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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* |
| * Technology is being used on a daily basis by all teachers for communication with peers and administration.
* The majority of teachers (80%) use technology at least three times a week for instructional purposes (iPads, AppleTVs, projectors, computers).
* All teachers have been issued a district computer and iPad.
 | * Only about half of teachers (56.25%) have students using technology for instructional purposes at least twice a week.
* Students are generally using technology for assessment purposes or drill methods to promote student growth (ILearnMath, USATestPrep) rather than for constructivist purposes.
* Lack of technology access is big concern for teachers who want to implement technology into their lessons (67%).
 | * Lee County School district incorporates a Bring Your Own Technology (BYOT) policy.
* 68.75% of teachers are only reasonably satisfied or not satisfied with the level of technology use in their classrooms and school and are willing to make improvements.
* The system will vote soon on whether to approve funds that will make more technology available in every school in the system.
 | * Teachers feel that time to plan and implement authentic lessons is limited due to EOCT test prep.
* Some teachers (56.25%) are only comfortable using technology if they know it will work correctly and feel they lack the technical skills to adapt if something goes wrong.
 |
| ***Summary/Gap Analysis:*** It appears that most teachers at Lee County High School 9th Grade Campus are using technology on a fairly regular basis in their classrooms, both for instructional purposes and for student use. Teachers have a lot of access to wonderful tools at their fingertips and have made strides to incorporate these tools regularly in their classrooms. Though it appears on the surface that the campus is strong on its technology use by the amount it is being used, upon interviewing the teachers, the purposes of its use are largely for drill and lower-level thinking skills. Teachers have become comfortable in this type of use and do not realize the potential of using technology for authentic, engaging lessons that incorporate higher order thinking skills. |
| ***Data Sources:*** Faculty survey (Survey Monkey) and Personal interviews. |

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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* |
| * Lee County School System has a specific system technology plan that is available to the public on its website that is aligned to both state and national technology visions.
* Teachers at LCHS9 believe that the use of technology teaches necessary 21st century skills, promotes differentiation, and allows for more authentic and engaging program.
* All teachers think integrating technology into their lessons is important.
 | * Parents and community members are aware of technology policies at each school but are largely unaware of the system and school visions of technology use.
* Most teachers are aware that there is a system technology plan but have not viewed the plan itself and are largely unaware of the specifics of its content.
 | * The school board will be voting soon on policies that will cause them to rewrite the current technology vision (use of a system LMS, a lower ratio of student to technology by increasing access on each campus).
 | * Students who are bringing their mobile devices are using them for purposes other than instructional needs. This not only disrupts student learning but causes frustration in teachers, which causes them to limit technology use in the classroom.
* Some parents believe and have criticized that technology use disrupts the learning environment.
 |
| ***Summary/Gap Analysis:*** At the district level there is a technology plan that outlines specific goals for the system as well as priorities for each school in the system. There are particular goals in the school improvement plan but these goals lack the specificity needed by the teachers to encourage classroom implementation (i.e. how often, what types of technology use are they looking for, etc). It is very positive for our school that all teachers recognize that integrating technology into their lessons is important but unfortunately, it is not deemed a priority when compared to preparing students for state testing. In addition, while most of the community and parents are supportive of technology use in the classrooms, a few parents are “saboteurs,” and have criticized technology use, stating that it disrupts the learning environment (Creighton, 2003). I think that it’s important that everyone in our district and community, parents and students especially, become more aware of the district technology vision and the research behind that vision.  |
| ***Data Sources:*** Lee County School System Technology Plan 2012 – 2015, Lee County High School 9th Grade Campus School Improvement Plan, Faculty survey (Survey Monkey) and Personal interviews. |

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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* |
| * The LCSS Technology Plan is very specific and includes strategies, benchmarks, evaluations of use, funding sources, and the person(s) responsible for each part.
 | * The LCHS-9 SIP does include technology use in two parts of its plan (using technology for incorporation of CCGPS across all disciplines, train teachers to incorporate BYOT in classroom plans) but lacks specifics on its use (types of software and web tools that can be used, how often teachers should be using technology in their lessons) and does not measure for teacher use of constructivist learning principles in technology uses.
 | * Most departments have collaborative planning time in which groups could plan technology infused lessons for their content area.
 | * Over half of teachers feel that time to plan and implement lessons that incorporate technology is a big factor in their hesitance to use these strategies more often.
 |
| ***Summary/Gap Analysis:*** There is a specific technology plan and vision at the system level. Technology goals are also incorporated into the school improvement plan but as stated before, lack the specifics the teachers need to be more effective in incorporating technology into their lessons. Teachers also lack the time to plan and implement technology infused lessons. To overcome this, teachers could use their collaborative planning time to work with those knowledgeable in instructional strategies that incorporate technology and develop lessons that incorporate it more effectively. Administrators and teacher leaders can also work together to develop concrete technology use goals so teachers have guidelines to use. |
| ***Data Sources:*** Lee County School System Technology Plan 2012 – 2015, Lee County High School 9th Grade Campus School Improvement Plan, Faculty survey (Survey Monkey) and Personal interviews. |

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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* |
| * All teachers and administrators have a school-issued computer, school-issued email access, a school-issued iPad, projectors and access to an InterWrite tablet.
* There are eight sets of CPS devices (clickers) available in the media center.
* LCHS-9 has five computer labs (four open for class use) that teachers may reserve for student use. Each lab houses between 20 and 30 computers.
* LCHS-9 incorporates a BYOT policy to lower the student-device ratio.
 | * Though also listed as a strength, the low number of labs also proves to be a weakness: LCHS-9 has only four open for class use that teachers may reserve for student use. Each lab houses between 20 and 30 computers. This means that there are less than 120 student computers in a school that has close to 475 student population. This means that there is less than one computer for every four students.
 | * The system will vote soon on whether to approve funds that will make more technology available in every school in the system. At LCHS-9, this would make more computers available for student use.
* There is a local public library that offers internet access.
 | * Some students and parents do not have internet access at home.
* About twenty-five percent of students do not have access to personal devices for our BYOT initiatives.
 |
| ***Summary/Gap Analysis:*** All teachers have access to many tools needed for instructional purposes and can aid in the development in developing authentic lessons. While the student to computer ratio is in need of some attention, until that can be addressed, teachers could actually develop lessons that are collaborative to ensure equitable access. The campus also incorporates a BYOT policy but many students do not have access to their own devices. This can be overcome by the same measure as stated previously, by grouping students and allowing them to work together on tasks. In addition, the BYOT policy, when used effectively, actually alleviates some of the need for access of school issued items. Lee County School System will soon vote on whether to use certain funds to purchase more computers for student use which will also lower the demand. Teachers also already work with students who do not have access to the internet at home by staying after school or coming early to allow students to complete assignments.  |
| ***Data Sources:*** Lee County School System Technology Plan 2012 – 2015, Lee County High School 9th Grade Campus School Improvement Plan, Faculty survey (Survey Monkey) and Personal interviews. |

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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* |
| * All staff feels mostly comfortable using technology in their classrooms
* All staff sees the need for technology use in their lessons.
 | * Teachers are weak in applying technology use in lessons other than for drill and brief assessment (quiz) purposes. Technology uses are not used for constructivist learning.
* Most teachers (57%) are not strong in troubleshooting and problem solving when technology doesn’t work properly.
 | * Teachers are open to develop skills and knowledge: 56.25% of teachers are only reasonably satisfied or unsatisfied with the technology-related professional development they’ve been receiving so far.
 | * Even once skills are developed among the staff members, teachers feel that the time to implement them is limited.
 |
| ***Summary/Gap Analysis:*** While most staff does say that they feel comfortable using technology in their lessons and do see the need for it, it is apparent from personal interviews that this comfort is limited to when technology works properly. In order for teachers to become more comfortable adapting, they must practice uses more often. In addition, personal interviews noted that most teachers use technology for drill purposes that reinforce what they are teaching in their classrooms or to assist students in mastering skills not mastered at lower levels or teachers use it for quick assessments (quizzes). Teachers need to be taught on how to use technology for constructivist-style, learner-centered purposes rather than teacher-centered strategies. |
| ***Data Sources:*** Lee County School System Technology Plan 2012 – 2015, Lee County High School 9th Grade Campus School Improvement Plan, Faculty survey (Survey Monkey) and Personal interviews. |

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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* |
| * LCHS-9 offers in house professional development (usually technology related) every other month.
* Professional development is often constructivist learning, which allows teachers to experience what they will be applying in their classrooms.
 | * Teachers lack time to attend professional development or to practice the skills they learn.
 | * LCHS-9 offers in house professional development (usually technology related) every other month.
* Much professional development in technology use is available at little or no cost.
 | * Teachers do not feel that applying technology in their classrooms is a priority even if they feel that it is needed.
 |
| ***Summary/Gap Analysis:*** LCHS-9 often holds its own technology-related professional development. Often the development is peer –lead, experiential learning in which teachers have the chance to practice what they’re learning. Sharing sessions are also held periodically in which each teacher shares different lessons in which they incorporate technology. The most common hurdle to professional development is time both to attend and to implement. Second is the need: teachers are using technology, just not in ways that encourage higher-order thinking and incorporate learner-centered strategies so they don’t necessarily see the need to develop their skills. |
| ***Data Sources:*** Lee County School System Technology Plan 2012 – 2015, Lee County High School 9th Grade Campus School Improvement Plan, Faculty survey (Survey Monkey) and Personal interviews. |

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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* |
| * There is a knowledgeable person on staff to deal with hardware issues should they arrive.
 | * There is not a specific staff member assigned/available to help when teachers run into instructional issues when using technology. Staff generally speak to each other or the assistant principal.
 | * Teachers will ask for help when needed for instructional purposes, even if they are just asking peers for advice.
 | * Many teachers (57%) are not strong in troubleshooting and problem solving when technology doesn’t work properly. Many have a tendency to give up when this occurs.
 |
| ***Summary/Gap Analysis:*** Our technology support staff is very knowledgeable and quick to respond when there is a hardware or software issue on campus. The media center specialist can also provide advice to teachers when they are searching for specific types of tools that they would like to incorporate in their lessons. However, there is not one specific person on staff that assists when teachers need assistance in instructional strategies for technology use and I believe that this would be a great asset on our campus. Our staff is quick to ask for assistance when needed and usually ask peers or the assistant principal when it is needed. I see this as a strength on our campus: we seek help when needed and help others when asked. We combine our knowledge and skills to help one another. However, teachers do tend to give up when hitting an obstacle without troubleshooting themselves first. |
| ***Data Sources:*** Lee County School System Technology Plan 2012 – 2015, Lee County High School 9th Grade Campus School Improvement Plan, Faculty survey (Survey Monkey) and Personal interviews. |

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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 teachers are aware that there are technology standards.
* 75% of teachers agree that technology use teaches students necessary 21st century skills needed for students to be successful.
 | * Students and parents are largely unaware that student technology standards exist.
* GPS does have standards aligned curriculum but only for grades K-8. Our teachers would not look to these sources because they are outside of our grade range.
* Most teachers, while they know there are technology standards for students, are not familiar with them.
 | * Some resources are available in SLDS that are aligned to curriculum standards and are easy to locate.
* Students can navigate most technology easily when given some guidance in the beginning but must be encouraged to try it themselves.
 | * Though the majority of students (according to data in the SLDS system) met or exceeded on their 8th grade technology assessment, most of these same students are lacking considerably even in the most basic skills (how to save work in various folders, how to submit, how to research information and determine whether it came from a reliable source).
 |
| ***Summary/Gap Analysis:*** Teachers at LCHS-9, though aware of technology standards, are largely unaware of their content or how to apply them in their classrooms. Teachers are also largely unaware of where to find technology-based lessons that are aligned with standards and will likely not use the ones available on the GPS website because they only go through grade 8. However, many lessons that incorporate technology can be found with a search through our SLDS systems. Students and parents are also largely unaware of the technology standards aside from the ones in technology classes. All students are assessed at grade 8 with the Georgia 21st Century Skills Assessment Post-Test and most students met or exceeded these standards. However, most teachers have found that students are severely lacking the basic skills necessary to complete tasks asked of them in the classroom; many do not know how to save their work properly and how to access it, how to submit assignments online, how to search for information and determine whether or not the source is reliable, how to use a code to create an account in a web tool, among other things. Students will also allow teachers to do these things for them if they can. However, students can navigate most technology tools easily when given freedom to do so. |
| ***Data Sources:*** Lee County School System Technology Plan 2012 – 2015, Lee County High School 9th Grade Campus School Improvement Plan, Faculty survey (Survey Monkey) and Personal interviews. |

**Appendix:**

**Teacher Technology Survey**

**Administered via Survey Monkey**

**1. What position do you currently hold at LCHS-9?**

* Teacher
* Administrator
* Support Staff
* Other (Please Specify)

**2. How long have you been working in education?**

* 1 – 5 years
* 6 – 10 years
* 11 – 15 years
* 16 – 20 years
* 21+ years

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**3. If you are a teacher, what subject do you teach?**

* Math
* Science
* Literature
* Civics/AP Human Geography
* Health/PE
* Foreign Language
* CTAE
* Special Education/ESOL
* Not a teacher
* Other (please specify)

**4. How often do you allow students to use technology in your classroom as part of a learning objective?**

* Daily
* 2 – 3 times a weeks
* Once a week
* A few times a month
* Once a month
* Rarely
* Not a teacher
* Other (please specify)

**5. How often do you (as an instructor) use technology in your classroom for instructional purposes?**

* Daily
* 2 – 3 times a weeks
* Once a week
* A few times a month
* Once a month
* Rarely
* Not a teacher
* Other (please specify)

**6. Are you satisfied with the current level of technology use in your classroom and your school?**

* Satisfied
* Reasonably satisfied
* Not satisfied

**7. What is your satisfaction level with the technology related professional learning?**

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* Satisfied
* Reasonably satisfied
* Not satisfied

**8. What is your comfort level with applying learned technology strategies in your classroom?**

* Very comfortable – When I run into problems, I can usually figure it out on my own.
* Somewhat comfortable – When I use technology, I am okay as long as it works like it’s supposed to.
* Not comfortable – I rarely use technology in my classroom because I feel like I need more training.
* Resistant – I don’t see the need for it.

**9. What kind of barriers do you believe exist with implementing technology into your classroom?**

* Time to plans lessons that incorporate technology
* Lack of knowledge to plan effective, engaging lessons
* Lack of knowledge and/or technical skills
* Lack of administrative support
* It’s not a priority.
* Other (please specify)

**10. Why do you think it's important to integrate technology into classroom lessons?**

* Allows for easier and better differentiation
* Allows for more relevant, engaging lessons
* Allows for more effective communication and collaboration
* Teaches necessary 21st century skills
* Allows resources to be portable so students can access them anywhere
* I don’t think it’s important.