieve the shared vision?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Professional development with technology is usually provided throughout the school year. | * Not enough follow up with regards to checking in with staff to see if there are any questions or concerns. | * Use the technology we have to have an open forum where the teachers can have access to the Ed Tech Specialist in regards to technology. * The school now has access to Google as a school district which could provide more communication opportunities and professional development regarding technology professional development | * Negative thoughts regarding more work through professional development. * Professional development taken but not used. |
| ***Summary/Gap Analysis:***  The teachers normally have some types of professional development planning with the technology specialist for the school. It is usually mandatory so it is well attended but I think it can go very fast for people who are not comfortable with the technology. I think Ed Coaches need to make sure they are following up with the teachers who may have seem confused or concerned with using the technology. There are also many opportunities that need to be made available for teachers to take online. There are lots of various technology professional development that teachers need to be encouraged to take on all levels. The goal is to make sure that the students are getting the full use of all technology available to the school and it will go to waste if the teachers are not trained to work with the students and use it themselves. | | | |
| ***Data Sources: SIP plan APS technology plan*** | | | |

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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* |
| * Equipment is new and up to date * Tech support is available during the school day and very responsive * Very knowledgeable | * Not sure support staff if available for instructional issues. | * There are teachers who are “techies” who need to probably make themselves known to assist as much as they can regarding instructional issues. | * Overworking the “techies” |
| ***Summary/Gap Analysis:***  The Atlanta Public School district has a great technical staff that is available on the phone and when needed, a technician who are assigned to school are dispatched where needed. The technical staff works hard to solve problems as soon as possible and can be reached through the district’s technology phone number throughout the school day. The goal is to try to increase that technician staff so that only one technician is assigned only one or two schools to decrease their workload and narrow their focus to working within that one school. They do not work with instruction issues, usually that is where the Educational Technology Specialist comes in but they are usually assigned a lot of schools so they may not have a chance to answer questions right away. I would suggest looking into the staff “techies” who wouldn’t mind being a volunteer to work with those issues regarding instruction that can help. Usually it can be resolved right away and if not, then they could probably refer to the tech coach. I would advise not to overwork those staff members who still have their own responsibilities to their students and class. | | | |
| ***Data Sources: APS technology plan*** | | | |

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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? (ISTE Standards for Students)* * *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?* * *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/CCS as appropriate?* * *How is student technology literacy assessed?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| * Educators are aware of technology standards * Standards (NETS) align to help teachers * Curriculum resources are available and practiced * Technology literacy is assessed with students providing digital work samples | * Students and parents are not aware of ISTE/NETS. * Digital curriculum is not practiced enough outside of school * Educators may not be aware of all of the resources available. | * Professional development PTA should refresh all stakeholders of the importance of technology standards and how they work with the curriculum already in place to enhance learning experience for student achievement. * Resources are there but need to be made aware frequently to parents throughout the school year and not just at the beginning. * Teachers should speak with parents at every conference regarding technology available. | * Turnout for meeting with parents and community regarding giving information |
| ***Summary/Gap Analysis:***  I think the staff is aware of the ISTE for the school but needs some refresher on how it is integrated in the curriculum that is already in place. Some teachers see it as more work when it is actually there to help the teachers provide more rigorous thinking and learning though technology. Parents and students need to be informed through the school the benefits of these technology standards and how their child should be learning these standards at home as well as at school. Usually there is low turnout for school meetings so the staff needs to think of creative ways to bring in parents to these meetings so they can be made aware of all of the digital content that is available to their students and how these standards are showing that they are all educational best practices for their child(ren) to be successful in the school. | | | |
| ***Data Sources: APS tech plan SIP plan*** | | | |