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| **ESSENTIAL CONDITION ONE: Effective Instructional Uses of Technology Embedded in Standards-Based,**  **Student-Centered Learning** | | | |
| *ISTE Definition: Use of information and communication technology (ICT) to facilitate engaging approaches to learning.* | | | |
| **Guiding Questions:**   * *How is technology being used in our school? How frequently is it being used? By whom? For what purposes?* * *To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, CCSs)?* * *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Technology is being used in my school to target student achievement in reading and math with the use of instructional software programs.  Teachers and students use technology. | Technology is not being used to promote student-centered learning with authentic learning task. | Design curriculum to implement student-centered learning.  Identify what student-centered learning looks like at all levels. | Providing the professional development to increase student-centered learning.  Lacking of knowledge and funding. |
| ***Summary/Gap Analysis:***  In order to meet the national educational technology standards (NETS), P-18 faculty, teachers, and teacher candidates routinely use student-centered approaches to learning (meaningful active, cooperative, and project-based learning) that facilitate appropriate student use of technology (ISTE). Teachers and students use technology but not in a student-centered learning environment. Pedagogy is more teacher-centered, when it should be facilitated by teachers to provide student use of technology-based resources. | | | |
| ***Data Sources:*** observations, needs assessment survey and ISTE Essential Condition Rubric | | | |

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| **ESSENTIAL CONDITION TWO: Shared Vision** | | | |
| *ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.* | | | |
| **Guiding Questions:**   * *Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?* * *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they believe about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?* * *To what extent do educators view technology as critical for improving student achievement of the GPS/CCSs? To preparing tomorrow’s workforce? For motivating digital-age learners?* * *What strategies have been deployed to date to create a research-based shared vision?* * *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement? Explain how will you advocate for a solution.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Leadership Team and Governing Council is established to help make decisions.  Chromebooks are available; 1:1 for 4th and 5th grade students. | No official vision for technology for the school. | Let the leadership team and governing council to help develop a vision for technology use in the school. |  |
| ***Summary/Gap Analysis:***  In order to meet the national educational technology standards (NETS), university leaders, teacher education program administrators, faculty, school district teachers and administrators have reached consensus on a shared vision for the P-18 school community in their use of technology for teaching and learning. A well-articulated implementation plan has been collaboratively designed and proactively supported by the leadership (ISTE). A proactive leadership exist but has not developed a shared vision for educational technology among school personnel, students, parents, and the community. | | | |
| ***Data Sources:*** observations, needs assessment survey and ISTE Essential Condition Rubric | | | |
| **ESSENTIAL CONDITION THREE: Planning for Technology** | | | |
| *ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.* | | | |
| **Guiding Questions:**   * *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)* * *What should be done to strengthen planning?* * *In what ways does your school* ***address the needs of diverse populations in the school or district to include how race, gender, socio-economic, and geographic diversity*** *giving consideration to how these factors commonly affect K-12 students’ access to school and beyond-school access to high-speed Internet, modern computing devices, software, knowledgeable technology mentors, culturally-relevant digital content, and other affordances critical to technology literacy acquisition.* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| The school has adequate access to high-speed Internet and modern computing devices (Chromebook and Chromebox) | Knowledgeable technology mentors.  One instructional tech for the district.  One tech coach at the high school. | Plans to implement Spanish as a second language for elementary students. | Developing technology plans at the school level. |
| ***Summary/Gap Analysis:***  District technology plans are not adequate; they are outdated and need to be updated. School technology plans have not been established. The School Improvement Plan addressed the needs of diverse learners in the school, but technology is not addressed. | | | |
| ***Data Sources:*** observations, needs assessment survey and ISTE Essential Condition Rubric | | | |

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| **ESSENTIAL CONDITION FOUR: Equitable Access** (Specifically address low SES and gender groups – ie. females.) | | | |
| *ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources.* | | | |
| **Guiding Questions:**   * *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?* * *To what extent is technology arrange/distributed to maximize access for engaging, standards-based, student-centered learning?* * *What tools are needed and why?* * *How will you* ***advocate*** *in regard to* ***digital equity issues among low SES and gender groups (ie. females)****?* * *Do students/parents/community need/have beyond school access to support the shared vision for learning?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Students, teachers, and administrators have adequate access to computers and digital resources to support learning.  2 Computer Labs  2:1 student to computer ratio in over 90% of the classrooms.  1:1 student to computer ratio in 10% of the classrooms. | Technology use to support student-centered learning.  Computer and access outside school. | Establishing a partnership with local business to provide computers and Internet access in the community.  Allow students to check-out devices for use at home. | Provide students with devices and Internet access in the community.  Funding |
| ***Summary/Gap Analysis:***  In order to meet the national educational technology standards (NETS), access to current technologies, software, and telecommunications networks is provided for P-18 students teachers, faculty, and support personnel in each classroom and both inside and outside the school and during and beyond the school day (ISTE). Providing access beyond the school day is essential for meeting this standard. | | | |
| ***Data Sources:*** observations, needs assessment survey and ISTE Essential Condition Rubric | | | |

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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* |
| Educators and support staff have adequate knowledge of technology to perform job responsibilities.  They can operate computers to access student data and resources needed to teach. | Implementing technology to provide student-centered learning. | Provide resources and training. | Funding and participation |
| ***Summary/Gap Analysis:***  In order to meet the national educational technology standards (NETS), all P-18 faculty, teachers, supervising personnel (co-operating teachers, supervisors, and administrators), and teacher candidates are skilled users of technology to improve teaching, learning, assessment, evaluation, and school management (ISTE). Over 90% of the faculty and staff are able to use technology to improve teaching and school management. | | | |
| ***Data Sources:*** observations, needs assessment survey and ISTE Essential Condition Rubric | | | |

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| **ESSENTIAL CONDITION SIX: Ongoing Professional Learning** | | | |
| *ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.* | | | |
| **Guiding Questions:**   * *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?* * *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)* * *Do professional learning opportunities reflect the national standards for professional learning (NSDC/Learning Forward)?* * *Do educators have both formal and informal opportunities to learn?* * *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?* * *How must professional learning improve/change in order to achieve the shared vision?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Provision for professional development is made on a weekly basis. | Professional development needs to be provided based on the needs of the teachers and technology focused.  Technology coaches for all schools. | Informal opportunities to learn from each other. | Funding for technology coaches and professional learning. |
| ***Summary/Gap Analysis:***  In order to meet the national educational technology standards (NETS), P-18 faculty are provided with timely, on-going, needs based professional development opportunities for technology skill development and application of technology in teaching and learning with adequate time and equipment to be successful. There are professional development opportunities offer on-site delivery, variety in mode of delivery, and are evaluated for effectiveness and satisfaction. Professional development is based on a comprehensive curricular and technology plan (ISTE). Technology plan is not use to provide professional development. | | | |
| ***Data Sources:*** observations, needs assessment survey and ISTE Essential Condition Rubric | | | |

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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* |
| 90% of available equipment is operable and reliable for instruction.  Tech support is knowledgeable. | When equipment is not operable, the techs have to come to the school from another location.  Some repairs can be made remotely.  There is not a on-site technician. | Provide at least one on-site technician at each location.  Training for updates in technology. | Funding for more technicians and training. |
| ***Summary/Gap Analysis:***  In order to meet the national educational technology standards (NETS), Technical assistance for P-18 faculty, teachers, teacher candidates, students, staff, and administrators is accessible on site, and includes mentoring to enhance skills in managing classroom hardware and software resources and facilitating effective instructional strategies to support teaching, learning, communication, and collaborations (ISTE). On-site support does not exist but tech support is available after technology request is made through a tracking system. | | | |
| ***Data Sources:*** observations, needs assessment survey and ISTE Essential Condition Rubric | | | |

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| **ESSENTIAL CONDITION EIGHT: Curriculum Framework** | | | |
| *ISTE Definition: Content standards and related digital curriculum resources.* | | | |
| **Guiding Questions:**   * *To what extent are educators, students, and parents aware of student technology standards? (ISTE Standards for Students)* * *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?* * *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/CCS as appropriate?* * *How is student technology literacy assessed?* | | | |
| *Strengths* | *Weaknesses* | *Opportunities* | *Threats* |
| Teachers have adequate access to digital curriculum resources so that they can integrate technology.  Additional resources are available via Internet and administration. | Not many stakeholders are aware of the NETS for students, teachers, coaches, and administrators.  Students are not assessed on technology literacy. | Provide training to raise the awareness of NETS to all stakeholders. | Funding  Timing  Participation |
| ***Summary/Gap Analysis:***  In order to meet the national educational technology standards (NETS), P-18 faculty, teachers, and teacher candidates are knowledgeable in the subject areas they teach. Technology-based curriculum resources that are appropriate in meeting content standards are readily accessible and appropriately applied (ISTE). State level technology standards are not addressed well and national technology standards have not been addressed at all. | | | |
| ***Data Sources:*** observations, needs assessment survey and ISTE Essential Condition Rubric | | | |