

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

Name: Juan Batista

Semester: Spring, 2021

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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Currently, our school is in a Hybrid schedule. Therefore, we are using technology with all students during their assigned Digital Learning Day (DLD), and during Face-to-Face (F2F) instruction. ● Technology is being used at our school by teachers, students, and administrators daily for the development of modules in Canvas, our District’s Educational Technology Platform. ● Teachers use this platform to develop, deliver and implement strategies for students who are learning 	<ul style="list-style-type: none"> ● In some classes, students do not show a level of engagement as in other classes during the DLD. ● Some of the development, delivery and implementation of strategies created with the intent of technology use, do not comply, or are aligned with research-based practices. Rote repetition software, low level questioning, and online/computer games are mistakenly taken for high-level of thinking materials. ● Currently the District does not have a 1:1 	<ul style="list-style-type: none"> ● The District is in the works of providing 1:1 device computer model for all schools. ● We have created the Technology Committee to aid teachers develop, deliver, and implement strategies that are aligned with ISTE standards. ● The Technology Committee consists of knowledgeable teachers from all the content areas departments at school. ● Teachers can revise their lessons and create different activities to provide the use of technology in the 	<ul style="list-style-type: none"> ● Teachers may not know how to integrate technology into their existing lessons. Even though we will assist with this task, some teachers may feel the technology integration into their lessons to be “forced”. ● The lack of one-on-one training, and/or Instructional Technology Coaches to facilitate with the planning and the implementation of the strategies that are aligned with the ISTE Standards. ● In the future, DLD may not be necessary and

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

<p>during their assigned DLD.</p> <ul style="list-style-type: none"> • The students must be engaged through the use of technology in every class they take. Because of the DLD, all standards must be addressed virtually as well as during F2F instruction. • Administrators use the platform to communicate with teachers during their PLC's. Members of the Technology Committee deliver F2F and digital instruction to teachers and administrators as well. • The District has several programs to assess the students and their achievements. Achieve 3000, Read 180, and System 44. 	<p>device for students, this has widened the achievement gap.</p>	<p>classroom meaningfully.</p> <ul style="list-style-type: none"> • Every school in the district is going to have its own server. 	<p>teachers and students may not see the need to implement technology-based strategies in their content.</p>
<p><i>Summary of Results/Conclusions:</i> Our school is making real progress to achieve the District's SIP. Since the beginning of the school year, we have planned, delivered and implemented strategies that are aligned with the ISTE Standards for technology. The school monitors student achievement using Math Inventory, Achieve 3000, Read 180, and System 44 which are implemented in Literature classes from 9th grade to 11th grade. These programs measure students' Lexile levels and data is collected on each individual student in order to provide modifications on their Individualized Educational Plans (IEP) and/or promotion to higher-level classes, such as honor classes or AP</p>			

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

classes. Every teacher at the school must use Canvas and/or other means of technology to deliver instruction. This helps with the implementation of technology-based lessons and assessments. New technology is being introduced to the faculty such as Nearpod, Flipgrid, Pear Deck, and others. Every Friday a variety of PLCs are offered to the faculty where some of these programs are introduced, Canvas capabilities are reviewed, and some one-on-one coaching is being tested. We introduced the Technology Committee to the school with members of all content areas and departments to plan, deliver and aid with the implementation of technology-based strategies that are aligned with the ISTE Standards for technology and with each of the content's GPS. Some of the technology-based lessons are low level of thinking and do not include critical thinking skills. At this time, some classes are reporting a drop in student engagement. During the DLD, students are not as engaged as they are during the F2F instruction. At this time, we do not have a 1:1 ratio student device in the school. Some teachers do not feel comfortable implementing the technology-based lessons offered to them.

Recommendations from Analysis:

We must ensure that the lessons being presented to the students digitally, those lessons with High Levels of Technology (LoTi) in the classroom meet the GPS and the ISTE standards. We should continue not only to offer the PLCs that the Technology Committee develops, but also, we must have Technology Coaches available for teachers. This implementation should be done as the implementation of the Literacy Coaches was done. We must ensure that with the upcoming 1:1 device for student ratio, technology does not become rote, that this becomes part of a meaningful use of technology in the classroom. The Technology Committee must continue to develop and present strategies to use in the classroom and virtually. The importance of Technology Coaches should become a priority help put teachers at ease and ensure that they have the support they need while implementing High LoTi levels lessons. Some of the elements of the ISTE Essential Conditions focus on the Technical Support and the Implementation and Planning of a systematic plan, with consistent and reliable assistance for teachers as well as students, without official Technology Coaches, these plans may not be achieved.

Supporting Sources:

International Society for Technology in Education (ISTE). (2021). *Essential Conditions*.

<https://www.iste.org/standards/essential-conditions>

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● The district has created an Instructional Technology Team to address the needs of the schools and has extended the opportunity for members of each school to participate in the decisions. ● There is an official vision for technology use in the district. The document is very thorough on how technology should be implemented in the 	<ul style="list-style-type: none"> ● Some Stakeholders are not aware of the district's vision for the use of technology in the classroom. ● The integration of technology in the district is expected, yet not fully supported with Technology Coaches and technology integrated lessons. 	<ul style="list-style-type: none"> ● Students will be able to use their devices for F2F learning as well as DLD. ● Teachers may become more accustomed to developing and integrating high LoTi levels lessons. ● All teachers were issued laptops this year. ● Development of meaningful technology based lessons. 	<ul style="list-style-type: none"> ● Teachers and students may rely too much on the devices provided and abandon current critical learning skills that benefit the learning process. ● Rote exercises may become prevalent and take the place of more meaningful learning.

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

<p>schools, the vision is clear and there is a section with Gap Analysis description on how to proceed in order to close the Achievement Gap in schools.</p> <ul style="list-style-type: none">• Teachers and administrators have a vision on how technology can improve student achievement. With the creation of the district-wide Technology Team and my school Technology Committee we are reinforcing the district's vision on technology use.• Strategies have been deployed by the members of these PLC that include technical training in Canvas, introduction of new technology in the classroom, coaching teachers on how to implement and create new lessons based on research-based best practices.• As the district works toward providing			
---	--	--	--

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

<p>students with an integrated curriculum relevant to their needs, technology becomes an essential component in instruction.</p> <ul style="list-style-type: none"> • The district maintains the Internet bandwidth to accommodate requirements of web-hosted applications and online resources, streaming video content. 			
<p><i>Summary of Results/Conclusions:</i></p> <p>It is my analysis that the district has an excellent shared vision for the use of technology in the schools. The vision declares technology to be a valuable resource for expanding and creating strategies in education. Uniform integration of technology is standard across all grade levels. The vision explains that the teachers will implement technology daily, however, there is no data on the daily integration of technology by teachers. With the use of technology daily in the classroom, we can promote higher order of thinking and make sure the students stay up to date in the latest trends in education. The district seems to be in the approaching stage to meeting the goals of the vision because this year all teachers were issued laptops to better serve the digital learners and the face to face students, also the district is in the process of issuing computers to all students in the schools. This may encourage teachers to use technology daily in a meaningful way, by creating and embedding technology rich lessons. Also, with this new development, stakeholders may become more aware of the vision of the district for the use of technology. Teachers will see a deeper value of using technology in the classroom and with each device in students' hands will close the gap of such issues.</p>			
<p><i>Recommendations from Analysis:</i></p> <p>The vision is aligned with the ISTE standards, however, we should make sure that the standards are being met. A recommendation for this achievement can be implementing a Technology Committee to empower leaders in every school. The implementation process is critical for the development of lessons that are technology rich and meaningful. We are in the process of providing equitable access for all students and teachers in the schools. 1:1 device ratio will be a great opportunity for teachers and students to experience the meaningful use of technology in the classroom. The district is providing all schools with individual servers to minimize down time and maximize the use of technology in the classroom. Sufficient infrastructure will be in place for this task. We also need to make sure that we have skilled individuals to provide support for the teachers and the students in the creation, implementation and delivery of high level technology use.</p>			

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

Another issue we may have to content with is the relaxation of meaningful lessons. We need experienced Technology Coaches to help teachers develop lessons that are appropriate for the different grade levels we serve. We need to continue providing PLCs based on the use of technology in the classroom because a lot of teachers are willing to implement lessons that are technology rich and do not have the opportunity due to the lack of training. Surveys should be develop to include all stakeholders in the use of technology in the classroom.

Supporting Sources:

Paulding County School District / Homepage. (n.d.). Retrieved February 20, 2021, from https://www.paulding.k12.ga.us/cms/lib/GA01903603/Centricity/Domain/207/PCSD_Technology_Plan_2018_final.pdf

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.*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● The Technology Plan is posted publicly in the district's website and any Stakeholder has the opportunity to visit the site. ● The Technology Plan is aligned with the ISTE Standards. 	<ul style="list-style-type: none"> ● No specific plan to address the needs of diverse population. Underrepresented students are often left out of the plan. ● Technology Plan is from 2018, needs to be improved and updated. 	<ul style="list-style-type: none"> ● The Technology Team at the district level and the Technology Committee at school. ● District is beginning to recognize the value of PLC on technology use and implementation. 	<ul style="list-style-type: none"> ● Technology exhaustion due to the pandemic and DLD. ● Technology Coaches are needed to support teachers on individual basis.

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

<ul style="list-style-type: none"> Any student is able to check out a laptop from the Media Center. Three computer labs, ten computer carts, every teacher has a desktop and a laptop. Instructional Technology coordinator in place. 	<ul style="list-style-type: none"> Some teachers are not aware of the ISTE Standards. The plan is not promoted as the standard for the use of technology in classes. 	<ul style="list-style-type: none"> Schools should be able to address the needs of diverse students with the upcoming device assignment and PLC on technology. 	<ul style="list-style-type: none"> Diverse populations may not be included in future plans.
<p><i>Summary of Results/Conclusions:</i></p> <p>The technology plan is adequate. Everyone can access this plan since it is posted on the district’s website. The Technology Plan is aligned with the ISTE Standards for technology use in the classroom. However, not everyone knows that the Technology Plan exists and most teachers are not familiar with the ISTE Standards for technology use. This can widen the gap among students with diverse needs. Assumption that everyone has equal access to technology at home may hinder progress for the implementation of the plan. The digital divide needs to be explained to all stakeholders so they can understand and better address this problem. The Digital Divide Council exposes three different ways that this can occur: the Gender divide, the Social divide and the Universal Access divide. This article goes on to explain how men in low income communities have a higher percentage of owning a mobile device than their women counterparts. Sharing Social Media experience can influence a community in positive ways, so even making sure that our students are connected to these platforms will ensure that their voices are being heard.</p> <p>The school has several computer labs, carts and devices for teachers and students to use during school hours. Any student can request a device to take home and use during off hours. There is an Instructional Technology Coordinator at the district level, this person is working towards completing a better Technology Plan to ensure that the issues expressed here are being addressed.</p>			
<p><i>Recommendations from Analysis:</i></p> <p>The technology plan is adequate but it is becoming out of date. We need to revise the plan and make it current in order to better serve the needs of underrepresented students and students with diverse backgrounds. The Technology Plan is aligned with the ISTE Standards, however, most teachers are not familiar with the plan nor the standards for technology use in the classroom. We need to promote the use and implementation of a new Technology Plan. Technology teams should be in place to ensure that all teachers are aware of these requirements for technology use and revise their lessons accordingly. Teachers should be trained in the digital divide of diverse populations in order to better understand the needs of students with special needs, I strongly believe that this is one of the major duties of a Technology Coach. With the upcoming student device distribution we should take the opportunity to train students and teachers on how to maximize these tools with meaningful technology-based lessons. The schools must ensure that this plan is part of the SIP, with specific strategies on how to develop strategies with observations and checklists for coaches and teachers. We must ensure that the DLD during the pandemic has not caused technology exhaustion among teachers and students. This can be achieved by delivering PLCs on how to create meaningful lessons, not just to use technology for its own sake.</p>			

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

Supporting Sources:

Digital Divide Council. (2019, February 22). *What is the Digital Divide?*

<http://www.digitaldividecouncil.com/what-is-the-digital-divide/>

ESSENTIAL CONDITION FOUR: **Equitable Access** (Specifically Low SES and gender groups)

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 arranged/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *To what extent are strategies needed to **address equity issues among Low SES and gender groups**? What are examples of strategies that would benefit your school/district? (required)*
- *Do students/parents/community need/have beyond school access to support the shared vision for learning?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● The school has three computer labs with 3 computers each, the Media Center with 40 computers, ten computer carts readily available for teachers and students to check out. ● Teachers are able to use these computers at any time with previous notice. 	<ul style="list-style-type: none"> ● We do not yet have the 1:1 device awarded to schools. ● Technology Coaches needed to implement and evaluate strategies with teachers. ● Vision lacks specifics on how to address the needs of Low SES and gender groups. ● Promote inclusion in technology oriented 	<ul style="list-style-type: none"> ● 1:1 device award coming soon to all schools in the district. ● Empower teachers and students to maximize the use of technology in every classroom. ● Help develop and implement technology rich meaningful lessons with the aid of the Technology Committee. 	<ul style="list-style-type: none"> ● Teachers may fear including too much technology in the classroom. ● Not enough training on how to maximize the 1:1 device award. ● Caring for the devices, cost and efficiency.

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

<ul style="list-style-type: none"> • Each teacher is provided with a laptop and a desktop computer in their rooms. • District computer carts and iPads can be requested directly from the Technology Coordinator. • BYOD is an option. • Assistive Technology devices are awarded to students with disabilities. (Text-to-speech software and large-print devices available). • Technology Committee readily available for PLCs every Friday. • Every classroom, including the labs and Media Center, is equipped with touch-screen technology boards. • Server implemented in each school. 	<p style="text-align: center;">classes for girls and low SES groups.</p>	<ul style="list-style-type: none"> • Begin promoting technology classes geared towards inclusion of female students and LSES. 	
<p><i>Summary of Results/Conclusions:</i> Fortunately the school is capable of providing in-house computer devices at any notice for teachers to attend the computer labs, or check out computer carts. The locations are ample that even with social distancing classes can achieve their technology goal for the lesson with every student. Since every teacher has a laptop, transferring documents and data on the go is convenient. Teachers may start the lesson in the classroom and finish the lesson in a computer lab. The Technology Committee is a great source for teachers for strategies implementations and development of lessons that use technology in a meaningful way. With every school having its own server, connection will improve, which before it was centered in the district’s office and when the main server was down, it</p>			

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

affected the entire district. With the upcoming implementation of the 1:1 device per student, lessons can seamlessly transition from lecture to hands-on technology use. This improvement will help promote technology classes among Low SES and female students.

Recommendations from Analysis:

Since the district's Technology Plan does not address the needs of Low SES and the gender gap, the plan needs to be revised. In order to address the gender gap and the disproportion of digital equality and the digital divide we must develop and implement strategies that take the issue head-on. For example, we must educate girls and LSES students equally, by providing a safe space for these students and ensuring that they know they belong in that class. Female students may not feel comfortable in a Coding class since the majority of the students, as well as the teachers are males, this could be intimidating. Technology has been seen as a "male dominated environment" from the beginning. As educators we must ensure that every student has the opportunity to enroll in any class that may interest them. Low SES may feel that all that technology is unattainable to them, not only the device but also the connection at home in order to succeed in the field. With the 1:1 device implementation we may put at ease those worries since all the devices will be the same (BYOD will still be available to students). Lessons can be develop to cater to the needs of female students. Most of the content has been designed by males, in the classroom we must create lessons that are inclusive of these students. Open-ended projects where students have input on what to develop and how may be a strategy for a teacher to present to the class. Teachers of these classes must actively recruit students of different races and have a duty to make them feel that they belong. Including families that English is not their household language plays an important role in this development. Teachers have access to many different ways to achieve this goal. As a World Language teacher I would say they can learn a second language. However, this may not be as easy as using Google Translate or other translation tools. Teachers also should use this translation devices wisely, since most idioms do not translate well and some important thoughts and concerns may be lost in Google translation.

We must also make sure that teachers and students feel comfortable continuing to use technology in their lessons after the DLD. It can be easy to have technology fatigue and abandon these strategies for a while. We must continue with the PLCs geared towards the development and implementation of technology and continue to evaluate and introduce new technology in the classroom.

Supporting Sources:

Plan International. (2018, April 16). *4 Steps to Advance Digital Equality for Girls*.

<https://plan-international.org/education/4-steps-digital-equality-girls>

Bates, Vicky. (2018, July 5). *Technology and Culturally Responsive Teaching*.

<https://sites.google.com/a/auburn.wednet.edu/asd-instructional-technology/home/culturally-responsive-teaching/technology-and-culturally-responsive-teaching>

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

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.)

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Based on the most recent Technology Committee survey, 100% of the teachers surveyed felt comfortable using technology in their classroom. ● Canvas was the district’s online learning platform and the preferred technology tool. ● 45% of the teachers surveyed said that they use other technology tool combined with Canvas. 	<ul style="list-style-type: none"> ● Canvas use is required by the district. ● Other tools not specified as meaningful use of technology. ● Rote and memorization tools often mistaken for tools that enhance critical thinking skills. 	<ul style="list-style-type: none"> ● Committee members are available during their planning times to aid teachers with instructional technology strategies. ● Most teachers are open to suggestions and to learn about how to implement technology meaningfully in the classroom. 	<ul style="list-style-type: none"> ● Lack of Technology Coaches for review of implementation of strategies. ● Most teachers said they are comfortable using the technology but not assisting others in the use. ● Difficulty troubleshooting Canvas on posted lessons and creating learning modules.

Summary of Results/Conclusions:

Of the teachers surveyed during our meeting, all of them said that they use technology in their classrooms. However, during the pandemic we are in a Hybrid schedule and using Canvas is required by the district, and most of the teachers only use Canvas as a

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

technology tool. Some teachers mistake software for mostly rote and memorization strategies as critical thinking developing tools. For example Kahoot, Gimkit and Duolingo. Even though these tools are great for some strategies, they do not enhance or develop critical thinking. Committee members are usually available to help teachers with technology-based strategies, however, this takes time away from the Committee member to plan his/her own strategies. Most teachers are open to learn new technology-based strategies but as we stand now, there is no way to ensure these strategies are being implemented because we do not have Technology Coaches in place as we do Literacy Coaches, whose goals are to ensure that the strategies are being implemented and assist any teacher at any time with the development and implementation of strategies. Most teachers use Canvas, however, they also expressed concerns when troubleshooting during the creation of learning modules. Learning modules must include daily lessons, videos, handouts, PowerPoints, formative and summative assessments. All these requirements and the uploading/downloading of documents sometimes becomes an issue.

Recommendations from Analysis:

We must develop plans and strategies that include the use of other technology perhaps in tandem with Canvas. Canvas already has apps that teachers can use but some are not trained in their use. We must ensure that all teachers have the capability to maximize the use of the district's platform. We should incorporate interesting games like Kahoot and Gimkit, but not be limited to these tools. Combined with tools such as Nearpod, Podcasts developing sites, and video recording sites like Flipgrid the students can experience a different level of education and perform real-life tasks. Technology Coaches may be needed to help incorporate these strategies in our lessons, and also to help maximize the use of Canvas and the development of learning modules.

Supporting Sources:

Paulding County School District / Homepage. (n.d.). Retrieved February 20, 2021, from https://www.paulding.k12.ga.us/cms/lib/GA01903603/Centricity/Domain/207/PCSD_Technology_Plan_2018_final.pdf

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Teachers attend Friday PLs on Technology Use - Implementation in the classroom. These PLC are alternated between mandatory attendance by every faculty member during their planning, or one member of each PLC must attend and relate the discussion back to their team. ● The PLCs match the learning skills teachers need to acquire. And they are aligned with the SIP and the Professional Learning Standards. ● During non-professional learning 	<ul style="list-style-type: none"> ● No classroom implementation support for teachers during instruction. ● No Technology Implementation Coaches to address specific needs whenever needed. 	<ul style="list-style-type: none"> ● We have a good Technology Committee team in place. ● Teachers are invited to share their experiences whenever they implement strategies discussed during the PL ● Surveys are shared after PL to ensure that teachers are receiving meaningful PL strategies. 	<ul style="list-style-type: none"> ● Teachers already have too much to do, from mandatory Literacy Strategies Implementations to TKES, they may feel Technology Implementation is “one more thing”. ● No Technology Coaches to support and reassure teachers that Technology strategies are important for student achievement.

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

<p>days, members of the Technology Team hold drop-in support sessions during their planning, based on the need of the teachers.</p> <ul style="list-style-type: none"> • Technology is usually integrated into every PL, held as a stand-alone PL, and individually. 			
<p><i>Summary of Results/Conclusions:</i></p> <p>The Professional Learning administrator at school is a very capable person that ensures that all teachers’ needs are being met. During the Fridays PL we separate some topics based on the level of survey results. If a topic has had many inquiries, the PL will be mandatory for all teachers, so that the information is not lost or misdirected by third-hand information. These PLs usually involve Canvas and the technical everyday use of the platform. Such as module creations, assessment in Canvas, assignments, video conferencing, etc. Our PL administrator makes sure that the PLs match the skills the teachers need to acquire and that they match to the Professional Learning standards and the ISTE standards. During non-professional learning days, the Technology Committee is readily available during each of our planning to assist teachers in whatever inquiry they may have. The technology strategies are usually embedded into every PL, for example during a Literacy strategies PL a member of the Technology Committee may also present how the Literacy strategy can be combined with at high LoTi level as well.</p>			
<p><i>Recommendations from Analysis:</i></p> <p>Professional learning should improve in one way by the addition of Technology Coaches. To have accurate measure of technology strategies implementations, observations and ongoing coaching sessions must take place (Knight, 2018). Teachers must feel supported and ensured that the work is not done for its own sake. If we implement technology coaching checklists and revisit the findings through either in person observations or video observations, we can better serve the teachers and the students in the implementation and delivery of new technology and high level LoTi lessons. Teachers already feel, with good reason, that they are being asked to do too much, especially now during the pandemic. For this reason we must have technology coaches in place to create relationships with the teachers and facilitate the implementation of these new strategies. The drop-in sessions the Technology Committee facilitates are extremely helpful for teachers, however, there is no follow up, revision, or discussion on how the strategy’s goal was met or not met.</p>			
<p><i>Supporting Sources:</i></p> <p>Knight, J. (2018). <i>The impact cycle: What instructional coaches should do to foster powerful improvements in teaching</i>. Thousand Oaks, CA: Corwin Press.</p>			

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

ESSENTIAL CONDITION SEVEN: Technical Support			
<i>ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.</i>			
Guiding Questions: <ul style="list-style-type: none"> • <i>To what extent is available equipment operable and reliable for instruction?</i> • <i>Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current “down time” averages acceptable?</i> • <i>Is tech support knowledgeable? What training might they need?</i> • <i>In addition to break/fix issues, are support staff available to help with <u>instructional</u> issues when teachers try to use technology in the classroom?</i> 			
<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • All classrooms are equipped with touch-screen digital boards and a desktop computer. • Teachers were provided with laptops. • All schools are in the process of receiving their own server. • All the computer labs and computer carts are available to teachers and students. • Students are encouraged to BYOD to school and use during instruction. • Technology support is usually fast and on time. 	<ul style="list-style-type: none"> • 1:1 device student ratio not yet in place. • Some laptops are old and slow. • Some classes use the devices too often and others not at all. 	<ul style="list-style-type: none"> • 1:1 device student ratio soon to be implemented • All schools will get their own server. • Students still will have the choice to BYOD. 	<ul style="list-style-type: none"> • The implementation of 1:1 ratio may overwhelm the systems. • Not everyone is interested on the acquisition of the devices. • Push-back from stakeholders that this may become a digital instruction school. • No help with instructional issues during technology strategies implementation. • No information on training on how to maximize the 1:1 student ratio device.

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

Summary of Results/Conclusions:

At school, the majority of teachers are familiar with the implementation of technology strategies in the classroom, use their touch screen board daily and encourage students to BYOD to school and use it for instruction. It became easier during the DLD remote learning with the provision of laptops for teachers to work remotely. The technology support is in place when devices stop working and a technician is usually deployed to assist with the device. Students will soon receive their own devices from schools, however, there has not been a lot of information on how this will work. Teachers will need support on best practices with these devices and Instructional Technology Coaches are not in place. Observations and discussions of implementation of strategies are a foreseen issue. At this time, some parents have issue with the DLD and may see the 1:1 device ratio as more digital learning instead of in-person learning. More information should be provided to put them at ease and help them understand the value this devices represent, and how they will aid with f2f instruction as well as student achievement.

Recommendations from Analysis:

There must be a plan on how to maintain the devices the students will receive, since this may overwhelm the system and we may not have enough technicians to fix the devices. Instructional support must be addressed during class time. Only through observations, evaluations and one on one discussions with teachers about the implementation of technology rich lessons we can achieve the particular lesson's goal. Technology Coaches should be in place by the time of the release of the devices. The Technology Committee should continue, with the supervision of a coach, to provide teachers with different instructional technology strategies to implement during class time, either f2f or DLD.

Supporting Sources:

Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin Press.

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

ESSENTIAL CONDITION EIGHT: Curriculum Framework			
<i>ISTE Definition: Content standards and related digital curriculum resources.</i>			
Guiding Questions: <ul style="list-style-type: none"> ● <i>To what extent are educators, students, and parents aware of student technology standards? (ISTE Standards for Students)</i> ● <i>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?</i> ● <i>To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/CCS as appropriate?</i> ● <i>How is student technology literacy assessed?</i> 			
<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● The Technology Committee works towards educating teachers in the ISTE standards. ● The technology standards of the SIP are aligned with the ISTE standards. ● Digital Curriculum resources are available for teachers and students through Canvas. ● Several instructional apps, websites and resources are available on the district's website. 	<ul style="list-style-type: none"> ● Most teachers and parents are not aware of the ISTE standards. ● Students' technology literacy is not assessed. ● Teachers may not know how to correlate the GPS with the ISTE standards. ● No Technology Coach to assist teachers on how to relate the GPS-ISTE standards. 	<ul style="list-style-type: none"> ● Soon we may be able to assess students' technology literacy if we address the weaknesses. ● With the PLCs on technology teachers become more familiar with ISTE standards. ● More digital curriculum resources are being added. ● Teachers can request digital curriculum resources as needed. 	<ul style="list-style-type: none"> ● Use of technology may create concern in some parents and teachers. ● Teacher education on how to correlate the GPS-ISTE standards.

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

Summary of Results/Conclusions:

At the school level we have a robust vision on how to implement technology in instruction. The committee is working towards educating teachers on how to correlate the ISTE-GPS standards in their classrooms. We ensure that the PLs are aligned with the ISTE standards so teachers can get a better grasp on what they need to implement. However, there is not a plan on how to support teachers during the implementation of these strategies, no observations or discussions after the delivery of the PL. There is no plan on how to proceed after the presentation of a strategy or if even the strategy was implemented. Teachers and students have access to many digital curriculum resources through the district digital platform, but some teachers are not aware on how to implement these resources in their lessons. According to the essential conditions of the ISTE, implementation and planning is the only way that the vision can reach its goal.

Several parents have expressed concern, to me personally, that the district is relying too much on technology and may be losing the personal touch.

Recommendations from Analysis:

Teachers need support all through the technology development strategies. We must ensure that instructional technology, now that is being implemented, is fully developed. An Instructional Technology Coach should be placed at each school in order to provide support before, during and after the strategy is delivered to students. Regular meetings should take place between coach and teacher to maximize the meaningful instructional technology strategy implementation. Teachers and parents should be aware of the importance of technology in the classroom. As a society, in the past year we have become technology exhausted, due to the quarantine and the pandemic, we must do what we can to ease those tensions and ensure teachers, parents and students that the use of technology in the classroom is a long-term benefit.

With the 1:1 ratio student device we have a great opportunity to make sure all stakeholders understand that this is not a shift on education but an enhancement to education.

Supporting Sources:

International Society for Technology in Education (ISTE). (2021). *Essential Conditions*.

<https://www.iste.org/standards/essential-conditions>

ITEC 7410/EDL 7105 SWOT Analysis Template for Assessment of Eight ISTE Essential Conditions

References

International Society for Technology in Education (ISTE). (2021). *Essential Conditions*.
<https://www.iste.org/standards/essential-conditions>

Paulding County School District / Homepage. (n.d.). Retrieved February 20, 2021, from
https://www.paulding.k12.ga.us/cms/lib/GA01903603/Centricity/Domain/207/PCSD_Technology_Plan_2018_final.pdf

Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin Press.

Plan International. (2018, April 16). *4 Steps to Advance Digital Equality for Girls*. <https://plan-international.org/education/4-steps-digital-equality-girls>

Bates, Vicky. (2018, July 5). *Technology and Culturally Responsive Teaching*.
<https://sites.google.com/a/auburn.wednet.edu/asd-instructional-technology/home/culturally-responsive-teaching/technology-and-culturally-responsive-teaching>

Digital Divide Council. (2019, February 22). *What is the Digital Divide?*
<http://www.digitaldividecouncil.com/what-is-the-digital-divide/>