Name: Julia Hotchkiss Semester: Summer ‘16

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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 used for teaching content with Chromebooks, Smartboards, and projectors daily by teachers.  \*Ongoing Professional Learning is available for teachers at least once a month. | \*Day to day instruction needs to be more aligned with research-based best practices.  \*Technology is sometimes used as a reward and not a teaching tool as well. | \*Chromebooks for every student can assist with students’ engagement, understanding, and transfer of knowledge. | \*Technology is developing too fast to keep up in all areas. Focusing on too many things available in education could cause a limited amount of technology achievement. |
| ***Summary/Gap Analysis:***  ***While we have many resources available, there is opportunity for growth by providing professional learning with research-based practices with the Chromebooks and technology, etc. TCMS can continually improve by continuing to secure resources for students and teachers and focusing on specific goals or short term objectives instead of a general movement towards the many available technologies for education.*** | | | |
| ***Data Sources:***  ISTE. (2016a). Essential Conditions. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions  ISTE. (2016b). Essential Conditions: Curriculum Framework. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions/curriculum-framework  Golden, D. (2012). Thomas County Schools: Three Year Technology Plan. Retrieved July, 2016, from http://www.thomas.k12.ga.us/docs/Thomas County Tech Plan 2012-2015.pdf | | | |

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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* |
| \*TC Schools has a vision statement included in the Technology Plan available on their website for the district.  \* The Plan includes views from all different stakeholder groups which includes that most groups agree with the technology needs in the schools. | \*The vision statement is out-of-date.  \*Parents, teachers, and other community members cannot navigate to the Technology Plan easily. | \*Update the Technology Plan  \*Make the Plan easier to find on the district webpage.  \*Condense the Technology Plan so that it is easier to understand in a handout.  \*Communicate with stakeholders often so they understand what is happening at the district. | \*No **current** Technology Plan means that there aren’t any dates for short-term goals or objectives.  \*No evidence of vision being research-based. |
| ***Summary/Gap Analysis:***  ***While there is a Technology Plan with a shared vision available on the district website, it is not easy to navigate to and is not current. There is a vision statement included in the Plan, but there is no evidence to show that it is research-based. Because the plan is not updated, it is unclear if stakeholders are being communicated with often or if short term goals have been achieved.*** | | | |
| ***Data Sources:***  ISTE. (2016c). Essential Conditions: Shared Vision. Retrieved July, 2016, from http://www.iste.org/standards/tools-resources/essential-conditions/shared-vision  ISTE. (2016b). Essential Conditions. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions  Golden, D. (2012). Thomas County Schools: Three Year Technology Plan. Retrieved July, 2016, from http://www.thomas.k12.ga.us/docs/Thomas County Tech Plan 2012-2015.pdf | | | |

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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?* * *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* |
| \*Technology Plan on website has short term goals and benchmarks to achieving broader goals.  \* Touches on diversity issues when gathering data | \*While diversity is spoken about when gathering data, there isn’t a plan of action for any discrepancies.  \*Plan is outdated, does not include current technology resources | \*Update the Plan to include current resources available and current dates for goals.  \*Include available resources for low socio-economic students as well as how gender, race, and other diversities are considered. | \*No plan of action  Fail to plan= plan to fail  \*Out of date information |
| ***Summary/Gap Analysis:***  With respect to the Essential Condition of Planning for Technology, Thomas County’s Technology Plan is thorough, but out of date. There are goals and objectives included along with who would be responsible, but there are no updates to the plan. The plan does not include what is currently available in the schools and what current goals we are working on. There is no plan of action to include resources available for diversity in the district. In the plan it states, “The School Improvement Team collects formal and informal data each spring at each school. Formal data includes norm reference test scores, criterion reference test scores, Georgia High School Graduation Test scores, and SAT scores. Discipline, attendance, and retention data are also collected. All formal data are disaggregated by grade level, gender, and ethnicity to identify specific areas of weakness” but not what they would do with any weaknesses identified. | | | |
| ***Data Sources:***  ISTE. (2016d). Essential Conditions: Implementation Planning. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions/implementation-planning  ISTE. (2016b). Essential Conditions. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions  Golden, D. (2012). Thomas County Schools: Three Year Technology Plan. Retrieved July 2016, from http://www.thomas.k12.ga.us/docs/Thomas County Tech Plan 2012-2015.pdf | | | |

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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* |
| \*Thomas County Middle School provides students, teachers, and administrators with daily access to computers and high quality internet service.  \*TCMS also works with teachers and administrators to provide appropriate standards-based professional learning. | \*Some teachers need more education regarding research-based and standards-based instruction with regards to technology.  \*There are no considerations put in to place that specifically address digital equity issues for low socio-economic status and female students. | \*Students could take home/check out technology resources for at-home work and research.  \*An afterschool group encouraging all students (especially low SES and female) to learn about technology would be an opportunity to address diversity concerns.  \*Hold parent nights to help parents learn about what is available at the school and how it can be used in afterschool programs too. | \*Without knowledge of what is available, the school/district does not seem proactive in digital equity issues.  \*Lack of resources outside of the school for parents and students put a limit on students’ ability to use technology after school. |
| ***Summary/Gap Analysis:***  ***Thomas County Schools, and specifically Thomas County Middle School does a great job with working to provide teachers with professional learning in order to continue standards-based and research-based teaching. Access to technology at the school is no different. Students, teachers, and administrators have access to Chromebooks, desktops, and Smartboards daily which is on-board with the ISTE Essential Condition: Equitable Access. “Technology offers the potential to improve education for disadvantaged students, regardless of at-home availability” (ISTE 2016e). While access at school is available, there are not strategies or plans for students from different economic backgrounds, ethnicities, or gender groups. Proposing an afterschool program that focuses on technology may be a good solution or providing more time for students to use technology in the classrooms, so that all genders, races, and SES levels may benefit.*** | | | |
| ***Data Sources:***  ISTE. (2016e). Essential Conditions: Equitable Access. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions/equitable-access  ISTE. (2016b). Essential Conditions. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions  Golden, D. (2012). Thomas County Schools: Three Year Technology Plan. Retrieved July 2016, from http://www.thomas.k12.ga.us/docs/Thomas County Tech Plan 2012-2015.pdf | | | |

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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* |
| \*Thomas County Middle School only hires Highly Qualified teachers.  \*New hires are questioned on their use of technology in education.  \*Our teachers know how to conduct daily lessons using a Smartboard and how to make lessons interactive.  \*Our teachers use technology to gather data from assessments and guide instruction. | \*Teachers at TCMS need to learn more about using Chromebooks on a daily basis in an effective way that isn’t just a search and find activity.  \*They also need more practice grading, having students submit, and monitoring students while using the Chromebooks. | \*Resources available to teachers are used, but not to their full potential.  \*Teachers could break down some of the workload by learning more strategies on the computers/Chromebooks. | \*Veteran teachers are not as willing to learn about new opportunities with technology.  \*Planning times are already scarce without adding in more information to learn. |
| ***Summary/Gap Analysis:***  ***Thomas County Middle School has many strengths in the area of Skilled Personnel. As suggested from ISTE, “Leaders can cultivate a skilled staff by modeling technology use themselves, providing access to resources that help keep skills current, and implementing hiring practices and policies that reflect the significance of technology skills” (2016f) and the administrators do exactly that. Technology is a daily occurrence in the classrooms. Even so, more knowledge is needed on how to teach with technology effectively (ex. Not using the Smartboard as only something to copy from). Teachers are skilled in operating technology on a basic level, but could use more instruction on the ins and outs of grading online, having student submissions, and monitoring student progress. The biggest threat to having skilled personal are the veteran teachers who would rather not use technology in the classroom.*** | | | |
| ***Data Sources:***  IS. (2016f). Essential Conditions: Skilled Personal. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions/skilled-personnel  ISTE. (2016b). Essential Conditions. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions  Golden, D. (2012). Thomas County Schools: Three Year Technology Plan. Retrieved July 2016, from http://www.thomas.k12.ga.us/docs/Thomas County Tech Plan 2012-2015.pdf | | | |

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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* |
| \*Teachers and administrators are provided with various opportunities for professional learning both on campus and off.  \*Bi-annual Technology Expo provides teachers and administrator with PL from peers at TCMS.  \*Expo topics are gathered from survey results received from staff.  \*Instructional Technology coach holds “open” classes once a week after school. | \*Other than required professional learning, opportunities are not always well attended.  -It may be because some teachers would rather spend time working on grades, etc. then learning something new.  \*Technology-related professional learning is at times isolated from curriculum. | \*Provide online learning opportunities as an alternative to optional professional learning.  \*Model instruction of technology integrated with curriculum | \*Lack of attendance at optional sessions may stem from discouragement (tech is overwhelming, etc)  \*Too much information instead of modeling in classrooms may make it so that teachers don’t incorporate tech into classrooms |
| ***Summary/Gap Analysis:***  There are great opportunities at Thomas County Middle School for professional learning both formally and informally. The required Techno Expo provides teachers with examples from peers of sites, strategies, and information that the instructor already uses in his or her class. The Instructional Technology coach also holds informal “open” sessions to help any teacher or staff member with any topic after school. Some weaknesses are that many teachers do not want to go to extra professional learning sessions if it is not required. Also, technology-related professional learning is at times isolated from the curriculum, making it more difficult for a teacher to understand how it could be used in the classroom with students. These professional learning sessions should be guided by teachers’ choices to what would be helpful for them. It should be modeled so that they can “see” what could work in their room, and there should be an incentive for attending optional sessions. | | | |
| ***Data Sources:***  ISTE. (2016g). Essential Conditions: Ongoing Professional Learning. Retrieved July, 2016, from http://www.iste.org/standards/tools-resources/essential-conditions/ongoing-professional-learning  ISTE. (2016b). Essential Conditions. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions  Golden, D. (2012). Thomas County Schools: Three Year Technology Plan. Retrieved July 2016, from http://www.thomas.k12.ga.us/docs/Thomas County Tech Plan 2012-2015.pdf | | | |

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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* |
| \*Newly added Chromebooks (1 class set between 2 classes) and updated infrastructure makes technology at TCMS reliable  \*2 Tech support personnel available at TCMS that are shared with other schools  -Very knowledgeable  -Very responsive, any issue usually fixed within the day  \*Hardly any “down time” since the updated infrastructure  \*1 instructional technology coach at TCMS to assist with any instructional questions | \*Not every student has a Chromebook or device  \*More Tech support staff needed  \*More Instructional Tech coaches needed | \*Add more technology coaches/support  \*Promote student leaders to help with technology | \*Having tech support staff cover more than one school is too much of a workload  \*Will new infrastructure support the addition of more Chromebooks? |
| ***Summary/Gap Analysis:***  ***TCMS has knowledgeable technology staff and instructional technology staff. Both groups work hard to be efficient and reliable. The wiring in the building and total infrastructure was updated for the 2016 Milestones assessment. There is also a great amount of resources available for teachers and staff. An area of weakness is that while we do have great tech support there is much more technology than can be handled by 2 tech support staff. In a school with 1200+ students and about 300 Chromebooks, there is too much for only 2 staff members. Student leaders could help teachers with basic support questions. “ Also, because the plan is to add more Chromebooks, will the updated infrastructure support the load? “Technology opens new doors for learning, but students can’t walk through them if the technology is unusable or disruptive to the learning and teaching process. Consistent and reliable technical support removes these barriers and makes it possible for educators to better leverage their use of technology as an effective teaching and learning tool” (ISTE, 2016h).*** | | | |
| ***Data Sources:***  ISTE. (2016h). Essential Conditions: Technical Support. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions/technical-support  ISTE. (2016b). Essential Conditions. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions  Golden, D. (2012). Thomas County Schools: Three Year Technology Plan. Retrieved July 2016, from http://www.thomas.k12.ga.us/docs/Thomas County Tech Plan 2012-2015.pdf | | | |

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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 use technology in conjunction with their day-to-day instruction. | \*Teachers do not use technology standards in classes other than technology classes  \*Technology standards are not aligned to day-to-day curriculum for use.  \*Students’ technology literacy is not assessed other than keyboarding. | \*Post standards  \*Provide learning opportunities to align with curriculum  \*Technology is mostly taught in isolation. | \*Without including these standards, students are not getting equal instruction in technology and may not understand what is expected of them.  \*Teachers already resistant to technology will not want to include standards as well. |
| ***Summary/Gap Analysis:***  ***While technology is used daily, the technology standards are not. At TCMS we have not integrated technology standards other than in technology/keyboarding classes. Student technology literacy is not assessed. This poses the problem of students not understanding what is expected of them with regards to technology. “Technology is all too often applied as an add-on to existing curriculum. To maximize its potential benefits — such as the development of higher-order thinking skills — educators must weave it into the curriculum in such a way that the tool matches the desired learning outcome. A curriculum framework bridges the gap between overall curriculum goals and the use of technology for learning and teaching” (ISTE, 2016i). To be effective teachers in the 21st century classroom, we need to work to integrate the standards as seamlessly as possible to prepare students for careers in which they will be using technology simultaneously.*** | | | |
| ***Data Sources:***  ISTE. (2016i). Essential Conditions: Curriculum Framework. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions/curriculum-framework  ISTE. (2016b). Essential Conditions. Retrieved July 2016, from http://www.iste.org/standards/tools-resources/essential-conditions  Golden, D. (2012). Thomas County Schools: Three Year Technology Plan. Retrieved July 2016, from http://www.thomas.k12.ga.us/docs/Thomas County Tech Plan 2012-2015.pdf | | | |