Name: **Chad DeWolf** ITEC 7410, Semester: Summer 2015

|  |  |  |  |
| --- | --- | --- | --- |
| **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* |
| The district has multiple programs (software and online) that are currently implemented K-12.  Computers are in each classroom and each elementary school has at minimum one computer lab while the middle and high school have several.  Student technology is used in forms of online assessments in each school K-12. The Technology is also suggested throughout the year in classroom assessments, projects, and day to day events.  We are a STEM middle school and utilize the tools and resources to support student learning and engagement while allowing them to gain a deeper understanding of content.  Day-to-day instruction is aligned to the appropriate Depth of Knowledge questioning and Bloom’s taxonomy.  We are a Google Apps for Education district and are in the middle of implementing a school wide Bring Your Own Technology program. | There are no training or educational opportunities for teachers, during school hours, in regards to technology implementation or understanding.  Many teachers use the Smartboard as a glorified overhead and use the computers and mobile technology for skill and drill practices.  Teacher technology (iPads specifically) usage is more of a personal level and is limited in the engagement of students. | There are funds that can be used to support teacher learning and best practices for educational technology. We need a position at the district level in an instructional technology level that can oversee this venture.  Teachers do want and ask for more training with technology and participation looks to be strong if this were to occur. | The funds could be used elsewhere for other professional development opportunities. Without this training and education for teachers, there will be minimal change. |
| ***Summary/Gap Analysis:***  The usage of technology at Madison County Middle School can be seen by anyone who comes into the building. The students are engaged with, at any given time, a multitude of technological devices (computers, ipads, tablets, student response systems, laptops, STEM technology tools and devices, and even BYOT). Teachers use their desktop computers daily, other devices as well, and some have mastered the Smartboard to its fullest capabilities. With that, not all educational technology is challenging the students to achieve their greatest potential. Skill and drill kills creativity and student engagement at a deeper level. Training and education of educational and instructional technology must occur to all teachers. This will allow for the teachers to strengthen their comfort level while providing them opportunities for growth in the digital realm. If training and education for teachers is implemented, this will start a chain reaction which will directly affect student learning, and engagement for students to obtain a deeper understanding of the content areas. | | | |
| ***Data Sources:*** Please see reference list below. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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* |
| There is a clear vision for the district that was developed by multiple people at multiple levels in the district.  Teachers and administrators believe student technology plays an integral role with learning and understanding.  Technology is used by all stakeholders in the data-team process, RTI, 504, IEP, Gifted Program, Special Education Program, among others.  Surveys are used to gather date and input on various situations, people, and events. | The only mention of the vision of technology use is in the Technology Plan – not on website.  No mention of training and education for staff of technology. | Get the word out of the technology vision on the website, especially on the technology pages.  Back up the vision by providing training and technology for teachers and administrators so that the vision can be visualized. | Funding and lack of personnel to ensure training and education are prominent for teachers and administrators. |
| ***Summary/Gap Analysis:***  The technology plan’s mission and vision of technology use is clear and concise. Technology is used to challenge students to achieve their greatest potential and through surveys, ensures that feedback is received. There only item missing on the bullet list of what the district is committed to when it comes to the vision of technology is to provide training and educational opportunities for all staff members. | | | |
| ***Data Sources:*** Please see reference list below. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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* |
| MCMS developed a plan for technology implementation and use – written by multiple stakeholders.  The school improvement plan directly references student technology.  BYOT three year plan for the possible school wide implementation is driving student technology and learning.  Teacher use technology to plan student lessons that utilize relevant technology.  There is a teacher technology team at MCMS that discusses technology issues, innovative ideas, and best-practices to share with the staff. | The SIP needs to be update (current administration). | The plan has an opportunity to be updated with the current administration.  There is a new principal and his input needs to be included in the school’s SIP. | There is no apparent threat at this time. |
| ***Summary/Gap Analysis:***  The school improvement plan, along with the district technology plan, spell out a plan for technology integration and use by staff and students. There are many examples of how planning for technology occurs at MCMS and this assists in the decision making process when implementing new ventures. An update to the SIP will assist the current administration in guiding the school in the direction needed. | | | |
| ***Data Sources:*** Please see reference list below. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **ESSENTIAL CONDITION FOUR: Equitable Access** (Specifically address 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 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* |
| Each classroom has access to computers and digital resources necessary to support engaging, standards-based and student-centered learning.  Multiple computer labs are available for signup each day.  Multiple laptop carts are available for checkout, along with other mobile technology possibilities.  The school has an APP that is available in both iTunes and Google Play for all stakeholders to access information, lessons, videos…  There does not appear to be any digital divides between gender groups. | Even with the multiple mobile labs and laptop carts, we are still short when it comes to computer access for a 1:1 solution.  There is a digital divide in terms of types of lessons offered with technology – skill and drill over deeper understanding. Not necessarily demographically setup, just how technology is generally used by the average teacher. | Training and education for teachers and staff on how to best use the technology and make it accessible for the correct style of learning for the need of each student.  Provide more technology to become closer to a 1:1 solution.  BYOT needs to be stronger in all classes. | With no training available, students will continue to stay in the comfort zone of their learning when using technology. |
| ***Summary/Gap Analysis:***  Multiple technology opportunities are available to all students, teachers, and administrators at MCMS. All classrooms have access to technology, the internet, and endless possibilities. Each gender group has equal access to technology every day, everywhere in the building. Every classroom also has a Smartboard in it and at least two desktop computers for students. With the shear amount of access to technology, the only thing holding student learning back is, again, the lack of training for educators on how to effectively implement technology resources and tools. | | | |
| ***Data Sources:*** Please see reference list below. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **ESSENTIAL CONDITION FIVE: Skilled Personnel** | | | |
| *ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.* | | | |
| **Guiding Questions:**   * *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?* * *What do they currently know and are able to do?* * *What are knowledge and skills do they need to acquire?*   *(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on “personnel,” which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Most teachers are proficient when it comes to working with technology as a professional AND with students to increase learning opportunities.  All teachers use Google Apps for Education and Microsoft Office applications.  All teachers use online resources for student learning in multiple ways and for all contents. | Some teachers have difficulty using mobile devices (iPads and handhelds) as engaging student-centered learning.  There seems to be a school norm of using technology as a time killer when students are finished with lessons, test prep review sessions, or as a skill and drill assignment. | Teachers are willing to improve their skills and knowledge to further their students learning through the use of technology  By using Google Apps for Education even more, collaboration will improve as well as technology understanding. | Some teachers are still not comfortable with our Google Apps for Education accounts.  Training and time, along with personal preference in teaching style, limits the amount of “want to” when it comes to skilled personnel in educational technology. |
| ***Summary/Gap Analysis:***  The district recently moved from having only Microsoft Office to Google Apps for Education which has been a struggle for some staff members. This transition has made it better for most staff members, but still need assistance in using the power of the tools provided in Google Apps for Education. All staff members must use technology every day for one reason or another – there is no getting around this. The lack of more skilled personnel is from the technology transition to Google and lack of training and time for technology education. The staff is highly motivated to implement more technology based lessons and is just looking for a way to make this happen. Over time, with a little help, more and more staff members will improve their knowledge of technology based applications as they become more apparent and embedded into the curriculum maps for each content and grade level. | | | |
| ***Data Sources:*** Please see reference list below. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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* |
| During the summer, there are a few days in which a teacher can obtain professional learning in regards to technology.  Most professional learning has a technology component to it in one way or another. | During the school year, there are very limited opportunities for professional learning at the school or district. If there are any, they are usually a teacher helping a few teachers with the questions on the technology.  We have a multitude of technology devices and tools yet we have no training and/or education on these devices and tools.  Financial drawbacks and time are leading distractors from any professional learning with or on technology.  By not having technology training, it is not seen as important and thus is treated as such by some staff members. | The desire is there by staff members to receive technology training and education on the current tools and devices the school has.  There is time in the schedule for this to occur as each grade level has roughly two hours of planning each day!  Professional learning can include technology implementation but choosing to make it a priority. | Anything optional is not taken in the same light as mandatory. Taking away the optional and making it a required part of professional learning, the educational and instructional technology integration can be seen differently.  Other professional learning opportunities, like reading and math, may have to take a back seat to allow for technology training. This may be hard to sell to the BOE administrators. |
| ***Summary/Gap Analysis:***  The amount of technology that our district and school has is impressive. The students and staff do not go without unless that is their objective. With that, the lack of training and education is very apparent and needs to be addressed immediately. The problem is, there is currently not anyone with that job, let alone a position that can make this happen. Most districts have technology specialists, at least one, and we are without any. The BOE needs address this issue as the lack of professional learning with technology only holds the teachers and students back. | | | |
| ***Data Sources:*** Please see reference list below. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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* |
| Each school in the district has their own dedicated full-time person for technical support.  Most technology is operable and reliable for instruction and if it is not, the tech support person will assist in the issues.  The MCMS tech support person, and her floating team, is knowledgeable and does a great job with managing a school of 1,200 students.  There is a HelpDesk system in place for staff to enter in technology issues – district wide. | The tech support staff do not help with instructional issues as they are not trained for this.  One person for 1,200 students is an issue, but better than zero people.  There is not an opportunity for informational technology to also be instructional technology. | The district is now taking on apprentices in the information technology department that can assist technology support in each school.  Perhaps these tech support individuals can have some training on instructional technology implementation. | With funding issues, and cuts, this position has the possibility to be cut.  The district technology team is extremely small and could become smaller with budget cuts.  Lack of time for one individual to manage an entire school of 1,200 students is a concern that issues are not taken care of on time or correctly. |
| ***Summary/Gap Analysis:***  We are very lucky to have a tech support person as a full time employee in our building. This one person is directly related to the technology running effectively throughout the building. Although the informational technology department is up and running, there is not a position within the district to assist and guide teachers with the implementation and teaching of educational and instructional technology. | | | |
| ***Data Sources:*** Please see reference list below. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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* |
| The majority of educators are aware of technology standards for students.  Technology standards are embedded in the content area courses in the curriculum maps and lesson plans.  The curriculum is online and accessible to all.  There is a student technology literacy assessment at the end of the year that is completed by the computer lab teacher. | The majority of students and parents are not aware there are technology standards for students.  Although the technology standards are embedded in the content area courses in the curriculum maps and lesson plans, they are left out due to “lack of time” or “easier to do without the technology.” | As the content standards are posted everywhere, technology standards can be posted as well at minimum in the computer labs, media center, and other areas in the school, including classrooms.  Technology standards for students can also be published online in our website. | Teachers are not held accountable to the technology standards as their primary focus is only on the content standards.  Teachers will not pay attention to the technology standards until they are held accountable. |
| ***Summary/Gap Analysis:***  Teachers are aware that there are technology standards and understand that students should be using technology in order to become more successful learners. Still, most teachers focus little or not at all on the technology standards when planning or implementing lessons. If teachers were to be held accountable in evaluative means, this would change, but until then, this will stay the same. Since the technology standards are not tested or held to the teachers’ evaluation, they are easily pushed to the side. The administration must use its influence in making the technology standards a part of the daily procedures within the school, and more importantly, the lesson plans of teachers. | | | |
| ***Data Sources:*** Please see reference list below. | | | |

**References**

Bring Your Own Technology (BYOT) Agreement Form. (2013, August 15). Retrieved July 1, 2015, from http://www.madison.k12.ga.us/downloads/technologydocs/byot\_student\_agreement\_2014.pdf

Denman, A. (2012, May 12). Three-Year Technology Plan. Retrieved July 4, 2015, from http://www.madison.k12.ga.us/downloads/technologydocs/techplan\_20120511\_092649\_28.pdf

Instructional Technology. (n.d.). Retrieved July 1, 2015, from http://www.madison.k12.ga.us/academics/instructionaltechnology/

School Improvement Plan. Madison County Middle School. (Madison County School District – Network Drive, 2015)

School Technology. (n.d.). Retrieved July 1, 2015, from http://www.madison.k12.ga.us/schools/mcms/resources/technology/

STEM. (n.d.). Retrieved July 1, 2015, from http://www.madison.k12.ga.us/academics/instructionaltechnology/stem/

TITLE IID STEM GRANT: ENHANCING EDUCATION THROUGH TECHNOLOGY. (n.d.). Retrieved July 1, 2015, from http://www.madison.k12.ga.us/downloads/curriculuminstruction/stemoverview.pdf