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Technology Planning Project

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The vision of Joseph Knox Elementary is to uniformly integrate technology thereby challenging each student in an equal learning environment. The digital motivation and proficiency of 21<sup>st</sup> century students, their teachers, and administrators will inspire conception of learning through technology integration in the school. In order to evaluate the effectiveness of the technology integration, student learning will be measured by the national technology standards in collaboration with state standards through a variety of digital projects.

The importance of technology integration in all subject areas is vital for enhancing all students' learning. In order to challenge all students, it is necessary to have an equal learning environment in which each student has access to a variety of technology that supports the needs of a 21<sup>st</sup> century learner. The uniformity of technology in the school will provide a consistent learning environment, and will eliminate a transition phase caused by differing levels of technology integration in each teacher's classroom. Integrating technology also gives the students more opportunities for learning and applying what they have learned.

The means to accomplish this vision is to take advantage of the existing digital proficiency and motivation of the students to enhance their learning. The students that are in classrooms today have grown up using computers, video games, cell phones, iPods, and other technology devices in their homes. Students are very adept at experimenting with new technology tools and are highly motivated to use any technology available to them. Teachers and administrators need to capitalize on this motivation and give students the opportunity to integrate technology into their learning. Students currently "learn from computers", but "learning with computers" will promote higher order thinking skills, enhance collaboration skills with

other students and increase student initiative (Barnett, 2002). Through the use of technology integration, students will enhance their creativity, apply existing knowledge, and further develop their communication and collaboration skills. Technology will also improve students' evaluation, problem-solving and critical thinking skills through authentic problems. In addition, technology integration will prepare the students to be responsible leaders in their present and future digital community (ISTE, 2008).

In order to evaluate the effectiveness of technology integration, student learning will be measured by the National Education Technology Standards for Students (ISTE, 2008) in collaboration with the Georgia Performance Standards. Student-centered Learning, according to the ISTE, 2009 (International Society for Technology in Education), is “planning, teaching, and assessment centered around the needs and abilities of students,” (ISTE, 2009). Incorporation of five concepts for constructivist learning (Creighton, 2003) will support the Joseph Knox Elementary vision for the classrooms in the future to move toward a “student-centered learning” environment.

- Concept 1-The teacher will help students establish a foundation of skills and knowledge, while allowing and encouraging them to use their creative abilities to solve real-world problems.
- Concept 2-Students and teachers will collaborate to establish the instructional strategies and content of the course.
- Concept 3-Teachers will approach instruction with two or three main ideas, rather than a list of skills. Then, the ideas are explored, rather than “covered”.
- Concept 4-Social interaction with others will play a central role.

- Concept 5-The teacher's role will change from information provider and test creator to guide and problem and task presenter.

In addition to these concepts, there will be roles for administrators, teachers and students. Teachers will be facilitators, guides and co-learners and co-investigators with their students. Students will become explorers, cognitive apprentices, and producers of knowledge. (Creighton, 2003) These roles will support our vision. Teachers will also use technology to differentiate for students' learning needs and provide authentic learning experiences for their students. Students will use technology to actively engage and collaborate with other students in meaningful, challenging, and multidisciplinary tasks. Each student will take responsibility for their learning and will express their individuality and creativity through technology rich projects.

Administrators will also have a role in evaluating the effectiveness of the technology. The administration should be supportive and excited about the vision, and they must also be a model and encourager for their teachers and students. Lastly, the administration needs to assess the use of technology through rubrics, writing samples, student artifacts and/or portfolios (Barnett, 2002).

In conclusion, the vision of technology integration to support all student centered learning is a critical component that must be included in all subject areas in the future. Students, teachers and administrators collaborating towards this vision will prepare our students to become responsible and productive users of technology tools. In so doing, this will also prepare our students for life, their career, and learning after they graduate from high school. By focusing on student centered learning to further develop the student's individual abilities, an engaging environment will be created which encourages all students to become life-long learners in a technologically-advanced world.

## References

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SWOT Analysis Template for Technology Planning Needs Assessment  
*What is the current reality in our school?*

**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)*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>All teachers use a mounted interactive whiteboard and projector.</p> <p>All teachers utilize a website for their class for curriculum and classroom communication to students, parents, and the community. Requirements for this website include newsletters, class announcements, a class calendar, homework assignments, remediation and enrichment links.</p>	<p>Teachers use the desktops in the classroom and the lab only for access to the Successmaker Reading and Math program.</p> <p>Teachers do not use the technology for any higher order thinking skills.</p> <p>Most teachers do not keep their class website site up-to-date.</p>	<p>Grade level meetings occur the first Tuesday every month. This would be a great opportunity to share technology integration ideas that would incorporate higher order thinking skills and a focus on student centered learning.</p> <p>Teachers can request training for any technology software support.</p> <p>Teacher can request training for class website, so they can provide information to parents, students, and community.</p>	<p>Some teachers not using the technology at all for integration with their students.</p> <p>Teachers are so worried about the CRCT and how much they have to cover; they don't think they have enough time to incorporate technology into their curriculum.</p> <p>Teachers feel pressured to pass the CRCT.</p>

*Summary/Gap Analysis:* The instructional use of technology is primarily for direct instruction and drill and practice activities. Instructional use should focus on student-centered learning and higher order thinking skills.

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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 see 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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
The Teach21 program supports the district technology vision.	There are no strategies for technology in the school's vision to support the district technology vision.	The district vision could be used as a foundation in each school improvement plan and then each school could modify the district vision to their school's needs.	Budget cuts will threaten the continuation of the T21 program.  Teachers do not incorporate technology standards with the GPS standards. They will fall back on current teaching direct instruction strategies.

*Summary/Gap Analysis:*

The school vision and district vision for technology are not aligned.

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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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>The school's technology committee consists of teachers from each grade level, the media specialist, and an assistant principal.</p> <p>The school technology committee meets once a month.</p> <p>The school district plan has clear goals for the next 3 years.</p> <p>The SIP includes technology competencies to support the 8<sup>th</sup> grade technology competency test.</p>	<p>No one is aware of the national or state tech plan.</p> <p>The school technology plan is part of the SIP and is a list of available software and how much it is utilized.</p> <p>There is a district plan, but there are few teachers that no what it includes or how it affects their classroom.</p> <p>The lack of a technology plan at the school level is a weakness.</p>	<p>The SIP plan could be revised this school year to include the national technology standards to support a technology plan for the school.</p>	<p>Teachers ignoring and not following the school's plan for technology use.</p>

*Summary/Gap Analysis:*

The local school plan needs to include a technology plan that incorporates the national technology standards and the district plan with their grade level technology competencies.



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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 arranged/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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>Students have close to a 1.2 computer access with 5 desktop computers in the classroom, mobile laptops, 2 stationary labs, and media station computers.</p> <p>Computers in the classroom are arranged on a long counter. There is lots of room between each computer for two-three students to collaborate.</p> <p>All classrooms have 5 desktop computers, promethean board, and a mounted LCD projector.</p> <p>The media center has 3 digital cameras and 5 sets of voting response devices available for checkout to any classroom.</p> <p>There are two 28 station computer labs available for sign-up by any classroom.</p>	<p>Every student does not have Internet access at their home.</p> <p>Inaccurate class website information limits students, parents, and community information access.</p> <p>Wireless access is not always consistent for wireless laptops. There are many variables that affect the connectivity, i.e. too few access points for number of laptops.</p>	<p>Class websites communicate curriculum and class information to student, parents, and community.</p> <p>Student computer access is conducive to a constructivist/student learning environment.</p> <p>Teach21 classrooms have opportunity to be mentor classrooms for other teachers to utilize a variety of different technology.</p>	<p>Budget cuts will threaten the Teach21 program which is the only way to acquire new technology in the classroom through district funding.</p>

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<p>Students have access to all Cherokee County School District software on every computer.</p> <p>Every teacher has a laptop to utilize with their docking station, promethean board, and projector.</p> <p>Each teacher has a set of voting response devices, and an activslate. Some of these teachers have 8, 16, or 24 station mobile laptop labs, video cameras, digital cameras, flip cameras, document cameras, and storage devices based on the capstone proposal they wrote during their program completion.</p> <p>All teachers have access to the Aspen student information system, which includes attendance, student information, and a gradebook program.</p> <p>Every teacher has a Sharepoint website to communicate curriculum information to students, parents, and the community.</p> <p>Every administrator has a</p>			
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<p>laptop.</p> <p>Every parent in grades 3-6 has access to their student's grades online through the student information system.</p> <p>Every student and teacher computer has all of the Cherokee County School District software.</p> <p>All teachers have a district email account.</p>			
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*Summary/Gap Analysis:*  
 All teachers have a laptop, promethean board, and a mounted projector. Students have more than adequate computer access. Access to additional technology, such as cameras or laptops, is only through the suspended (because of budget cuts) Teach21 program which is a district funded program.

**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>
All teachers are skilled in sending and replying through email correspondence.	Teachers' technology skills are primarily to support their organizational needs.	There are teachers with advanced levels of technology expertise in each grade level.	Teachers lack skill to incorporate technology to cover curriculum.

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<p>All teachers are skilled with the Aspen student information system to take attendance.</p> <p>All 3<sup>rd</sup>-6<sup>th</sup> grade teachers have been trained and use the Aspen program for posting grades that their parents can access.</p> <p>All teachers are skilled in Promethean use and 80% have taken further training.</p> <p>All teachers in grades 1<sup>st</sup>-6<sup>th</sup> are skilled in the Online Assessment System.</p> <p>All teachers are skilled in updating their class website.</p> <p>20 teachers have completed the Teach21 program.</p>	<p>Teachers lack the knowledge to incorporate the technology into their curriculum.</p> <p>Teachers lack the skills for creating student centered lessons.</p> <p>Teachers lack the training for implementing constructivist learning with technology.</p> <p>Approximately only one teacher in each grade level is a strong technology leader.</p> <p>Administrators are not aware of what is effective use of technology with students.</p>	<p>Further technology training is available upon request.</p> <p>Training for constructivist strategies for integrating technology in the classroom.</p> <p>Training for administrators for evaluating teachers integrating technology in their classrooms is going to be offered next semester at the district level.</p> <p>The teachers who have completed the Teach21 program could be used to mentor other teachers with technology integration.</p>	<p>Budget cuts have also reduced the number of technology trainers available to the teachers within our district.</p>
<p><i>Summary/Gap Analysis:</i>          Most teachers have a good grasp of technology organizational tools available to them. Teachers do not have the skills to use constructivist teaching methods to integrate technology into their classroom curriculum.</p>			

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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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>Professional Learning is offered every semester for all teachers.</p> <p>20 teachers have completed the Teach21 program.</p> <p>Teach21 provides professional learning for technology integration classes. We have opened these classes up to non-T21 teachers because of reduction of teachers in the program and the need to fill the classes.</p> <p>Teachers can request individual or small group technology training through the district instructional technology specialists.</p> <p>Most professional learning classes have a technology component, if they are not a</p>	<p>No professional development classes include learning strategies which support constructivist learning.</p> <p>The Teach21 classes are only 10 hours which does not include opportunity to incorporate learning strategies.</p> <p>The Teach21 program has been put on hold because of budget cuts, so no new teachers are being accepted into the program.</p>	<p>The creation of a constructivist learning strategy class that incorporates technology integration for teachers.</p> <p>The Teach21 classes could be redesigned to include and model constructivist learning and teaching.</p> <p>Teach21 classes are offered during spring, summer, and fall semesters, for all teachers, not just Teach21. This would give teachers professional development technology training opportunities.</p> <p>Current T21 graduates could offer mini trainings on the use of the digital cameras, voting devices, and various software they use of technology integration.</p>	<p>The lack of professional learning requirement by the state for teachers will probably result in fewer teachers attending and taking classes.</p> <p>Continued budget cuts will threaten the continued technology classes we have available now.</p> <p>Continued pressure for CRCT improvement may motivate teachers to attend PLU courses to learn and incorporate a new learning strategy.</p>

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<p>Teach21 created class.</p> <p>Promethean training provides them the teachers with the skills for their interactive whiteboard and voting devices.</p> <p>3 teachers should complete the T21 program and present their capstone in May. 3 more teachers will complete next May, 2012.</p>			
<p><i>Summary/Gap Analysis:</i> The Teach21 classes provide an opportunity for teachers to learn software, create a lesson to use with their students, but do not include a constructivist learning strategy. This is a weakness in the program.</p>			

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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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>All hardware and training requests are entered by teachers through an online database which improves response times for repairs.</p> <p>Hardware tech support for the school is divided between two schools. The tech support person is at each school 2 ½ days a week. The two schools are near each other, in case of emergency network issues.</p> <p>The hardware tech support personnel and training support are knowledgeable and experienced. They are occasionally available for quick instructional issues.</p> <p>The training support is assigned to the school based on requests in the database or by the administration.</p> <p>Current down time usually is</p>	<p>Serious hardware issues are sent out for repair and can be gone for a week or two depending on availability of parts and backlog of the repair center.</p> <p>There are only 6 trainers to cover all 42 schools in the district, so sometimes teachers have to wait for individual training appointments.</p>	<p>Hardware tech personnel could receive additional break/fix training, so hardware does not need to be sent to the repair center.</p> <p>Instructional support could be assigned to specific schools, so the teachers could attend regular training sessions.</p> <p>The technology committee could plan for what training the teachers need and make a yearlong plan for instructional training.</p>	<p>The technology department is funded totally by local funds. With budget cuts, the department could be outsourced, which would result in incredible delays in repairs and no instructional training.</p> <p>With longer delays between repairs, teachers and students will not have reliable equipment and may stop using it.</p>

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only a day or two, if that long.			
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*Summary/Gap Analysis:*  
The technology support staff in our district networks closely with each other to provide the best support for teachers and students. Hardware support will answer instructional questions if they take 5-10 minutes, if longer they refer the teacher to the instructional support. The instructional support will reciprocate the same with questions about hardware issues.



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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?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>Technology standards are in place for each grade level.</p> <p>All teachers and administration believe technology literacy is important for students.</p> <p>All teachers were aware of the technology standards in the SIP plan.</p>	<p>Technology standards are not aligned to content standards.</p> <p>Technology literacy is not currently being assessed formally.</p> <p>Educators, students, and parents were not aware of the NET-S.</p>	<p>Technology committee/each grade level revise the technology standards to align them with the content standards.</p> <p>Since the technology standards are already in place in the SIP plan, it would be a good opportunity to incorporate any of those technology standards with GPS/QCC standards.</p> <p>Instructional support provides an overview of the NET-S at a faculty meeting or technology committee meeting.</p>	<p>Teachers and/or administration will not follow-up or evaluate technology standards.</p>

*Summary/Gap Analysis:*

This elementary school has technology standards in place within their SIP. However, there is a huge need to correlate these technology standards with the content standards to help teachers to integrate technology skills into their everyday instruction. The technology standards that are currently in place for each grade level could be the building block for supporting a constructivist strategy in the classroom.

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## Action Evaluation Plan

<p>Goal: <i>(Skilled Teachers - Required)</i></p> <p><i>In one year, what do you want teachers to do that they can't do now?</i></p> <ol style="list-style-type: none"> <li>1. The Teach21 graduates will design and implement one-hour workshops to support the five concepts of constructivist learning and how to apply them in the classroom.</li> <li>2. Each teacher will create three multi-disciplinary standards based units for the 2011-2012 school year that incorporates Creighton's five concepts of constructivist learning using technology to support a student-centered learning environment in their classroom.</li> <li>3. Each teacher will attend one professional learning course which focuses on a new emerging technology offered by the district.</li> </ol>			
<p>Success Indicator:</p> <ol style="list-style-type: none"> <li>1. One hour workshops for five concepts will be conducted for all teachers.</li> <li>2. Units will be turned in each quarter to a shared location.</li> <li>3. Completion of a technology PLU course.</li> </ol>		<p>Evaluation Method:</p> <ol style="list-style-type: none"> <li>1. Teachers will evaluate the workshops using a rubric.</li> <li>2. The technology committee will create a rubric for evaluating student-centered units.</li> <li>3. Teacher will produce one technology project to implement with his/her students.</li> </ol>	
Strategies	Timeline	Budget/Funding Source	Person(s) Responsible
<ol style="list-style-type: none"> <li>1. The Teach21 mentor/graduates will work in groups to develop the workshop for each concept.</li> <li>1. Workshops will be attended after school in small grade level groups.</li> <li>1. After initial workshops are complete, teachers will meet with one of the T21 mentors to</li> </ol>	<ol style="list-style-type: none"> <li>1. The workshops will be conducted after school during the first five weeks of school.</li> <li>1. Follow-up sessions will be during two bi-monthly grade level meetings. Sessions will be repeated during grade level meetings</li> <li>2. for the other two units.</li> </ol>	<ol style="list-style-type: none"> <li>1. No funding needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teach21 mentor/graduates</li> </ol>

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develop their unit for the 2 <sup>nd</sup> nine weeks of school. Strategy will be repeated for other two units as needed.			
2. Teachers will upload each unit to a shared website that will be available to all teachers.	2. Units will be uploaded by the end of the 1 <sup>st</sup> nine weeks, 2 <sup>nd</sup> nine weeks, and 3 <sup>rd</sup> nine weeks.	2. No funding needed.	2. All teachers
3. Teachers will complete a PLU course that provides them with instruction in an emerging technology that supports one of their units.	3. PLU courses will need to be completed by July, 2012.	3. District Professional Development funds for Teach21 program. (non T21 teachers can attend T21 classes)	3. PLU Instructors
<p>Goal: <i>(Instructional Use – required)</i>  <i>In one year, what instructional uses of technology do you want to see in classrooms that you don't see now?</i></p> <ol style="list-style-type: none"> <li>Each teacher will implement three multi-disciplinary standards based units for the 2011-2012 school year that incorporates Creighton's five concepts of constructivist learning using technology to support a student-centered learning environment in their classroom.</li> <li>Each teacher will use three different technology tools to implement these units with their students. Student projects can include, but not be limited to podcasts, brochures, newsletters, voting device polls or assessments, movies, blogging, wikis, and./or e-portfolios.</li> </ol>			
<p>Success Indicator:            For both goals-Student projects will be posted on class website for students, parents, and community.</p>		<p>Evaluation Method:            Students will create rubrics to evaluate their projects.</p>	
Strategies	Timeline	Budget/Funding Source	Person(s) Responsible
Teachers can request training for any software or hardware support.	One unit will be implemented during the 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> nine weeks.	No funding needed.	Instructional Technology Specialist or Teach 21 mentor/graduate

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Teachers can request training for class website.	Student projects will be posted to the class website by the end of the 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> nine weeks.	No funding needed.	Teacher
Teach21 mentor/graduates will assist teachers with technology integration and constructivist concepts.		No funding needed.	Teach 21 mentor/graduate
<p>Goal:</p> <p><i>Optional higher-level goals: Student Technology Literacy, Enhanced Student Learning, Administrative Uses, Skilled Administrators</i></p> <p><i>Optional lower-level goals: access, technology support, shared vision, curriculum framework, professional learning</i></p>			
Success Indicator:		Evaluation Method:	
Strategies	Timeline	Budget/Funding Source	Person(s) Responsible

### Action and Evaluation Plan Summary

Teachers do not have the skills to use constructivist teaching methods to integrate technology into their classroom curriculum. Workshops to cover these skills will be developed by the Teach21 mentor/graduates. The one hour workshops will be conducted after school during the first six weeks of the school year. In addition, there will be follow-up sessions during grade level planning meetings to develop their student centered learning units. Each teacher will develop three of these units throughout the school year to support their Georgia Performance standards and National Education Standards for students. Each teacher will also complete a technology professional learning course to further their technology integration skills.

Currently, the instructional use of technology is primarily for direct instruction and drill and practice activities. Instructional use should focus on student-centered learning and higher order thinking skills. To support this goal, each teacher will implement three standards based student-centered learning units that include technology integration. Teachers will also have students utilize

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three different types of technology software and/or hardware. As part of this goal, teachers will post student projects to their class website for students, parents, and the community.

### Proposed Process for Future Planning

Future planning should include collaboration of all faculty, administration, parent representatives, student representatives and business and/or community leadership. The collaboration would encompass a revision of the current school improvement plan to include the technology vision and action plan with National technology standards for students as the foundation.

The second year of the action plan should see teachers developing and implementing two student-centered learning units each nine weeks period. Teachers should continue to meet in grade level workshops for support with a Teach21 mentor/graduate. Teachers should also complete two PLU technology courses during the second year.

The third year teachers and students will develop a plan for a presentation night to share their projects with parents and the community. Some classes may decide to explore and find an authentic project to investigate. After investigation, the students can present their solution products.

In addition, the administration will need to have an evaluation process to determine the effectiveness of the technology vision as it is integrated in the classroom. The evaluation process should include assessing teacher effectiveness with technology integration. This could possibly be part of the teacher's yearly evaluation. This evaluation process should not be implemented until the third year of the plan. This will give teachers and students the opportunity to contribute to the components of the evaluation process.